



**DATING, COHABITATION AND PREMARITAL SEXUAL ATTITUDE AS
PREDICTORS OF ACADEMIC PERFORMANCE AMONG
UNDERGRADUATES OF NNAMDI AZIKIWE UNIVERSITY AWKA,
ANAMBRA STATE**

Chrstopher Amobi Nwankwo
ca.nwankwo@unizik.edu.ng

Veronica Nkiru Nwadinobi
vn.nwadinobi@unizik.edu.ng,

Anulika Valentina Etele
av.etele@unizik.edu.ng

Obianuju Blessing Mokwelu
ob.mokwelu@unizik.edu.ng

Ebele Obuteaku Ekwuagana
eb.ekwuagana@unizik.edu.ng

And

Ikechukwu Augustine Nwosu
ia.nwosu@unizik.edu.ng

**Department of Guidance and Counselling,
Faculty of Education, Nnamdi Azikiwe University, Awka**

ABSTRACT

This study investigated dating, cohabiting, and premarital sexual attitude as predictors of academic performance among undergraduates of Nnamdi Azikiwe University in Awka South Local Government Area, Anambra State. Eight research questions were raised and four null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The study was conducted in Anambra state. The population for this study comprised of 35,442 undergraduates of 10 Faculties in Nnamdi Azikiwe University Awka, Anambra State. A sample size of 997 students was selected using accidental sampling technique. Data were collected using structured questionnaires, which were administered directly to the respondents by the researchers in their lecture halls. Research questions 1-3 were answered using regression analysis while research question 4 was answered using multiple regression analysis. The findings indicated that dating was a significant predictor of academic performance, contributing 37.8% to the variation. Premarital sexual attitude was also a significant predictor, contributing a negative impact of -7.4% to academic performance. Similarly, habitation modes (Cohabitation) was found to be a significant predictor, accounting for 14.2% of the variance. Collectively, the variables of dating, habitation modes and premarital sexual attitude significantly predicted students' academic performance, accounting for 14.5% of the total variance. These findings highlight the need for



intervention programmes aimed at promoting healthy behaviours and supportive living conditions among university students. The study recommends the implementation of relationship awareness and sexual education programs, as well as counselling services, to support students in managing personal relationships while maintaining academic excellence. Additionally, the enforcement of campus policies on cohabitation and the establishment of mentorship programs are essential to helping students balance their academic and personal lives effectively.

Key words: Dating, Cohabitation, Premarital Sexual Attitude, Predictors, Academic Performance and Undergraduates of Nnamdi Azikiwe University, Awka

Introduction

Romantic relationships, including dating, cohabiting, and premarital sex, play a significant role in shaping the lives of undergraduate students. University life represents a period of social, emotional, and intellectual growth, but it also introduces new personal challenges, particularly in managing relationships and their potential impact on academic performance. Understanding how these intimate relationships correlate with academic involvement is crucial for students, counsellors, educators and policymakers. The socio-cultural shifts in African societies regarding dating, cohabiting, and premarital sexual attitudes are significantly linked to the processes of Westernization and globalization, which promote individualism and expose populations, particularly the youth, to foreign media and educational systems. This has resulted in a complex interface where indigenous, communal values intersect or clash with modern, liberal concepts.

Dating, is an activity of spending time together ("going on dates") usually through planned social encounters, with the intention of getting to know each other, often with a romantic or intimate purpose (Cambridge Dictionary, 2025). While the result of dating may at any time lead to friendship, any level of intimate relationship, marriage, or no relation, its significance extends beyond relationship status. Psychological research suggests that dating can also function as a form of personal growth, as individuals expand their understanding of themselves and others through shared experiences and emotional exchange (Uzoh and Odika, 2023). The purpose of dating is to explore attraction, get to know another person, deepen connection, and foster meaningful, lasting relationships with potential or existing partners, often as a way to form, develop, or maintain romantic relationships. Physical characteristics, personality, financial status, and other aspects of the involved persons are often judged, and as a result, feelings can be hurt and confidence shaken. Because of the uncertainty of the whole situation, the desire to be acceptable to the other person, and the possibility of rejection, dating can be very stressful for all parties involved (Omosholape and Adeyemi, 2024). Historically, marriage and courtship in many African traditional societies were communal affairs, involving extensive input and investigation from the extended families of both partners (Brotto and Ryder, 2019). Westernization, through the introduction of Western education, Christianity, and the nuclear family model, has profoundly shifted this dynamic.



Dating has largely evolved from a family-mediated process to one driven by individual autonomy and choice (Munck, 2015). Young people increasingly select their partners independently, often making decisions about marriage without the direct, explicit consent or comprehensive background investigation of their parents (Brotto and Ryder, 2019). Dating has become a prevalent behaviour among university students, and involves emotional attachment, companionship, and sometimes sexual intimacy. While dating can provide emotional support and stability, it can also become a significant distraction from academic performance. Studies have shown that students in romantic relationships may face difficulties in balancing their academic obligations and personal relationships (Mamiseishvili and Rosser, 2021). Emotional stress resulting from relationship conflicts, time spent maintaining these relationships, and preoccupation with partners can lead to reduced time for academic activities, such as attending classes, studying, and completing assignments. This diversion can result in lower academic performance compared to students who are not involved in romantic relationships (Markle, 2019).

Students who are involved in romantic relationship may decide to then cohabit which is another behaviour that has become increasingly common among undergraduate student. Cohabitation, is when two people who are in a romantic relationship live together in the same home without being legally married. It can be seen as an alternative to marriage, a precursor to it, or simply a way for couples to share their lives, finances, and intimacy (Okonkwo and Eze, 2019). Willoughby et al. (2023) proposed four cohabitation types, essentially introducing one more distinction within the prelude to marriage type: (a) alternative to marriage, (b) precursor to marriage, (c) trial marriage, and (d) coresidential dating. The term does not typically refer to roommates sharing a living space. The practice of romantic partners living together without being married, is becoming increasingly common among undergraduates, reflecting broader societal trends toward more flexible relationship structures. Although cohabitation can offer benefits such as shared financial responsibilities and emotional companionship, it can also introduce challenges that affect academic performance. The demands of managing a shared living arrangement, including household chores, financial responsibilities, and relationship dynamics, can consume significant time and energy, leaving less available for academic work (McNamara, et al., 2019). Moreover, research has found that cohabiting students often experience higher levels of stress, which can negatively impact their ability to focus on their studies and maintain high academic standards (Willoughby, et al., 2020). Cohabiting students are highly likely to be sexually involved due to the close proximity and unguarded freedom of living together. Cohabitation among undergraduates is often associated with the following factors and outcomes related to sexual activity.

Premarital sex, often an integral aspect of both dating and cohabiting relationships, also plays a critical role in the academic lives of students. For Unachukwu and Iloakasia (2018) premarital sexual attitude refers to individuals' beliefs, feelings, and acceptance of sexual activity before marriage, varying from strict disapproval to complete acceptance, often influenced by culture, religion, gender, peers, and family, and significantly impacting behaviors like contraceptive use, STI risk, and unintended



pregnancies, with younger, more permissive individuals often facing higher risks due to lack of education. In traditional African cultures, premarital sexual relationships were generally restricted, and female chastity was highly valued as a prerequisite for marriage, often symbolizing good moral upbringing (Bogle, 2018). This traditional sanctity of sex has been eroded by Western influence, contributing to a “sexual revolution”. Exposure to global media, urbanization, and Western notions of sexual liberalization have made premarital sex increasingly acceptable, particularly among tertiary students and young adults (Bogle, 2018). This shift is driven by the modern mindset that views sexuality as an individual affair rather than a matter of strict communal or religious norms. The mindset has also shifted from viewing sexual relationships as a sacred act limited to the marital institution to seeing them as an area of personal choice and pleasure (Hettlinger, 2017). Engaging in premarital sexual activities is associated with various emotional and psychological consequences, such as guilt, anxiety, and fear of unintended pregnancies or sexually transmitted infections (STIs) (Ogunjimi, 2021). These stressors can negatively impact students' mental health and lead to distractions from their academic responsibilities. Additionally, students involved in sexual relationships may experience increased absenteeism, reduced academic focus, and a decline in academic performance due to the emotional and physical demands of managing intimate relationships (Bodenmann, et al., 2020). Studies have also highlighted the impact of these sexual behaviours cognitive functioning and motivation, further contributing to poor academic performance (Buote, et al., 2020).

Academic performance is the measurement of a student's academic behaviours including classroom participation. It signifies comprehension and problem-solving skills, influencing future opportunities, and can involve both objective outcomes and behaviours like study habits or attendance (Kumar, 2021). A growing body of research suggests that students involved in dating, cohabiting, or engaging in premarital sex often face greater difficulties in achieving academic success compared to their peers who are not involved in such relationships. For example, a study by Crissey (2018) found that students involved in premarital sexual relationships were more likely to experience a decline in academic performance due to the time and energy required to manage the complexities of these relationships. Furthermore, cohabiting students were found to have lower academic achievement and were more likely to report higher levels of stress, anxiety, and burnout, all of which adversely affected their academic progress (Willoughby, et al., 2020).

In the context of undergraduate life, where students are expected to balance academic, social, and personal development, romantic relationships can be both beneficial and detrimental to academic outcomes. While some students may derive emotional support and motivation from their relationships, others may struggle to manage the emotional and time demands that these relationships entail. The extent to which dating, cohabiting, and premarital sex affect academic performance remains a complex and multifaceted issue that warrants further investigation.



Unachukwu and Iloakasia (2018), investigated the effects of premarital cohabitation on students' academic performance in tertiary institutions in Anambra state. Specifically, the study sought to find out the factors responsible for premarital cohabitation and the effects of premarital cohabitation on academic performance of undergraduates in tertiary institution in Anambra state. Descriptive survey design was used in order to carry out the study. The population of the study comprised of all the second-year students in tertiary institutions in Anambra state, this population was chosen because they are the group most likely to engage in premarital cohabitation. Proportionate Stratified random sampling was used for the study and in all 300 students were involved in the study. From the result of data analyzed, it was found that premarital cohabitation has negative impact on students' academic performance; the study recommended that parents should be encouraged to visit their children and find where and whom they live with while in school. The study is related to the present study because it's carried out among undergraduates. The study differs from the present study for it focused only on second year students and also involved more than one institution.

A sociological analysis of cohabitation among students In Olabisi Onabanjo University, AgoIwoye by (Yewande and Mayowa, 2024), analyzed cohabitation among students with a view to investigate their perception on cohabitation, examined the perceived factors responsible for cohabitation and assessed the perceived effects of cohabitation on the undergraduates in Olabisi Onabanjo University, Ago-Iwoye. The study employed ex-post facto design and 226 undergraduates were sampled using systematic, proportional and convenience sampling techniques. Primary data collected through a self-designed questionnaire was analyzed using SPSS. The findings showed that undergraduates had positive perceptions towards cohabitation and there were several reasons were adjudged for high wave of cohabitation among undergraduates in OOU (increase in school fees, high quest to understand partners, lack of religious inclination, absence of supervision). More so, cohabitation had diverse effects on undergraduates which included: high level of moral decadence, incidence of sexually transmission diseases, prevalence of abortion, cases of unplanned and unintended pregnancies, increased rate of frustration and depression caused by relationship problems. The study is related to the present study because it's carried out among undergraduates. The study differs from the present study because of different institution.

Uzoh and Odika (2023) in a study examined the influence of cohabitation on academic performance of undergraduates of Nnamdi Azikiwe University, Awka. The study objectives included to identify factors responsible for cohabitation amongst the undergraduates, effects of cohabitation on the undergraduates and measures that can be taken to curb cohabitation among undergraduates of Nnamdi Azikiwe University, Awka. The anomie theory formed the theoretical framework of the study. Mixed methods research design was used for the study and a sample size of 204 respondents was selected for the administration of the instrument. The instrument of data collection was the questionnaire. The study used multi-stage sampling procedure comprising of simple random and systematic sampling techniques to select the respondents. The data



generated from the field through the questionnaire was analysed using descriptive statistics such as the frequency counts and simple percentages. The hypothesis formulated to guide the study was tested using Chi-square (X^2) test statistic. The study found that cohabitation is a serious problem among students of Nnamdi Azikiwe University, Awka. Factors responsible for cohabitation include financial problems such as lack of feeding money, inadequate hostel space, lack of parental guidance and peer pressure. Negative effects of cohabitation were found to include unwanted pregnancies, exposure to sexually transmitted diseases (STDs) and poor academic performance. Based on these findings, the study recommended amongst others the need for the creation of more hostels by the university management to reduce cases of cohabitation among students. The University administration also needs to engage the undergraduates in awareness creation about cohabitation and its negative consequences in institutions of higher learning in Nigeria and the society at large. This study is related to the present study because it was carried out in the same institution. The study differs from the present study by design and some other variables.

Also, Offor and Offiah (2021) investigated reasons and implications of premarital sexual escapades among female undergraduates of Nnamdi Azikiwe University, Awka. Two research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study was 23,621 comprising 12,639 males and 10,982 females. The sample comprised of 800 undergraduate students. The sample was composed using simple random sampling method. Data collected were analyzed using mean. The findings of the study showed that cohabitation of students, poor socio-economic status of parents, peer group influence, indecent dressing among students, watching pornographic movies and pictures, quest for materialism, inability to control sexual urge, addiction to drugs and alcohol, poor parental upbringing of children and students' lifestyle were the reasons behind premarital sex among undergraduates of Nnamdi Azikiwe University, Awka. Also, it was discovered that unplanned pregnancy, unsafe abortion, infertility, untimely death, drug and alcoholic addiction, students joining bad company, loss of self-control, transmission of sexually transmitted diseases and prostitution were the implications of premarital sex. Premarital sex with its attendant risk to unstrained fun and sexual activities may cause distraction for students. This may lead to academic underachievement. Based on the findings study, it was concluded that premarital sex persists among undergraduates of Nnamdi Azikiwe University, Awka sequel to diverse socioeconomic reasons which could hamper their academic pursuit and goals in life. Thus, study relates to the present study by location, the same university. This study differs from the present study as it was conducted only on female undergraduates and some variables.

The academic performance of undergraduate is often influenced by multiple factors, including personal relationships and social behaviours (Campbell, 2020). Dating, cohabiting, and premarital sexual activities have become increasingly prevalent among university students, raising concerns about their potential impact on academic success. While romantic relationships can offer emotional support, they may also serve as distractions from academic responsibilities, leading to poorer performance. The balancing act between personal relationships and academic commitments is



particularly challenging for students, as they navigate the emotional and psychological complexities associated with dating and cohabitation.

Several studies suggest that students who engage in dating and cohabiting relationships may experience greater stress and lower academic performance compared to their peers who are not involved in such relationships. Similarly, premarital sexual activities have been associated with increased anxiety, emotional distress, and even physical health risks, such as sexually transmitted infections (STIs) or unintended pregnancies, all of which can disrupt academic progress. Despite the widespread occurrence of dating, cohabitation, and premarital sex among university students, there remains a lack of comprehensive understanding of how these behaviours predict academic performance, hence the study.

Purpose of the Study

The study investigated dating, cohabiting and premarital sex as predictors of academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State. Specifically, the study was to determine the following:

1. The predictive value of dating on Academic Performance of Undergraduates of Nnamdi Azikiwe University, Awka, Anambra State.
2. The predictive value of cohabiting on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State.
3. The predictive value of pre-marital sex on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State.
4. The predictive values of dating, cohabiting and premarital sexual attitude of undergraduates of Nnamdi Azikiwe University, Awka on their academic performances.

Research Questions

The following research questions guided the study:

1. What is the predictive value of dating on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State?
2. What is the predictive value of cohabiting on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State?
3. What is the predictive value of pre-marital sex on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State?
4. What is the joint predictive value of dating, cohabiting and premarital sexual attitude of undergraduates of Nnamdi Azikiwe University, Awka on their academic performances?

Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. The predictive value of dating on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State is not significant.
2. The predictive value of cohabiting on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State is not significant.



3. The predictive value of pre-marital sexual attitude on academic performance of undergraduates of Nnamdi Azikiwe University, Awka, Anambra State is not significant.
4. The joint predictive values of dating, cohabiting and premarital sexual attitude of undergraduates of Nnamdi Azikiwe University, Awka on their academic performances is not significant.

Methods

Research Design

This study adopted correlational research design. A correlational design examines the statistical relationship between two or more naturally occurring variables using surveys, without the researcher manipulating anything, to see if changes in one variable correspond to changes in another (Price, Jhangiani and I-Chant, 2015). This approach was appropriate for identifying relationships among variables such as dating, cohabiting, premarital sex, and academic performance. A correlational survey design allowed for the collection of data from a broad population using questionnaires, providing an opportunity to explore the correlates of academic performance in a structured manner.

Population of the Study

The target population for this study consisted of all 35,442 undergraduate students of 10 Faculties in the main campus of Nnamdi Azikiwe University at Awka. The student body included individuals from different academic disciplines and varying levels of study making it a significant group for studying the dynamics of dating, cohabitation, premarital sex, as predictors of academic performance.

Sample and Sampling Technique

The sample for the study consists of 1080 undergraduate students. The researchers adopted accidental sampling technique. In this sampling method, only the students met in their various lecture halls in various faculties of the University were selected and used for the study.

Instrument for Data Collection

In this study questionnaire is the main research instrument used. Four different types of questionnaires were used. They are: Cohabitation status, Dating and Assertion Questionnaire (DAQ), Premarital Sexual Attitude (PSA) and Academic Performance Rating Scale (APRS). Cohabitation status is the researchers developed questionnaire to determine the students Cohabitation status and it is captured as personal data. Dating Attitude Questionnaire (DAQ) was adapted from that of Ifter and Guler (2020) which has four sections and 50 items. The researchers then modified it by removing areas that covered violence and behaviour and used only 18 items designed to assess social competence on two social intuitions - Dating and assertion and then general social skills. It has five-point scale response options. Viz: Always 5, Often 4, Sometimes 3, Rarely 2 and Never 1. Premarital Sexual Attitude scale (PSA) is a 24 item Inventory designed to measure, attitudes towards sex outside marriage. Academic Performance Attitude Scale (APRS) Is a 19-item inventory designed to measure students' academic



performance. Designed on 5-point rating scale of Always 5; Almost always 4; Sometimes 3; Rarely 2 and Not at all 1 which were provided for the respondents to make their responses to the questionnaire items.

Validation of the Instrument.

The instruments used in this study were subjected to face validity. They were sent to two experts in measurement and evaluation and one in counselling psychology in Faculty of education, Nnamdi Azikiwe University, Awka. Their suggestions were incorporated in the final drafts of the instruments.

Reliability of the Instrument

The instruments were administered to 50 students in Chukwuemeka Odumegwu Ojukwu University, Igbariam Anambra State. Cromback Alpha method was used to check the internal consistency of the instruments. At the end DAQ has coefficient alpha of 0.87, PSA has alpha of 0.92 while APRS has 0.90. These are high enough showing that the instruments are good for the study.

Method of Data Collection

The data collection was done through direct approach. The researchers personally administered the instruments to the students in their various lecture halls in the university and they were collected back immediately after filling. A total of 1080 copies of the instruments were administered and 1000 copies were retrieved representing 92.6% percent response rate of which 3 copies of the questionnaires were invalid making it 997 correct copies of the questionnaires used. The entire data collection process took one week.

Method of Data Analysis

The data generated from the participants responses were analysed using regression analysis while research question 4 was answered using multiple regression analysis. The hypotheses for the study were tested at a 0.05 level of significance using simple regression for hypotheses 1 -3 and multiple regressions for hypothesis 4.

Results and Discussion

Research Question 1: What is the predictive value of dating on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State?

Null Hypothesis 1: The predictive value of dating on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State is not significant.

Table 1: Regression analysis on the predictive value of dating on academic performance of Students of Nnamdi Azikiwe University, Awka

Variable	N	BETA	Cal. t	df	Pvalue	Remark
Dating	997	0.378	12.16	995	0.000	S

Table 1 reveals that dating had Beta of 0.378. This indicates that dating had contributed to 37.8 percent for the students' academic performance in Nnamdi Azikiwe University, Awka.



Again, at 995df and 0.05 level of significant, the calculated $t_{12.16}$ with Pvalue 0.000 which is less than the 0.05, the first null hypothesis is not accepted. Therefore, dating is a significant predictor of the Nnamdi Azikiwe University, Awka students' academic performance.

Because the relationship is positive and significant, dating positively influences the academic performance of NAU students. This implies that the null hypothesis (that there is no relationship) is not accepted. The results support the alternative hypothesis, confirming that dating is a significant predictor of academic performance among Nnamdi Azikiwe University students. This implies that engagement in dating has a measurable and positive impact on how well students perform academically and this supports the claim of Omosholape and Adeyemi (2024), who examined the influence of dating on students' academic performance in a Ilorin West local government area Kwara State. Their findings indicated that dating negatively influenced students' academic performance primarily due to distractions and poor time management amongst others.

Research Question 2: What is the predictive value of habitation modes on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State?

Null Hypothesis 2: The predictive value of habitation modes on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State is not significant.

Table 2: Regression analysis on the predictive value of habitation modes on academic performance of Students of Nnamdi Azikiwe University, Awka

Variable	R	R ²	R ² adjusted	%	BETA	Cal.t	df
Pvalue	Remark						
Habitation modes	0.142	0.020	0.019	1.9	0.142	4.512	995
0.000	S						

Table 2 shows that habitation modes had Beta of 0.142. This indicates that habitation modes had contributed to 14.2 percent for the students' academic performance in Nnamdi Azikiwe University, Awka. In addition, at 995df and 0.05 level of significant, the calculated $t_{4.512}$ with Pvalue 0.000 which is less than the 0.05, the second null hypothesis is not accepted. Therefore, habitation modes are significant predictors of the Nnamdi Azikiwe University, Awka students' academic performance.

Since majority of the students were found to cohabiting, findings suggest that the university's student accommodation or the students' living arrangements likely have some impact on their academic involvement. The university could consider strategies to improve residential environments/hostels, which might include ensuring access to conducive study spaces or creating conducive atmospheres within school hostels. The findings above agree with those of Uzoh and Odika (2023) who found that cohabitation is a serious problem among students of Nnamdi Azikiwe University, Awka. Factors responsible for cohabitation include financial problems such as lack of feeding money, inadequate hostel space, lack of parental guidance and peer pressure. Negative effects of cohabitation were found to include unwanted pregnancies, exposure to sexually transmitted diseases (STDs) and poor academic performance. The University



administration also needs to engage the undergraduates in awareness creation about cohabitation and its negative consequences in institutions of higher learning in Nigeria and the society at large.

Research Question 3: What is the predictive value of premarital sexual attitude on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State?

Null Hypothesis 3: The predictive value of premarital sexual attitude on academic performance of Students of Nnamdi Azikiwe University, Awka, Anambra State is not significant.

Table 3: Regression analysis on the predictive value of premarital sexual attitude on academic performance of Students of Nnamdi Azikiwe University, Awka

Variable	N	BETA	Cal. t	df	Pvalue	Remark
Premarital sexual attitude	997	-0.074	-2.39	995	0.017	S

Table 3 indicates that premarital sexual attitude had Beta of -0.074. This indicates that premarital sexual attitude had contributed to -7.4 percent for the students' academic performance in Nnamdi Azikiwe University, Awka. Again, at 995df and 0.05 level of significant, the calculated t-2.39 with Pvalue 0.017 which is less than the 0.05, the third null hypothesis is not accepted. Therefore, premarital sexual attitude is a significant predictor of the Nnamdi Azikiwe University, Awka students' academic performance.

The findings suggest that a more positive attitude toward premarital sexual activities may be associated with some level of distraction, which could negatively impact a student's academic engagement and achievement. These affirms the finding of Bolu-Steve, et. al (2023), that examined the causes and consequences of premarital sex among female students Oke- Ogun Polytechnic in Ogun State where they identified peer pressure, cohabitation and sexual harassment as major causes of premarital sex which consequently affects academic performance adversely. The results suggest that university counselling services and awareness campaigns could provide students with strategies to balance social and academic life, and to manage potential distractions arising from relationships.

Research Question 4: What is the joint predictive value of dating, habitation modes and premarital sexual attitude of students of Nnamdi Azikiwe University, Awka, Anambra State?

Null Hypothesis 4: The joint predictive value of dating, habitation modes and premarital sexual attitude of students of Nnamdi Azikiwe University, Awka on their academic performances is not significant.

Table 4: Regression analysis on the joint predictive value of dating, habitation modes and premarital sexual attitude of students of Nnamdi Azikiwe University, Awka on their academic performances

Variable	R	R ²	R ² adjusted	%	Cal.F	df	Pvalue	Remark
43.26	993	0.000	S	All	0.385	0.149	0.145	0.14.5



Table 4 reveals that dating, habitation modes and premarital sexual attitude of students had R^2 adjusted of 0.145. This indicates that dating, habitation modes and premarital sexual attitude of students had contributed to 14.5 percent for the students' academic performance in Nnamdi Azikiwe University, Awka. Also, at 993df and 0.05 level of significant, the calculated $F_{43.26}$ with Pvalue 0.000 which is less than the 0.05, the fourth null hypothesis is not accepted. Therefore, dating, habitation modes and premarital sexual attitude of students are significant predictors of the Nnamdi Azikiwe University, Awka students' academic performance.

The study examined the combined effect of dating, habitation modes and premarital sexual attitude on academic performance. The results show that the combined effect of these variables is statistically significant, meaning they are not likely to be due to chance. This confirms the views of Offor and Offia (2021) and Rhoades et al (2023) who stated that dating, cohabitation and premarital sexual intercourse among tertiary and secondary school students in Nigeria contributed to poor academic performance. While not explaining all of the variance in academic performance, the findings suggest that these factors could play a role in predicting students' academic involvement. This implies that while these factors are significant predictors, they only account for a portion of the overall variation in academic performance, and other factors not included in the model might also play a role.

Conclusion

The study concludes that dating, cohabiting and premarital sex are both separately and jointly significant predictors of Academic Performance of Students of Nnamdi Azikiwe University in Awka South Local government Anambra State.

Recommendations

Based on the findings of the study, the following were recommended;

1. The university administration should organize regular workshops and seminars to educate students about the impact of dating on academic performance. These programs should promote time management skills and responsible behavior, helping students balance their relationships with their academic responsibilities.
2. The university should strengthen its counselling services by offering sessions focused on managing personal relationships, cohabitation, and academic pressures. Counsellors should be encouraged to assist students in addressing the potential distractions caused by cohabitation, ensuring that these relationships do not negatively impact their academic performance.
3. The university management through the university counselling centre should implement comprehensive sexual education programs that not only provide information on sexual health but also highlight the consequences of premarital sex on students' academics, mental health, and future goals.
4. The University should build more affordable, cost effective school accommodations which will be more academic activities friendly, well maintained and habitable for students to be encouraged to live in.



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