RESEARCH ARTICLE

INFLUENCE OF RELATIONSHIP STATUS ON THE ACADEMIC PERFORMANCE OF STUDENTS FROM SELECTED COLLEGE OF GANGTOK, SIKKIM

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ABSTRACT

Background: Romantic relationship is one of the development markers in adolescent's life which involves the social, physical and emotional aspects. Being in a romantic relationship helps in determining the self-esteem, personality and functioning of an individual. Romantic relationship can exert both positive and negative affect on the outcomes of academic performance of an adolescent student. Having a romantic relationship may motivate and inspire most of the people on their endeavours. **Objectives:** The study aimed at assessing the influence of relationship status on academic performance of the college students. It would raise the awareness among the college students on the influence of relationship status on their academic performance. **Methods**: Research design adopted was non-experimental descriptive comparative survey and the tools used were demographic profile, structured likert scale for assessment of time management and level of motivation and standardized likert scale for assessing the level of anxiety. The study comprised of 300 samples which was selected using non-probability purposive sampling technique. Descriptive and inferential statistics were used to interpret the data. **Results**: The findings of the study revealed that majority 232(77.34%) of the students were in the age group of 20-22 years and almost 192(64%) of the students were males. Mostly, 166(55.33%) were Hindu by religion and 150(50%) of the students belonged to a joint family. Most of the students 59(39.3%) had academic weight age of 50-60%, majority 117(78%) had adequate time management, which depicted that being in a romantic relationship had no effect in their time management. However, the effect of romantic relationship of the students with regard to motivation and anxiety level as revealed from the study findings shows that 82(54.6%) of the students were motivated and 139(92.6%) had moderate anxiety level. There was a statistical significant difference between academic performance of the student with respect to relationship status with t-value (8.35), mean 60.67,59 and standard deviation of 1.82 and 1.83. It was found that there was a significant association between academic weight age and the selected demographic variables such as religion (12.5, p=≤0.05) df=4 and family income (25.52,p=≤0.05) df=8. **Conclusion**: Based on the findings of the present study, it can be concluded that being in a romantic relationship hada positive impact on the level of motivation of students and moderate effect on the level of anxiety whereas, there was no effect on time management.

INTRODUCTION

Adolescence is associated with many psychosocial and development challenges including the processing of intense emotions and first loves (Arnett, 2014). It is now well evident that adolescence romance is an important developmental marker for adolescent's personal identity, functioning and capacity for intimacy. There have been a number of important theoretical contribution to the understanding of romantic relationship from early to late adolescence and the transition to young adulthood (Collins *et al.,* 2009).

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Romantic relationship can exert both positive and negative affect on the outcomes of academic performance. Having a romantic relationship may motivate and inspire most of the people on their endeavours. Students play an important role in improving and strengthening the society and also students of today lay the foundation stone of future society, so as a concerned citizen it is our responsibility to provide love and encouragement to them and also see their studies are not unduly hampered. In fact now a days, students get indulged in other means rather than studies which may merely decrease their overall academic grade points and which may further bring a negative impact on the society. As being more specific, college students get indulge in romantic relationships and their

frequent dating behaviour, inadequate time management, level of motivation and their anxiety level in performing double role as a student as well as partner may decrease their academic grade points. Number of study has been conducted among which a descriptive study conducted by Alma Mae J. Bernales and Fretzy Colonia on "The effects of romantic relationship on academic performance" of the Philippines college among 10 respondents where the result revealed that student who were involved in romantic relationship has low anxiety level and their level of motivation towards studies was higher whereas the time spend with their partner has the most significant negative impact in their academic performance (Bernales Alma and Colonia Fretzy).

MATERIALS AND METHODS

Research design adopted was non-experimental descriptive comparative survey. The study comprised of 300 samples from Sikkim Government College, Tadong, who were selected using non-probability purposive sampling technique. Ethical clearance was obtained from Institutional Ethics Committee, Sikkim Manipal University, other concerned authorities and written informed consent was taken from the study participants. Data was collected through self- administered questionnaire technique. Tools used for collecting data were demographic profile, structured likert scale for assessment of time management and level of motivation and standardized likert scale for assessing the level of anxiety. The content validity of structured questionnaires was done by 7 experts from the field of Psychiatric and faculty of Sikkim Manipal College of Nursing. The reliability of the pretested structured questionnaire was tested by split half method, for which the value was found 0.8 and socio demographic profile by intra-rater method. Descriptive and inferential statistics were used to interpret the data.

RESULTS

Section I : *Findings related to relationship status of students from selected college of Gangtok, Sikkim.*

It was found that 150 (50%) students were in a relationship and 150 (50%) students were not in a relationship (Table 1).

Table 1. Frequency and percentage distribution of the relationship status of students from selected colleges of Gangtok, Sikkim
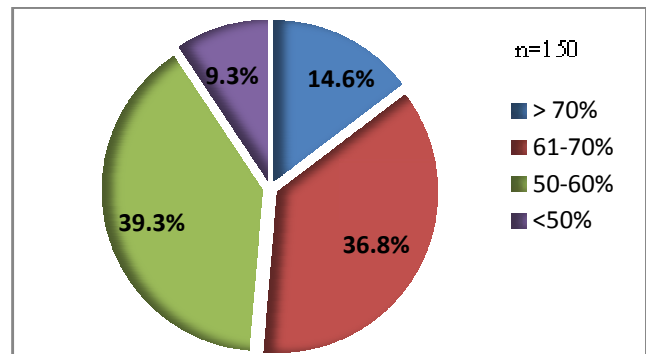
		n=300
Relationship status	Frequency	Percentage
In a relationship	150	50%
Not in relationship	150	50%

Section II: *(i) Findings related to influence of relationship status on academic performance of the students in terms of academic weightage (percentage of marks obtained in previous examination):*

It showed that majority of the students that is 59 (39.3%) obtained 50-60%, 55(36.8%) obtained 61-70%, 22(14.6%) obtained >70% and 14(9.3%) obtained <50% in their previous examination. It can be interpreted that majority of the students academic performance was not influenced by relationship status (Fig.1).

(ii) Findings related to influence of relationship status on academic performance of the students in terms of time management of the students: It was found that majority of

the students that is 117 (78%) showed adequate time management and 33(22%) showed inadequate time management towards their study (Fig.2).

Figure 1. Influence of relationship status on academic performance of students in terms of academic weightage
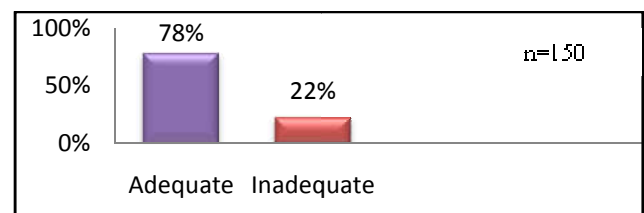
Figure 2. Influence of relationship status on academic performance of students in terms of time management of the students

(iii) Findings related to influence of relationship status on academic performance of the students in terms of level of motivation of the students: It showed that majority of the students 82(54.6%) were motivated, 65(43.4%) were moderately motivated and 3(2%) were not motivated (Table 2)

Table 2. Influence of relationship status on academic performance of the students in terms of level of motivation of the students

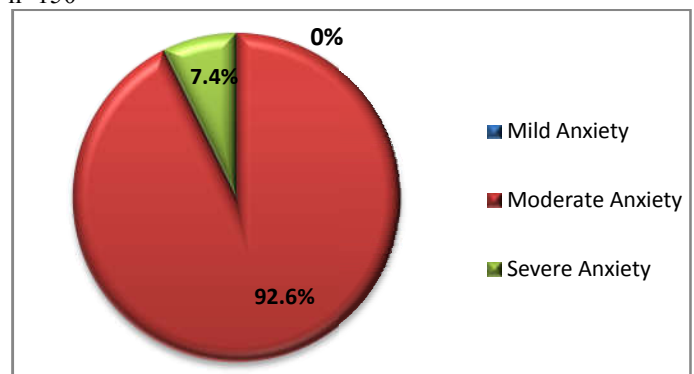|		n=150
Level of motivation	No. of students	Percentage
Motivated	82	54.6%
Moderately motivated	65	43.4%
Not motivated	03	2%

(iv) Findings related to influence of relationship status on academic performance of the students in terms of level of anxiety of students: It showed that majority of the students 139(92.6%) had moderate anxiety and 11(7.4%) had severe anxiety (Fig.3).

n=150

Figure 3. Influence of relationship status on academic performance of students in terms of level of anxiety of students.

Table 3. The comparison of academic performance of students with respect to relationship status

n=150

Relationship status	Mean%	Standard Deviation	Standard Error	t-value
In a relationship	60.67	1.82		
Not in a relationship	59	1.83	0.20	8.35

Table 4. Influence of relationship status on the academic performance with selected demographic variables

n=150

Demographic variable	Academic weightage				x^2	df	Table value	Remarks
	≤71%	61-70%	51-60%	≤50%				
1. Age								
20-22 years	17	43	53	02	2.35	3	7.82	Not significant
23-25 years	07	10	16	02				
2. Gender								
Male	08	18	25	01	2.4	3	7.82	Not significant
Female	16	35	44	03				
3. Religion								
Hindu	18	21	41	01				
Buddhist	04	27	22	02	12.5	4	9.49	Significant
Christian	02	05	06	01				
4. Type of family								
Joint	09	26	29	02				
Nuclear	14	22	38	01	6.9	6	12.59	Not significant
Extended	01	05	02	01				
5. Family income								
≤10,000	04	05	16	01				
11,000-20,000	04	17	42	02				
21,000-30,000	10	19	09	-	25.52	8	15.51	Significant
31,000-40,000	01	08	-	-				
≥41,000	05	04	02	01				

Table 5. Influence of relationship status on the time management with selected demographic variables

n=150

Demographic variable	Time management		x^2	df	Table value	Remarks
	Adequate	Inadequate				
1. Age						
20-22 years	88	23	0.9	1	3.84	Not significant
23-25 years	28	11				
2. Gender						
Male	47	06	0.26	1	3.84	Not significant
Female	83	14				
3. Religion						
Hindu	61	18				
Buddhist	45	12	-	-	-	Not applicable
Christian	10	04				
4. Type of family						
Joint	55	15				
Nuclear	54	14	2.67	2	5.99	Not significant
Extended	07	05				
5. Family income						
≤10,000	28	02				
11,000-20,000	35	05				
21,000-30,000	22	06	5.56	04	9.49	Not significant
31,000-40,000	16	04				
≥41,000	25	07				

Section III: *Findings related to the comparison of academic performance of students with respect to relationship status.*

The study findings depicted that there was a significant difference between academic performance with respect to relationship status with t-value(8.35), mean 60.67,59 and SD 1.82,1.83 (Table 3)

Section IV: (i*) Findings related to association between influence of relationship status on the academic weightage with selected demographic variables.*

It was found that there was a significant association between academic weightage and the selected demographic variables such as religion (12.5, p=≤0.05) df=4 and family income (25.52,p=≤0.05) df=8 (Table 4).

(ii) Findings related to association between influence of relationship status on the Time management with selected demographic variables.

The data has not revealed any association between time management and selected demographic variables. (Table 5)

(iii)Findings related to association between influence of relationship status on the level of motivation with selected demographic variables.

The data has not revealed any association between the level of motivation and selected demographic variables.(Table 6)

(iv)Findings related to association between influence of relationship status on the level of anxiety with selected demographic variables.

Table 6. Influence of relationship status on the level of motivation of selected demographic variables

n=150

Item	Level of motivation Median		df	t-value	x^2	Remarks
	≤16	≥16				
1.Age						
20-22yrs	58	53	1	3.84	1.67	Not significant
23-25yrs	25	14				
2.Gender						
Male	28	25	1	3.84	0.03	Not significant
Female	53	44				
3.Religion						
Hindu	45	35				
Buddhist	27	29	2	5.99	2.46	Not significant
Christian	07	07				
4.Type of Family						
Joint	38	32				
Nuclear	38	30	2	5.99	0.15	Not Significant
Extended	06	06				
5.Family Income						
≤10,000	27	30				
11,000-20,000	12	32				
21,000-30,000	02	09	-	-	-	Not applicable
31,000-40,000	02	22				
≥41,000	04	10				

Table 7. Influence of relationship status on the level of anxiety with selected demographic variables

n=150

Item	Level of anxiety Median		x^2
	≤80	≥80	
1.Age			
20-22yrs	106	09	Not applicable
23-25yrs	33	02	
2.Gender			
Male	53	04	Not applicable
Female	86	07	
3.Religion			
Hindu	83	05	Not applicable
Buddhist	43	05	
Christian	13	01	
4.Type of Family			
Nuclear	64	05	Not applicable
Joint	69	05	
Extended	06	01	
5.Family income			
≤10,000	48	02	
11,000-20,000	39	02	Not applicable
21,000-30,000	34	05	
31,000-40,000	08	0	
≥41,000	10	02	

The association between level of anxiety and selected demographic variables could not be seen as the data was not applicable (table frequencies <5).(Table 7)

DISCUSSION

In the present study 39.3% of students had academic weightage of 50-60% which is similar to a quantitative research which was done by 2nd year Doctor of pharmacy students from Shenandoah University Benard J. Dunn, School of Pharmacy in Winchister, Virginia among 355 students on "An association between involvement in romantic relationship and academic grade point average amongst pharmacy students, which shows that there is no effect regarding romantic relationship on grade point average (UK Essays, 2013). In the present study it was revealed that majority 78% had adequate time management which was similar to quantitative cum qualitative research done by Nasrullah Shazia and Khan Saqib on "The Impact of Time Management on student's academic achievement" on 129 students from Qurtiiba University of Science and Technology, Peshawar.

The study found that time management is highly related to the academic performance of University students i.e., successful students are good time managers (Nasrullah and Khan, 2015). In the present study, majority (54.6%) were highly motivated which was similar to the study conducted by Schmidt Julia, Lockwood Brian on "The effects of Romantic Relationship status on the academic performance of University students among 300 students of a private university in the North Eastern United States to determine if participating in romantic relationship predicts GPA or attendance . The result of multivariate analysis indicated that being in a relationship is significantly associated with class absences but not with GPA (Schmidt and Lockwood, 2017).

Conclusion

According to the findings of the study, it can be concluded that (39.3%) of students had academic weightage of 50-60%.Majority (78%) have adequate time management, which revealed that being in a relationship had no effect on the time management of the students. Majority (64.6%) were motivated,

which indicated that being in a relationship had a positive impact on the level of motivation of the students. However, students involved in a relationship experienced moderate level of anxiety (92.6%). Students play an important role in improving and strengthening the society and also students of today lay the foundation stone of future society, so as a concerned citizen it is our responsibility to provide love and encouragement to them and also see their studies are not unduly hampered. It determined the levels of motivation, time management, and anxiety of the students who are involved in a relationship as well as those who are not, on their academic performance. Therefore, allowing the college students to realize the potential consequences of being in a relationship.

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