

**THE IMPACT OF LOVE AFFAIRS ON THE ACADEMIC
PERFORMANCE AMONG FEMALE STUDENTS AT
QUAID-I-AZAM UNIVERSITY, ISLAMABAD**



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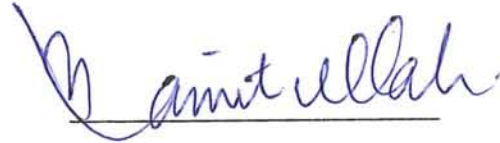
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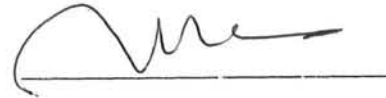
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Abstract

The current study examines the Impact of Love Affairs on the Academic Performance among Female Students at Quaid-I-Azam University, Islamabad, Pakistan. Many studies have shown that love affairs or friendship has both positive and negative impacts, however, it depends on the nature of affairs. The love affairs mean a relationship between unmarried male and females. However, the love affairs at the university level have a positive correlation with the academic performance among females' students. The need to belong theory was applied which stated that females are going towards love affairs or friendships due to care and safety and mental satisfaction. The quantitative research approach was chosen and designed a descriptive study. The universe of the study was Quaid-i-Azam University and target population were females who have some sort of friendship either inside the university or outside the university. The multiple sampling techniques have been applied due to the vast nature of the topic, where snowball, simple random and purposive sampling techniques were used. The total sample size was limited to one hundred and fifty (150) female respondents. The closed-ended questionnaires were used for data collection and the data were analyzed through the Statistical Package for Social Sciences and both descriptive and inferential statistics were applied. The findings of the research showed that females who were involved in love affairs or friendship both at the university or outside the university were performing better academic performance. Females were spending their time together, work on assignments, projects, and research work together. Moreover, the majority of women were enjoying love and affairs life and academic life as well. Women were stated that their partner is helping in studies and other academic work. Moreover, partners are the sources of motivation for females. Majority of respondents were at the age of 18-27 which is the age of full maturity and the age of love affairs and friendship. Women who were involved in romance were more likely to improve their grades, performed better academic results. The results of inferential statistics also showed that there is a strong correlation between love affairs and improvement in academic performance among female students at Quaid-i-Azam University, Islamabad, Pakistan. Similarly, females keep in mind the negative impacts as well and limit their friendship with studies and academic activities.

Keywords: Love Affairs, Academic Performance, Quaid-i-Azam University, SPSS, Friendship

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Chapter No. 1

INTRODUCTION

A romantic relationship or love affairs is a significant part of young people's life, either they are educated or uneducated or irrespective of gender. People particularly the adolescents, who are in an association or relationship, they are spending most of their time on thinking, talking, engaging their feelings to each other. The negative or strong positive relationship which is founded on the emotional attachment is more shared in love affairs or the romantic relationship. The romantic relationship or love affairs between two young people have different nature of the relationship as they have had with their other friends, family members and colleagues in college or at the office (Myers 2010). Many research studies, as well as it is a common involvement that, an adolescent who has a relationship or love or affairs to anyone is giving more time to them and that negatively affects the academic performance, because young people couldn't be able to give proper time to their studies due to that relation.

A research conducted in the United State of America (USA), by the Myers (2010) is founded that, relationships which are based on the amorousness or romance between adolescent can consume much of their life of university students and the study time of adolescent, especially females children are getting more attached in the relationship. It was shown by another research about nature and time given to romantic partner at the University of Texas by Mehl & Pennebaker (2003) where they have conducted to eleven participants, using the Electronically Activated Recorder for each of the participants, coming from the University of Texas at Austin. The findings of the study showed that, 28% of the students' waking hours

were just spending their time by talking to their romantic partners and which did not comprise the time where they are listening to their romantic partner. This showed that young children are wasting time to talk and listen to their partners. In a relationship, females are taking more serious as compared to males. When a relationship ends or breakups between partners it mainly affects the female more as compared to males.

Furthermore, another study by Steinhauer and Holson, (2008) stated that in America young ager between the 13-18 years old sent or received 1,742 text messages in one month. Most often these youth have been involved in the romantic relationships or love affairs by using their cellphone as a tool to interconnect with their romantic partners at distance. In a relationship, females are more likely to talk and sharing of her feelings. A study stated that females get motivated towards their studies when she can receive a call from her romantic partner at home.

On the other hand, the romantic relationship has also some of the benefits of academic performance. A research study conducted by Campbell, Oliver, and Sedikides (1994:12) stated that the love affairs or romantic relationship have an optimistic relationship with academic performed among young people. The assistances of a romantic relationship is such as feelings of happiness, enjoyment, feeling loved, feeling of care, loving another person, the sensation of belongingness to each other, self-growth and emotional development, self-understanding to conflicting thinking, more positive self-esteem and friendship to each other. The

positive benefits have originated in a romantic relationship, where they have said that these are causes of academic motivation, the inspiration of each other of the students and concentration on studies and which also decrease the level of frustration among the students at the university level.

On the other side, a research study by Campbell and Oliver (1994) has stated that the love affairs or romantic relationship have some of the negative effects, which encompassed the stress in mind, concern about the relationship nature, conflict of interest, social and nonsocial disadvantages form on the side, increased dependence on the partner's care, fights on small issues, time and effort speculation, and feeling worse about the self when getting breakups. These difficulties found in only in a romantic relationship were said to be the cause of anxiety of the students and they never good think on their studies and waste their time to unproductive thing. Moreover, in the state of conflict in relationship females are more likely less concentrate in her studies. Although boys have more options in their life as compared to females, so that is why females are more likely to hurt in a relationship.

The romantic or love affairs among the adolescence or teens lead them towards dating and spending romantic time to each other. This creates the sense of belongingness between them and they are giving time to their relationship and every time they are thinking about that belongingness. An adolescent who is closely connected to each other have claims on each other's life. According to Myers

(2010) founded that, there is a concept of belonging or belong theory, which stated that, individuals who find a person gratifying their needs to whom they can share their problems, issues with, makes those people more acknowledgeable concerning each other. Furthermore, belongingness is supported by a close connection, a close relationship which inclines to be a healthier and happier life.

Young people need love, particularly young females, care, belongingness, so that is why many students nowadays are more accord their time in both academic life as well as romantic aspects. The love affairs and attractive themselves in a romantic relationship allows the students to feel that someone is being cared for their emotions, problems, and issues and showing love to them and loves them which further encourage young people to concentrate on their life. Moreover, according to the Furman (2002) founded that, romantic relationships and love affairs become more important to youths in their social and relational world, as they have developed from their teenage years towards the late adolescence, in which it shows how that dominant part of their life is the romantic relationship, care and love affairs, which are the source of affections.

Quaid-I-Azam University, Islamabad, Pakistan is on the top leading University of Pakistan where students can get admission based on quota system so that is why all the regions have representation at Quaid-i-Azam University (QAU). The QAU is considered as mini-Pakistan and every culture have their representant and interaction from all the sides of the country. Due to diverse culture, co-education

and freedom, many students are involved in love affairs or in a romantic relationship. In QAU it is a culture of boyfriends or girlfriends where students get together at huts and in campus talking to each other, spending more time, and sharing of emotions.

Many research studies have shown that romantic relationships or love affairs have negatively affected the students' academic performance. Love affairs create anger, wasting of time about talking to a romantic partner and lack of focus on the academic side. On the other side, studies have found that love affairs and romantic relations have positive aspects which create affections, care, feelings of belongingness and oneness. A romantic relationship has both negative and positive aspects, but it depends on how much students spend time on relationships and how much time spend on their studies at University in a manageable way.

1.1. Statement of the Problem

Love affairs or romantic relationships are part of a student's life at University level. Love affairs have both positive effects and negative effects on students' academic performance depending on the nature of relationship and time spent with partner and studies. The romantic relationship gives care, belongingness, love, affection, romance, and anxieties to each other, on the other hand, its waste study time, economic resources, frustration due to miss understanding and stress due to arguments etc. How the love affairs affect the academic performance of students at

Quaid-i-Azam University, Islamabad and student's perception towards the love affairs and academic performance?

1.2. Objectives of the Research Study

The current research study determined the relationship between love affairs and academic performance among female students at Quaid-I-Azam University, Islamabad, Pakistan. The research has explored the following objectives.

1. To examine the frequency of the female students spending time with their partner at QAU, Islamabad, Pakistan.
2. To analyze the level of academic performance of female students due to spending time with their lover affairs.
3. To find out the relationship between love affairs and academic performance among females' student at Quaid-i-Azam University, Islamabad.

1.3. Significance of the Study

The research study examines the impact of love affairs and academic performance among female students at Quaid-i-Azam University, Islamabad, Pakistan. This study is helpful for students, teachers, parents and for the future direction of research in the very topic.

The findings of the study would be helpful for teachers to solve the problems and issues created by the love affairs with students at university. So, teachers could be able to help students who are more involved in love or romantic relationship with

its opposite sex. Teachers will teach them such subjects which clearly identify the impacts of a romantic relationship on academic performance. Moreover, this research is also helpful to the parents and create awareness about the students who are synchronizing their time on both academic works and romantic aspects and know about its positive and negative aspects.

Furthermore, this research is also helpful for students. Findings of the study aware the university students about the consequences of friendships and romance. In addition, the results also give the future research direction and explored the research gape for further study. This research is also helpful for students who want to make romantic relationships. Similarly, this study creates awareness among the females about the romantic relationship and its impacts on the academic performance of students. This research explores the both positive and negative impacts of romantic relationship.

Chapter No. 2

REVIEW OF THE RELEVANT LITERATURE

Literature review consisted of reviewing research papers, govt documents, reports of international organizations, policy papers etc. The purpose of literature review is to know about what has been done and what to do now. Moreover, the literature review provides the research gape for future direction. The research deals with the impact of love affairs on the academic performance among females' students at Quaid-i-Azam University, Islamabad. In this study there are two main direct variables, i.e., Love Affairs/Romantic relationships and academic performance.

2.1. Love Affairs/ Romantic Relationship

The love affairs or romantic relationships are common among individuals, especially young people who are getting more involved in romantic relationships or love affairs with a variety of reasons. A well-known quotation of Aristotle said that humans are social animals, which made them widespread to form a warm relationship where love is given and take freely which is called in psychology the "Need to Belong" where bot side relationship needs care, love and mutual belongingness from each other (Myers 2010). The romantic love and relationship can create care and self-respect to the person and by the person which can close them psychologically, emotionally, so that can feel secure with the trust and confidence, where they can accept to each other feelings, approach and emotions which can satisfy their emotional or psychological needs of both sides parties that is males and females.

Similarly, Raman (2010) also argued that being intricate in the romantic relationship or love affairs relationship/friendship also includes the physical

contacts, physical contact, which causes chemical inspiration to the persons involved in it and at the same time increase the level of love, care, confidence and self-certainty in which they are desiring for in the relationship (Bernales & Colonia, 2011). The physical interaction influences on the brain and emotions, such as the oxytocin, vasopressin, and the endorphins, which can cause short-term joy, mental satisfaction and pleasure through romance and physical contact.

Another study, by Fincham & Cui (2011:7), founded that, the adolescents or young people are at the stage/phase of maturity, where the teenagers know how to be completely and socially independent from their family and responsibilities. This is the time for inquisitiveness and explorations in choosing and having a partner or friend to whom satisfy the necessary or to discover the kind of curiosity, which leads them towards the romantic relationship or love affairs. However, sometimes this type of relationship may not have an advantage towards the pleasant and insightful love affair and it just for short time completion of the emotional needs/wants. Therefore, a study by Luqman (2009) showed that, across the world, almost half of the teenagers are involved in some kind of dating relationship and about one-third of the teenagers have been involved in a serious relationship, or romance, where they have continuous physical contacts which are harmful to their social and psychological developments. Similarly, Furman (2002) stated that the love affairs or romantic associations become more and more significant to teenagers in their social world as they also progress from puberty towards late adolescence.

Moreover, according to Luqman (2009) stated that a young people relationship plays a significant role in adolescents which give the ability to develop a love affair and make them able to involve in a relationship, where females are more involved from the very early ages as compared to males. Furthermore, Bernales & Colonia (2011) founded that those relationships support to develop character and personality to maintain relationship and do some sort of compromise on certain behaviours. This love affairs or romantic relationship make them able to be knowing one's exclusive qualities of opposite gender and at the same time choosing the right life partner for their whole life. Furthermore, an academicians has imagined that the romantic relationship is necessary to the development of young people in a different life or social aspects, like the transformation of family relationships, adjacent relationships with peers, increase in sexuality, and career planning which better serves their relationship (Bernales & Colonia, 2011). Many young people in relationships are planning for their future studies and upcoming events. Females in relationships are more dependent on males where females need care, love, and involvement of their partner in the decision-making process.

Moreover, according to Zulueta & Maglaya (2004), stated that the motivation establishes the degree of an individual's deportment as demonstrated by his or her interests, attitudes, and determinations to satisfy his or her anticipated goal in the relationship. It is a desire to satisfy the ultimate life goal or objectives. Furthermore, the love affairs or sexual relationship provided an optimistic and romantic relationship, teenagers would struggle hard on the accomplishment of

their life goal, try to study well to bring a happier and brighter future in their relationship.

On the other hand, Dulmen, Goncy, Haydon and Collins (2008) founded that the procedure of romantic association in anticipating expressing behavioural difficulties during the adolescence. It also showed that during the age of youth and early middle age relationship reassurance can be associated with the lower levels of the externalizing of the behavioural problems and issues, where this opposite relation was created to be purer for early grownups ages. In addition, the greater frequency in dating leads to indicate a lower academic performance among the university students in their studies, because it wastes students time and resources (Bernales and Colonia 2011). Most of the young children are spending time together and discussing romantic things which divert their mind from studies to the other physical and romantic involvement, which leads to negative impacts on the mind of young people.

According to Jerves, Rober and Enzlin (2013) argued that the romantic relationships or love affairs are the essential characteristics of adolescent's life, which influenced on the overall socio-emotional and sexual development among youth at the middle ages. The review includes the analysis of thirty -six lessons on romantic relationships or love affairs in the adolescence life. The analysis of the available data was addressed by the five key characteristics of the romantic relationships among youth who engaged, partner selection process, the content, the quality, and the emotions and cognitions evolving or attachment from the

relationship among youth at the early ages. It was also initiated that although during the last period an increasing the level of interest of academics in the study of the romantic relationships or love affairs in the youths appeared, providing a certain body of knowledge on the specific topics in a general way, there are still gaps exist in the process of understanding of adolescents' romantic relationships in different socio-cultural contexts.

A study conducted by Barry et al. (2009) examined the surfaces and actual realism of the romantic and love affairs among the university students, were of the identity the development and the achievement of relationship with friends and romantic relationships in developing in the adults at the age of adulthood. For the study, the data were collected from 710 adults or young people age between (18-26 years). The findings of the study showed that, everyone from four young adults involved in a romantic or love affairs relationship where they have also a physical level contact and close association. The majority of the students, who are reached to the university-age be involved in love and romantic relationship, because at the age they are more likely to independent, less control from family and settle in the other areas for education and feel lonely, so that is why many people involved in love and affairs. There is a certain age for a romantic relationship and the age between 18-26 is the peak age of romance and love affairs among adult university students. Moreover, most of them have considered that romantic and love affairs have a positive relationship on their social and emotional development.

Furthermore, a study conducted by Braithwaite, Delevi and Fincham (2010), conducted a research study on college students. The total sample of the study was 1621 undergraduate students. The findings of the study showed that those students who are in a romantic relationship have a better knowledge of health issues and experiences of fewer health problems and were also have less likely to be overweight because they have continuous physical movements. Moreover, the second examination is called model-2 which stated that being in a dedicated in any romantic relationship is likely to decreases the challenging consequences mostly on through a decrease in the sexual partners, which in turn declines in both of male and female from the risky behaviours and the problematic outcomes or consequences in their academic life.

A study conducted by Shulman & Scharf (2010), about the role of age, gender, and dating experience among the youth's romantic behaviours and their perceptions. The total number of 168 Israeli adolescents was selected for study, where the findings of the research showed that the majority of youth were involved in a romantic relationship and have physical contacts and sexual activity. Furthermore, those students who are in a relationship have an attraction towards the opposite sex. Whereas the older youths were more probable than younger youths to have a romantic friend. The romantic insights relating to companionship and enthusiasm were less recurrent among older youths.

2.2. Academic Performance

According to Steinmayr et al. (2014), the academic performance is the overall achievement, and performance in school, the university, and colleges by students to accomplish certain set goals through their hard work and commitment towards their studies. Moreover, the academic performance included the writing skills, speaking abilities, listening, and reading capacity of students. Combination of all these mentioned pillars can help to achieve a specific goal in academic life.

Furthermore, Aggarwal (2008), founded that, the academic performance should be a multi-covered concept which is included of different domains of the learning process, because the field of academic accomplishment is the same wide-reaching and covers a comprehensive diversity of educational results, whereas the definition of academic performance depends on the indicators which are being used to measure its level of learning process among children. Moreover, academic performance has numerous indicators which define the learning process of an individual. These indicators were as the technical and declarative knowledge, which is learned from the formal educational system, additional curricular-based criteria, like grades or performance in the examination, evaluation tests. Furthermore, some of the accumulative indicators of academic performance are, such as the educational degrees after completion of education and different certificates and achievements during the academic journey.

Moreover, Barry et al. (2009), Braithwaite, Delevi & Fincham (2010), and Collins (2003) all of them have stated after conducted research studies on the romantic life and its impact on academic performance. The findings of the collective results showed that the romantic relationship or love affairs have an inverse relationship with academic performance among students at the school level that is its impact is negative on academic performance. However, some cases where the relationship is comprehensible is less involvement of romance and physical contact, students are better performing in school. The conclusion of the above studies showed that the love affairs and romantic relationship while in school is fundamentally connected with the classroom absences, yet not with a grade point average of students compared to those who are not in a relationship. Additionally, at the higher education level students who are less spending time with talking or listening to their partner are more likely better performance in academic.

Additionally, a study by Giordano, Phelps, Manning & Longmore (2009), argued that student who is in relationship or love and affairs have the value of academic achievement and have a strong determination with their romantic partners which gives them respectable effects and motivation on their academic achievement in universities. Furthermore, according to Joyce et al. (2009) stated that the different students in college's are facing four types of problems and issues: the first is academic problems, relationship issues, depression, and psychological anxiety among students. Whereas, approximately, 218 undergraduates' students were selected randomly to complete an academic problem, relationship problems,

depression, or anxiety. The finding of the results showed that the significant differences favored processes of the alteration as a function of a problem type. In general, procedures of change were more preferred for depression and unhappiness, the level of anxiety and the relationship problems which for the academic problems and issues.

2.3. Romantic Relationship/ Love Affairs and Academic Performance

Love affairs and romantic relationships have impacts on the academic performance of students both positive and negative. In this regard, many studies Collins (2006) Cui & Fincham (2011) Jerves, Robert & Enzlin (2013) have stated that there is a relationship between the academic performance and love affairs or romantic relationship between adolescent at the university level. The academic performances are depending on the nature and intensity of the relationship, where more involvement in physical contact and less emotional attachment precedes towards the disturbance in their academic life, whereas, the relationship, which is based on the trust and motivation and self-understanding leads towards success in academic life. Similarly, Huggins (2015), stated that the romantic relationships or love affairs carry people together emotionally, physically, and socially. They allow the bonds to be formed which can influence their overall behavioral aspects of the adolescence, who are involved in love affairs and romantic relationship. The relationship can be described as expressions of affection, emotional attachment, physical, and sexual contacts, and feelings for each other emotions. Moreover, approximately, 70% of students age of 18 and above years were described that, the relationship as

especially romantic or physical, which is very common among the young people and can often change a teenager's moods and their way of life in universities or colleges level. These constant changes in mind and behaviour can influence those indicators which pull the academic performance among students.

Similarly, the academic performance is depending on the nature and intensity of the relationship between male and female and time periods which they are spending together. According to Lucas and Curpuz (2007), who founded that the quality of individual relationships or love affairs which provide the state of stability of mind, mutual trust, and caring for each other, such as romantic relationships can increase students' sense of belongingness to the opposite sex, self-respect for individual and self-acceptance to each other, and provide a positive environment for learning and behavioural change, thus which expansion academic performance of students.

Moreover, the theory of inducement approach of motivation also stated that the desirable belongings of the external stimuli, whether the grades, money, affection, food, or sex, these are the main indicators of person's motivation towards love affairs or romantic life. Many young people at the university level make relationship for the food, money and safety from other people, especially in the case of females.

Moreover, some theorists have stated that a romantic relationship or love affairs have a great role in enhancing the overall academic performance of young students' life. Similarly, Vygotsky's theory states that the social interaction plays a very

substantial role in the cognitive-developmental process of an individual and could not be understood without observing into the real social and cultural context where the individual is living and enduring. Furthermore, the Vygotsky's thoughts regarding cognitive development, which have major influences in the field of psychology and education in today's life of students (Lucas and Corpuz, 2007). Moreover, the romantic and love affairs have a great role in the academic performance of adolescents at higher education. Whereas parents, peers, and partners, on the other hand, cooperate, collaborate, and augment the learning involvement (Lucas and Corpuz 2007). In this way, youths who are more well-informed can help in the reasoning development of their partner positively.

On the other hand, romantic relationships or love affairs do not have constantly work in a positive way. The romantic relations have numerous negative aspects like health issues, emotional trouble which negatively damages the adolescents and because of this, they need adults who will guide them in the overall developing healthy associations or relationship (Luqman 2009). Similarly, Connolly & Johnson (2008), stated that even though the love affairs and the romantic relationship plays a vibrant role in the overall personality development of an adolescent, greatest romantic relationship in the adolescence stage lasts for only six months to one year of duration. This condition indicates recurring break-ups which cause nervousness and anxiety among the adolescents, which badly affects their overall academic performance. Furthermore, Bernales & Colonia (2011) have also stated that the disintegrations, frustration and breakups are mostly the cause of depression and

anxiety among adolescents, which have negatively affected the personality and brain, where students cannot concentrate on their studies and their academic grades are more likely fall. Moreover, Furman (2011) also founded that, the adolescents are usually inclined towards the difficulties in modification and adjustments when they got complicated and involved in the romantic relationships at the early stage of their adolescent life when they reached the university level education.

On the other side, young students who waste their major study time in talking and other romantic level engagements are more likely to find the way out to their studies. This more negatively impacts on the academic life where these young students' academic performance of adolescents at the university level. Moreover, the teens currently consider the romantic relationship as the number one foundation of stress during their studies (Manning et al., 2009). Its significances from the break-ups or conflicts with partner love or romantic partner can give pain and disturbs the students' academic learning and their grades at the university level. More significant is the age at the university or educational process is unmatured and less conscious of the imminent perspective of the relationship, so that is why students are more wasting their precious time on unwanted activities like more time spend on physical contacts, phone calls etc. which can not only waste students' academic time but also negative impacts on their behavioral aspects of students for their lifetime. Similarly, Myers (2010) also said that: among the university students, the relationships took much of their precious study time and academic life where students have less time for studies with their classes and assignments. A study

conducted on the sample of 10,000 and founded that, approximately half of the youth are taking on phone calls during walking in free times and where around 28% of them talk on a phone call with their partner in work time. In the year 2008, the average American age between 13-17-year-old was sent or received almost 1742 text messages per month which showed that these young children especially college-level students are wasting their time on social media and Mobile phone for talking purpose and messaging to their friends.

Students who are involved in the love affairs have an inverse relationship with their parents, where they could not find time for parents and family member and peer and relatives, due to the burden of time and studies. Most of the young people who are involved in love affairs and physical contact are more likely to spend time with their partners. If they return to home from the university, still their commitments and engagements are so for being mental attachment with the love partner. This makes it difficult for the students, especially for female university students that they could manage their time for love partner and parents' home and household chores. Similarly, the Crissey (2006) on the other hand, stated that, the school teenagers, who were affianced in love affairs or romantic relationship. The findings of the study showed that these children cannot appropriately manage their time for studies between romance and academics. Similarly, at home, they are always affianced with their romantic partner through social media accounts.

Additionally, Crissey (2006) also stated that among children just relationship or friendship is not harm and disturbance if they do not have physical contacts. Having a romantic relationship is unconditionally troubling because a student will deal on managing time between the school and on the romantic side that somehow precedes to give academic works less significant preference. The love affairs and friendships more effects the female's students. Where females have double responsibility both household work and education. At the university level, where females give time to their partner and then came home where they also have responsibilities of home and partners and their studies.

Moreover, romantic or love affair caused pressure, tension, and anxiety among students due to mishandling of time between love affairs and studies. The anxiety is a constant feeling of worry about work or personal life that prevents someone from relaxing and resting for sometimes. According to (Crissey, 2006), stated that stress is a condition or effect that is terrible, bad, and can affect some problems naturally. For example, students who are having any romantic affair will have a higher percentage of stress than those who do not have because of them instead of focusing to their academic work and academic stresses, they also promise their time to their relationship. Many students in the stress of disintegration and breakups of relationship and leads them towards committing suicide and finished their life even. The love affairs or romantic relationship stop thinking capacity of students, especially teenagers and females. They are not even thinking beyond love affairs and romance. When due to some misunderstanding or one side problem faced in a

relationship, many young children commit suicide (Morris and Maisto 2011). Furthermore, suicide in love affairs is higher among females as compared to male because females are more likely vulnerable as compared to males. Many studies have shown that female is more committing suicide across the globe due to love affairs and breakup of the relationship as compared to male.

Moreover, according to the Bernales & Colonia (2011) who have stated that the romantic relationship or love affairs at the early age is the cause of higher rates of drug usage, negligible delinquency, and psychological stress or behavioural difficulties, as well as lower levels of academic performance which is not presently involved in the relationship level, or who postpone the romantic activity until later in the adolescent. Due to immature many young children get involved in the relationship. Especially females who are involved and take more stress as competed to male (La Greca & Harrison (2010).

A study showed that a romantic relationship or love affairs have more effects on female social, physical, and sexual life because females have the less likely capacity to bear the hurt in a relationship or the breakup situation. In many developing countries where religion is influenced, the society did not allow females to involved in any type of relationship or love affairs before marriages, because it is reflected in the full act. Many females are still unmarried and cross the 50 years old of their age due to the classification of the society if they get involved any type of relationship at their teen ages and it became public. Females have more issues in a relationship

as compared to male in developing countries because there is not any harm for male characters or social status. The love affairs or romantic relationship caused more effects on females as compared to male, where female's health is more concern like chances of early pregnancy or social exploration due to affairs (Lockwood, Schmidt 2015). In Pakistan, most of those women are involved in relationship or love who belong to the upper class or those who believe to marry to the same partner.

Similarly, Bernales & Colonia (2011) has conducted research on university students in Loyola in the age of 18-24 years old. It was assumed earlier that the dating and physical involvement will result in a lesser grade point average in the examination. It recommends that dating and engrossment in a romantic relationship show no significant relationship with the academic performance of college students. Consequently, Pham's study showed the same result as Luqman's (2009) study. However, in the other aspect of both studies have shown that relationship and love affairs are taken more important and serious by females as compared to male students. As above mentioned, that girls are more vulnerable and involved in love affairs and romantic relationship, because girls are socially and physically as well as psychological vulnerable as compare to male, because the socialization process is different for male and females in the society. Especially, in developing countries where women are even not allowed to marry on her choice.

In conclusion, the majority of the studies have shown that love affairs or romantic relationships are kinds of relationship or relation where young male and females

have contact, either physical or non-physical. However, the majority of the cases, in love affairs are involved in a romantic relationship means involvement of physical contacts and romance. Both males and females are suffered due to a romantic relationship. Majority of the studies have shown that there is a relationship between romantic affairs or love affairs with academic performance. Students who get involved in love affairs have a more likely chance to give less time for their studies which inversely affects their academic performance.

Moreover, love affairs are more likely affected females' students as compare to male students. Socially, physically, and emotionally females are susceptible. The breakups and disagreement cause psychologically stress for both male and females, however, females are getting more effects and many time females are committing suicide. When it's come to health concern also females are more vulnerable in their regards. Females are more likely socially expose and chances of early pregnancies. So, the love affairs or involvement in a romantic relationship negatively affects the academic performance of students at the university level. Moreover, females' students are more likely to effects socially, physically, and emotionally due to physical contact in love affairs (Madsen 2008., Manning, Giordance & Longmore 2009).

Assumptions

1. Students who have positive relationship/love affairs are more likely improve their academic performance.
2. Love affairs at the university level has positive effect on the academic performance.
3. Females become more serious in love affairs than males at the university level.
4. Girls in relationship need more care and protection and mental satisfaction.
5. Relationships at the university level are more likely temporary and time needed.
6. Academic performance is associated with the intensity and nature of male and female's relationship.

Chapter No 3

THEORETICAL FRAMWORK

Sociological theories are formulated to understand any social phenomenon, add some literature through background, challenges the existing knowledge, and formulate new ideas and knowledge based on theoretical grounds. This chapters deals with the definition and exhalation of the theory, application of the theory and draw proposition based on the application of theory. In this present research the Need to Belong Theory is applied to under the impact of love affairs on academic performance among females' students at Quaid-I-Azam University, Islamabad.

3.1. Need to Belong Theory

The conception of the "Need to Belong Theory" was given by the Baumeister & Leary in 1995, which stated that all the human beings either males or females have some common basic needs and common sense, and belongingness to someone which enhance individuals living in a better condition. The current theory has two major aspects: the first is that people want a stable and continuing of the context of concern, caring and selfless and the second aspects is that where people or individuals need frequent interaction and engagement with the same person in a social context. So, the theory is based on the interaction and engagement of individuals to anyone or in most cases for the opposite sex. The interaction or engagement give the mental satisfaction, state of relaxation, care and feeling of belongingness.

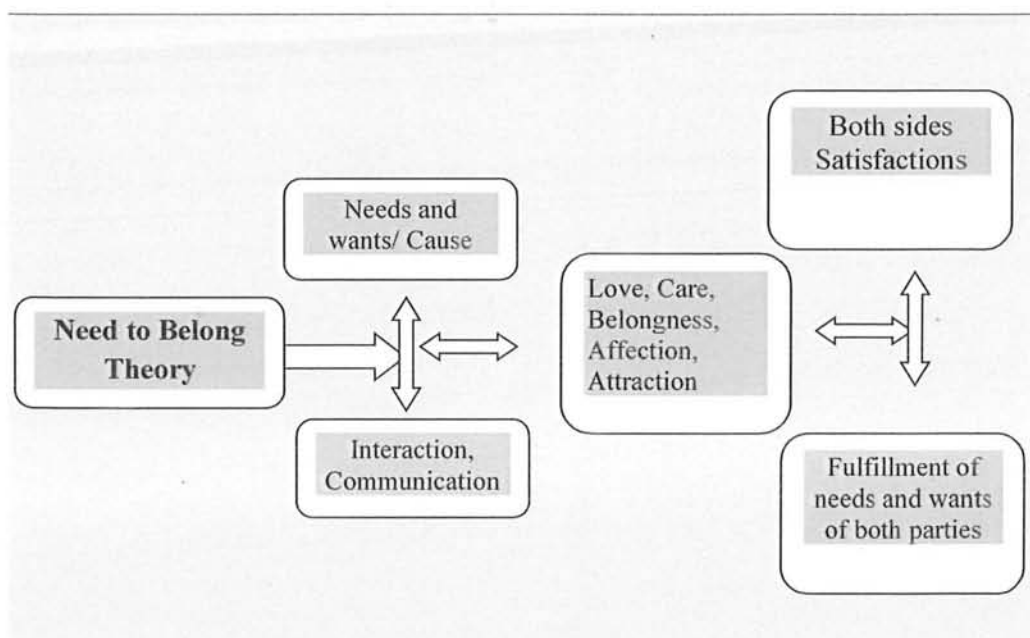
Moreover, the first aspects where people want a constant and smooth perspective of being loved and cared from other people, sharing of ideas, mutual agreement on

certain arguments, supporting to each other point of view. In conclusion, the theory focused that, people are frequently interacting with those people who have some sort of care, consider the ability and affectionate behaviour towards them. This gives the sense of belongingness and common coherence and sharing of their emotions and understanding of each other problems and issues.

Furthermore, Myers (2010) has supported the theory and stated that people who find anyone supportive person in their life, they will start interacting with him or her and accept their feelings, sharing of mutual interest and prized. The association create enthusiasm, excitement, and self-centric behaviour (joy and happiness) among both people who are interacted with each other. Furthermore, the relationship is due to any caused, which may be something taken or given. The cause can determine the nature and intensity of the relationship and belong.

The "Need to Belong Theory" further particularized that, people nowadays interact with each other due to some cause and want to fulfil their needs due to which they have attached to one another. It also propositions two main aspects in the achieving process of the need to belongs to another person, because of the needs and wants. The relationship will exist if the needs and wants are not finished or fulfils. Once the needs and wants are finished people try to be avoided to continue further interaction with each other. The relationship is a cognitive process and work based on mind and psychology.

In conclusion, the theory stated that the interaction or attachment or association is due to needs, wants and cause. People interact and in return, they receive love, care, belongingness, affection, and attraction. Due to these factors, both side satisfaction and fulfillments of need and wants.



Source: Student own source

3.2. Application of the Need to Belong Theory

The Need Belong Theory is that, where people can get interact due to wants and needs. Unless and until needs and wants are not fulfils people continue interaction and communication. Interaction and communication created a sense of belongingness and care to each other. Students who are in a romantic relationship or love affairs at University have also each side needs and wants. Girls need care and belong to boys and boys need their mental relaxation in the presence of girlfriends.

At the university-age people have some sort of needs and wish either male or females. Due to the fulfilment of these needs and wants people to get to interact and sharing of their emotional belongs to each other and take mental satisfaction. Many students can prefer to do friendship due to studies in a class where they get to gather and discussed their studies and academic materials and trying to achieve their life goals. On the other side, many young students are just passing their time in love and friendship. They are more paying or wasting their time in talking, enjoying, and paying romantic things rather focus on their studies. The love affairs have a strong relationship with academic performance. Young people at the university age have less sense of their future and career they want to prefer a temporary pleasure from love and friendships. Where they waste their precious study time with their romantic friends.

Similarly, females who are in relationship or love affairs at the university level of some of the common causes. These causes are mutual understanding, study together, sharing of thought, financial support, safety, and other types of help. Most of the time females select friend or partners who she can understand and feel safety and care. Females are socially or psychology vulnerable as compared to male, so that is why they need love or care. Females in Quaid-i-Azam University are also engaged in friendship or love affairs for different causes, such as care, love, safety, satisfaction, company to spend time, help in her studies, financial support etc.

On the other side, some of the students who gave love affairs, and they are less giving time to friendship or romance and more giving their time to study and academic. They achieve their academic goals and become satisfied in their life.

3.3. Propositions

The theory of need belongs stated that, people are interacting due to fulfilment of their needs and wants. Interaction and communication among people can create sense of belongness, joy, happiness, mental satisfaction, care, and safeness, that is why people need to interact with certain people.

3.4. Hypothesis

The hypothesis of the research study is how the love affairs among females' students' impact on their studies at Quaid-i-Azam University, Islamabad.

3.4.1. Null Hypothesis (H_0)

There is no significant relationship between love affairs and academic performance among female students at Quaid-i-Azam University, Islamabad, Pakistan.

3.4.2. Alternative Hypothesis (H_1)

There is a significant relationship between love affairs and academic performance among female students at Quaid-i-Azam University, Islamabad, Pakistan.

Chapter No 4

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1. Conceptualization

Conceptualization is about the definition and explanation of the variables and concepts which are being used in the research through existing literature review. In the current study, there are two concepts, love affairs and academic performance.

4.1.1. Love Affairs

According to Mayer (2010), love affairs mean a relationship between male and females, based on sexual activities, or romantic relationship who are not being married to each other. Moreover, love affairs are a state of mind where one person might be male or female, who are liking to each other and respect of each other feelings (Barnales & Colonia 2011). The love affairs are the state of relationship which is maintain before marriage by young male and females. Love affairs in major cases are based on the romantic nature,

Similarly, the love affairs are a state of psychological or emotional interest of people, who like each other based on some physical or mental characteristics. The majority of the case, male-like female and vice versa. The love affairs mostly happened between unmarried people (Steinhaure & Holson 2008). In many cases, love affairs lead to marriages between male and females.

Furthermore, a love affair is the romantic attachment or incidents between two lovers which may be male and females (Furman 2002). Further, love affairs lead to spending of time together, share both side feelings, involvement in romantic discussions and liking, touching, and hugging to each other due to psychological

satisfaction. From all the definition, it was stated that the love affairs are both psychological and physical. The love affairs more happen at the age of young between 18-38 years and the pick age would be the 21-24 years old.

4.1.2. Academic Performance

According to Din (2015), academic performance means the overall improvement and changes either positive or negative in a reading, writing, listening, and speaking. Moreover, the academic performance means the improvement in attendance level, students' behaviour and approach towards education, teachers' interest in teaching and learning process, the involvement of students in non-academic activities, like participating in sports and games.

Moreover, improvement in overall CGPA, the fulfillment of educational requirements targets and completion of a degree from any institute. Similarly, the evaluation of academic performance can be measured or identified through different ways and the examination is one of them which showed the overall academic performance of student's grades or examination marks (McKenzie & Schweiter 2001).

Additionally, Woodrow (2006) argued that the achievement of academic goals, grades, better performance in exams, improvement in CGPA, and overall behaviour and attitude of students towards both academic and non-academic activities.

From the above definition, it was stated that academic performance is an improvement in reading, writing, listening, and speaking. Moreover, the evaluation

of the academic performance is through the examination process where students can be assessed through test or papers based on the selected course content which was taught by students.

4.2. Operationalization

Operationalization means the application and evaluation of the variables according to the context of research.

4.2.1. Love Affairs

Love affairs mean the engrossment of relationship at the university level, where males and females have friendships and some of them marry after completing their studies. Love affairs mean those students from social sciences who were engaged in a relationship and their perception regarding some selected items related to love affairs and academic activities.

At the present context of research, love affairs or romantic relationship means the attachment of females to their male partner or friend. Females at the university level make friends and spend time with them. In many cases, female's choice the university friend or partner for their lifetime partner. At the age of 18-28, most of the females are at the university, where the love affairs or friendship with male and considered as a common phenomenon in the Quaid-i-Azam University. Students who are involved in love affairs are setting together, eating lunch together, making of assignments together and go to the cinema and dates when they get free. Moreover, in the context, where females involved in love affairs where they need

care and protection from males. Many females have friendship in University and spending time to gather and sharing of emotional thoughts and also studies.

4.2.2. Academic Performance

In the context of the present research, the academic performance means, the student's ability to enhancement in reading, writing, listening, and speaking in general and at the classroom level. Students' academic performance is depending on different factors, such as learning and teaching strategies, quality of content, teachers and student's relationship, availability of facilities etc. However, at the university level, the important factor is the love affairs where students from the age of 18-28 are more likely to involved in a relationship where at this age range most of them are involved in a romantic relationship.

In the present study the academic performance of female where either improve or not due to involvement in love affairs or relationship with a partner. At Quaid-i-Azam University, friendship or love affairs are more common and usual where male and females are even in couples and spending more time together.

Many studies have shown that positive relationship with partners is very important for academic performance and its influence on the academic performance of students. The love affairs have psychological impacts on students' academics, where students who have positive and understanding in a relationship are performing better in academics. Most of the time both partners are working together in studies, making assignments and other related activities which enhance the skills

and academic interest of both students, males, and females. The love affairs are very common at Quaid-i-Azam University where the majority of the female are involved in friendship irrespective of romantic or nonromantic.

In the present context, academic performance of female students whose study level, their grades, and overall progress at the Quaid-i-Azam University, Islamabad. Females who have friendship both on campus and outside the campus were included in the study.

Chapter 5

RESEARCH METHODOLOGY

The research methodology covers the basic and fundamental of the steps and techniques to conduct the whole research study in a systematic manner.

5.1. Research Design

The present study deals with the love affairs and its impact on the study of female students at Quaid-I-Azam University, Islamabad, Pakistan. For the study, the quantitative research method/approach was chosen and design descriptive study in a systematic manner.

5.2. Universe of the Study

The universe of the study was Quaid-i-Azam University, Islamabad department of Sociology, Anthropology, Gender Studies, Pakistan Studies and Archeology departments.

5.3. Target Population

The target population of the study was limited to the only females' students of master's and M.Phil. level from the respective departments. The majority of them were belonged to the 4th semester. The inclusive criteria were the friendship either romantic or not or at the university or outside the university.

5.4. Sampling Techniques

For the present research, the researcher has adopted multiple sampling techniques. At the first stage, the researcher has adopted snowball sampling technique from where the respondents themselves forward the questionnaires to their friend's circle who have a friendship. Secondly, sent questionnaires to those respondents who

were known to the researcher through referral methods. Thirds the simple random sampling techniques were applied where the questionnaires were sent to different social media groups and also distributed among CRs and GRs of the respective departments.

5.5. Sample Size of the Study

For the present study, the total sample size was limited to one hundred and fifty (150) females' respondents both master and MPhil. levels.

5.6. Data Collection Tools

For the present study, the close ended questionnaires were designed and distributed among the respondents. The tool was divided into different sections.

5.7. Data Collection Techniques

The self-administered closed ended questionnaires were designed, which were distributed among respondents through personal contacts, face to face and through social media, WhatsApp and other academic groups through friends and me.

5.8. Data Analysis Tools

The Statistical Package for Social Science (SPSS) was used because the approach was quantitative, so that is why the statistical package was used.

5.9. Data Analysis Techniques

For the present research study, both descriptive and inferential statistics were applied, where the results were displayed in the form of tables.

5.10. Pre-Testing

In the present research, some 10 questionnaires were used for Pre-Testing purpose and then some modifications have been done accordingly.

5.11. The Limitations and Opportunities of Study

For the present study, there are some limitations and opportunities, where this research helps the researcher to improve the research skills, knowledge to persuade people and level of interaction. Secondly, this research gives the practical experiences of conducting any research study in an organized manner.

On the other hand, this study has also some of the limitations, where due to COVID-19 university has been closed and all the academic activities have been shifted to online where students, especially, those who were doing their researches were more suffered. Firstly, students were facing difficulty in the data collection process, because of closed of the university. Secondly, the response rate was 50% and the identification of respondents who were involved in friendship was also challenged for the researcher.

5.12. Ethical Concern

Ethical conditions or concerns are very important to follow while conducting a research study. In the current research, the researcher has promised to the respondents do not explore their response on individual bases. The name of the respondents was not mentioned. The researcher did not force any respondents to give a response to the questionnaires.

The tool was developed after reviewed of prevalent literature because there were not any questions which hurt any respondents to talk the past events or movements. The researcher main focused on the present state of the relationship and future perspective of the relationship, not the past state.

All the data were kept in completely safe and only use for academic purpose. The researcher has assured the respondents that the data will only be used for academic purpose does not take personally.

The data was related to most personal so that is why the name was not mentioned on the questionnaires, and researcher has promised that with identification of any personal information and use all the information collected for research purpose.

Chapter No 6

RESULTS

This section deals with the analysis of the numeric data in tabular form. The descriptive statistics comprised the percentages and frequencies of the response. This section also consisted of the socio-demographic profiles of respondents.

Table 1. Age of Respondents

Category	Frequency	Percentage
<18	25	16.7
18-20	37	24.7
21-24	48	32.0
>24	40	26.7
Total	150	100.0

The table No. 1 showed the age of respondents, where 16.7% of respondents were below the age of 18 years, 24.7% of respondents were between the age of 18-20 years, 32% of respondents were between 21-24 years and 26.7% of respondents were above 24 years. The conclusion of the table showed that majority of respondents were between 21-24 years which is full age of maturity.

Table 2. Residency

Category	Frequency	Percentage
Day scholar	69	46.0
University' Hostel	81	54.0
Total	150	100.0

The table No. 2 showed the residency of female (respondents) where 46% of belonged to day scholars and 54% were living in Campus hostel. The table stated that majority of respondents were belonged to the hostels, where they are far away from their family and friends.

Table 3. Department of Respondents

Category	Frequency	Percentage
Sociology	43	28.6
Gender Studies	32	21.3
Archelogy	15	10
Anthropology	37	24.6
Pakistan Studies	23	15.3
Total	150	100.0

The table No. 3 showed the Department of respondents, where 28.6% of respondents were belonged to sociology departments, 21.3% of respondents from Gender studies, 10% of respondents were from Archelogy and 24.6% of respondents were from Anthropology department and 15.3% from Pakistan studies. The conclusion of the table showed that majority of respondents were from the sociology department.

Table 4. Semester of Respondents

Category	Frequency	Percentage
1st	17	11.3
2nd	26	17.3
3rd	29	19.3
4th	78	52.0
Total	150	100.0

The table No. 4 showed the current semester of respondents, where 11.3% of respondents were from 1st semester, 17.3% were 2nd semester, 19.3% of respondents were from 3rd semester and 52% of respondents were from 4th semester. The selection is more respondents from 4th semester is because they have had spent long time at university.

Table 5. Admission Based

Category	Frequency	Percentage
Merit/Quota	95	63.3
Self-finance	55	36.7
Total	150	100.0

The table No 5 stated that admission status where 63.3% of respondents were on merit base and 36.7% of respondents were on self-finance base. Most respondents were from the merit base students and most of them were living in hostels.

Table 6. Frequency of Dating

Category	Frequency	Percentage
Daily	43	28.7
Once in a week	19	12.7
Three times in a week	21	14.0
have no limit of time	67	44.7
Total	150	100.0

The table No. 6 showed the frequency of dating, where 28.7% of respondents were dating on daily basis, 12.7% of respondents were date once in a week, 14% of respondents were three times in a week and 44.7% of respondent's have no any the limit whenever they want. The table showed that majority of respondents were date whenever they want, and they do not have any time specific for date.

Table 7. Time Spend on Calling

Category	Frequency	Percentage
Less than 1 hours	66	44.0
1-3 hours	51	34.0
More than 3 hours	33	22.0
Total	150	100.0

The table No. 7 showed the total time spend by female on calling with partner on daily basis, where 44% of respondents were calling less than 1 hour, 34% of

respondents were 1-3 hours and 22% of respondents were talk more than 3 hours a day.

Table 8. Have a Romantic Relationship

Category	Frequency	Percentage
Yes	69	46.0
No	52	34.7
Undecided	29	19.3
Total	150	100.0

The table No. 8 showed the nature of relationship either there is romantic or not, where majority of 46% of female were involved in romantic affairs, 34.7% were not and 19.3% of respondents were undecided and did not explored the nature of relationship. The conclusion of the table showed that, majority of the respondents were involved in romantic relationship.

Table 9. Planning for Marriages

Category	Frequency	Percentage
Yes	84	56.0
No	23	15.3
Undecided	43	28.7
Total	150	100.0

The table No. 9 showed the respondents perception regarding the marriage planning, where the majority of 56% of respondents have stated that they are

planning to marry, 15.3% of respondent's has no plan for marriages, and 28.7% of respondents were un-decided. The conclusion of the table showed that majority of respondents were planning to marry.

Table 10. Eat Lunch Together

Category	Frequency	Percentage
Strongly Agree	41	27.3
Agree	72	48.0
Undecided	9	6.0
Disagree	17	11.3
Strongly Disagree	11	7.3
Total	150	100.0

The table No 10 showed the perception of respondents about that females are eating lunch together, where 27.3% of respondents were strongly agreed, 48% of respondents were agreed, 6% of respondents Un-decided, 11.3% of respondents were disagreed, and finally 7.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, they are eating lunch together at university.

Table 11. We do Project Together

Category	Frequency	Percentage
Strongly Agree	48	32.0
Agree	43	28.7
Undecided	7	4.7
Disagree	29	19.3
Strongly Disagree	23	15.3
Total	150	100.0

The table No 11 showed the perception of respondents about that females are doing project with their partner, where 32% of respondents were strongly agreed, 28.7% of respondents were agreed, 4.7% of respondents Un-decided, 19.3% of respondents were disagreed, and finally 15.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, they were doing projects together.

The table No 12 showed the perception of respondents about that we do research work together, where 29.3% of respondents were strongly agreed, 27.3% of respondents were agreed, 7.3% of respondents Un-decided, 15.3% of respondents were disagreed, and finally 20.7% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, they were doing research work together.

Table 12. We do Research Work Together

Category	Frequency	Percentage
Strongly Agree	44	29.3
Agree	41	27.3
Undecided	11	7.3
Disagree	23	15.3
Strongly Disagree	31	20.7
Total	150	100.0

Table 13. We go to Date when Get Free Time

Category	Frequency	Percentage
Strongly Agree	39	26.0
Agree	69	46.0
Undecided	13	8.7
Disagree	12	8.0
Strongly Disagree	17	11.3
Total	150	100.0

The table No 13 showed the perception of respondents about that they are going to date when get free, where 26% of respondents were strongly agreed, 46% of respondents were agreed, 8.7% of respondents Un-decided, 8% of respondents were disagreed, and finally 11.3% of respondents were strongly disagreed about the

given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, they were going to date when they get free time.

Table 14. Feel Motivated to study when Partner shows Affection.

Category	Frequency	Percentage
Strongly Agree	45	30.0
Agree	60	40.0
Undecided	14	9.3
Disagree	17	11.3
Strongly Disagree	14	9.3
Total	150	100.0

The table No 14 showed the perception of respondents about that females are feeling motivated to study when my partner shows affection to me, where 30% of respondents were strongly agreed, 40% of respondents were agreed, 9.3% of respondents Un-decided, 11.3% of respondents were disagreed, and finally 9.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, they feel motivated to study when my partner shows affection to them.

Table 15. Expect Partner to help Me in Studies.

Category	Frequency	Percentage
Strongly Agree	49	32.7
Agree	68	45.3
Undecided	9	6.0
Disagree	13	8.7
Strongly Disagree	11	7.3
Total	150	100.0

The table No 15 showed the perception of respondents about that female expect from her partner to help me with my studies., where 32.7% of respondents were strongly agreed, 45.3% of respondents were agreed, 6% of respondents Un-decided, 8.7% of respondents were disagreed, and finally 7.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, we are expecting from our partners to help us in our studies.

The table No 16 showed the perception of respondents about that female feels motivated to study when she is with my partner, where 38% of respondents were strongly agreed, 44% of respondents were agreed, 4.7% of respondents Un-decided, 6% of respondents were disagreed, and finally 7.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that

majority of respondents were agreed and strongly agreed that, I feel motivated to study when I am with my partner.

Table 16. Feel Motivated to Study when with Partner.

Category	Frequency	Percentage
Strongly Agree	57	38.0
Agree	66	44.0
Undecided	7	4.7
Disagree	9	6.0
Strongly Disagree	11	7.3
Total	150	100.0

Table 17. Feel Conformable when Talk Issues of Studies

Category	Frequency	Percentage
Strongly Agree	56	37.3
Agree	61	40.7
Undecided	11	7.3
Disagree	9	6.0
Strongly Disagree	13	8.7
Total	150	100.0

The table No 17 showed the perception of respondents about that females are feel more conformable when they talk her issues and concerns in my studies to my

partner, where 37.3% of respondents were strongly agreed, 40.7% of respondents were agreed, 7.3% of respondents Un-decided, 6% of respondents were disagreed, and finally 8.7% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I feel more conformable when I talk my issues and concerns in my studies to my partner.

Table 18. Enjoy Studying when in Love Affairs.

Category	Frequency	Percentage
Strongly Agree	49	32.7
Agree	54	36.0
Undecided	17	11.3
Disagree	14	9.3
Strongly Disagree	16	10.7
Total	150	100.0

The table No 18 showed the perception of respondents about that female enjoy studying when she is with in love affairs, where 32.7% of respondents were strongly agreed, 36% of respondents were agreed, 11.3% of respondents Undecided, 9.3% of respondents were disagreed, and finally 10.7% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I enjoy studying when I am in love affairs.

Table 19. Get Higher Marks when Involve in Love Affairs

Category	Frequency	Percentage
Strongly Agree	47	31.3
Agree	55	36.7
Undecided	16	10.7
Disagree	19	12.7
Strongly Disagree	13	8.7
Total	150	100.0

The table No 19 showed the perception of respondents about that she thinks she can get higher marks when she get in love affairs or romantic relationship, where 31.3% of respondents were strongly agreed, 36.7% of respondents were agreed, 10.7% of respondents Un-decided, 12.7% of respondents were disagreed, and finally 8.6% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I think I can get higher marks when I get in love affairs or romantic relationship.

The table No 20 showed the perception of respondents about that I fee motivated towards my studies because my partner allows me to involve in a romantic relationship, where 28% of respondents were strongly agreed, 37.3% of respondents were agreed, 8.7% of respondents Un-decided, 12% of respondents were disagreed, and finally 14% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and

strongly agreed that, I fee motivated towards my studies because my partner allows me to involve in a romantic relationship.

Table 20. Motivated Towards my Studies due to Involve in Romantic Love

Category	Frequency	Percentage
Strongly Agree	42	28.0
Agree	56	37.3
Undecided	13	8.7
Disagree	18	12.0
Strongly Disagree	21	14.0
Total	150	100.0

Table 21. Cannot Concentrate on Studies when Get Misunderstanding.

Category	Frequency	Percentage
Strongly Agree	50	33.3
Agree	60	40.0
Undecided	10	6.7
Disagree	11	7.3
Strongly Disagree	19	12.7
Total	150	100.0

The table No 21 showed the perception of respondents about that I cannot concentrate on my studies when get misunderstanding with my partner, where

33.3% of respondents were strongly agreed, 40% of respondents were agreed, 6.7% of respondents Un-decided, 7.3% of respondents were disagreed, and finally 12.7% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I cannot concentrate on my studies when get misunderstanding with my partner.

The table No 22 showed the perception of respondents about that I cannot get complete attention when worries about my love affairs, where 26% of respondents were strongly agreed, 34% of respondents were agreed, 13.3% of respondents Un-decided, 11.3% of respondents were disagreed, and finally 15.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I cannot get complete attention when worries about my love affairs.

Table 22. Cannot Get Complete Attention when Worries about Love Affairs

Category	Frequency	Percentage
Strongly Agree	39	26.0
Agree	51	34.0
Undecided	20	13.3
Disagree	17	11.3
Strongly Disagree	23	15.3
Total	150	100.0

Table 23. Often Missed Class due to Outing with Partner

Category	Frequency	Percentage
Strongly Agree	11	7.3
Agree	15	10.0
Undecided	17	11.3
Disagree	49	32.7
Strongly Disagree	58	38.7
Total	150	100.0

The table No 23 showed the perception of respondents about that I often missed my class due to outing with my partner, where 7.3% of respondents were strongly agreed, 10% of respondents were agreed, 11.3% of respondents Un-decided, 32.7% of respondents were disagreed, and finally 38.7% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were disagreed and strongly disagreed that, I often missed my class due to outing with my partner.

Table 24. I still complete my project/research even if I am not in relationship.

Category	Frequency	Percentage
Strongly Agree	47	31.3
Agree	53	35.3
Undecided	25	16.7
Disagree	10	6.7
Strongly Disagree	15	10.0
Total	150	100.0

The table No 24 showed the perception of respondents about that I still complete my project/research even if I am not in relationship, where 31.3% of respondents were strongly agreed, 35.3% of respondents were agreed, 16.7% of respondents Undecided, 6.7% of respondents were disagreed, and finally 10% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I still complete my project/research even if I am not in relationship.

The table No 25 showed the perception of respondents about that My academic grades are improving due to involve in relationship with my partner, where 21.3% of respondents were strongly agreed, 19.3% of respondents were agreed, 14% of respondents Un-decided, 20% of respondents were disagreed, and finally 25% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were disagreed and strongly

disagreed that, my academic grades are improving due to involve in relationship with my partner.

Table 25. Grades are Improving due to Involve in Relationship.

Category	Frequency	Percentage
Strongly Agree	32	21.3
Agree	29	19.3
Undecided	21	14.0
Disagree	30	20.0
Strongly Disagree	38	25.3
Total	150	100.0

Table 26. Partner Teaches me Class Work

Category	Frequency	Percentage
Strongly Agree	28	18.7
Agree	36	24.0
Undecided	13	8.7
Disagree	34	22.7
Strongly Disagree	39	26.0
Total	150	100.0

The table No 26 showed the perception of respondents about that My partner teaches me class work, where 18.7% of respondents were strongly agreed, 24% of

respondents were agreed, 8.7% of respondents Un-decided, 22.7% of respondents were disagreed, and finally 26% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, my partner teaches me class work.

Table 27. Feeling Stress when I could not Meet Partner.

Category	Frequency	Percentage
Strongly Agree	51	34.0
Agree	57	38.0
Undecided	3	2.0
Disagree	22	14.7
Strongly Disagree	17	11.3
Total	150	100.0

The table No 27 showed the perception of respondents about that I am feeling stress when I could not meet my partner, where 34% of respondents were strongly agreed, 38% of respondents were agreed, 2% of respondents Un-decided, 14.7% of respondents were disagreed, and finally 11.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I am feeling stress when I could not meet my partner.

Table 28. Concentrate on Studies when Partner Calls Me

Category	Frequency	Percentage
Strongly Agree	53	35.3
Agree	68	45.3
Undecided	9	6.0
Disagree	11	7.3
Strongly Disagree	9	6.0
Total	150	100.0

The table No 28 showed the perception of respondents about that I concentrate on my studies when my partner calls me when I am at home, where 35.3% of respondents were strongly agreed, 45.3% of respondents were agreed, 6% of respondents Un-decided, 7.3% of respondents were disagreed, and finally 6% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, I concentrate on my studies when my partner calls me when I am at home.

The table No 29 showed the perception of respondents about that I want to continue my relationship/love affairs with my partner, where 34% of respondents were strongly agreed, 39.3% of respondents were agreed, 8.7% of respondents Un-decided, 8.7% of respondents were disagreed, and finally 9.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed

that majority of respondents were agreed and strongly agreed that, I want to continue my relationship/love affairs with my partner.

Table 29. Want to Continue Relationship & Affairs

Category	Frequency	Percentage
Strongly Agree	51	34.0
Agree	59	39.3
Undecided	13	8.7
Disagree	13	8.7
Strongly Disagree	14	9.3
Total	150	100.0

Table 30. Feeling Disturbance, that is why Going to Breakup.

Category	Frequency	Percentage
Strongly Agree	9	6.0
Agree	13	8.7
Undecided	14	9.3
Disagree	61	40.7
Strongly Disagree	53	35.3
Total	150	100.0

The table No 30 showed the perception of respondents about that I am feeling disturbance due to relationship so that is why I am going to breakup with partner,

where 6% of respondents were strongly agreed, 8.7% of respondents were agreed, 9.3% of respondents Un-decided, 40.7% of respondents were disagreed, and finally 35.3% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were disagreed or strongly disagreed that, I am feeling disturbance due to relationship so that is why I am going to breakup with partner.

Table 31. My personality is developed due to support of my partner

Category	Frequency	Percentage
Strongly Agree	41	27.3
Agree	47	31.3
Undecided	25	16.7
Disagree	19	12.7
Strongly Disagree	18	12.0
Total	150	100.0

The table No 31 showed the perception of respondents about that My personality is developed due to support of my partner, where 27.3% of respondents were strongly agreed, 31.3% of respondents were agreed, 16.7% of respondents Un-decided, 12.7% of respondents were disagreed, and finally 12% of respondents were strongly disagreed about the given statement. The conclusion of the table showed that majority of respondents were agreed and strongly agreed that, my personality is developed due to support of my partner.

Table 33. Correlations Between Selected Variables

P: Pearson Correlation		Romantic relationship	Project together	Research work together	Enjoy Studying in love affairs	Partners help me in Studies	Personality Developed due to my partner
Romantic relationship	P	1	.897**	.910**	.906**	.908**	.901**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
Project together	P	.897**	1	.975**	.939**	.902**	.956**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
Research work together	P	.910**	.975**	1	.926**	.923**	.961**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
Enjoy Studying in love affairs	P	.906**	.939**	.926**	1	.855**	.952**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
Partners help me in Studies	P	.908**	.902**	.923**	.855**	1	.904**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
Personality Developed due to my partner	P	.901**	.956**	.961**	.952**	.904**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

****.** Correlation is significant at the 0.01 level (2-tailed).

The present study examines the effects of love affairs on the academic performance of females, where some selected questions were correlated to gather to know the correlations between love affairs and academic performance. Females students who were involved in romantic love affairs were doing a project together where Pearson Correlation is 897, Sig is 0.00 which is less than 0.05 where there is a correlation between involvement of love affairs and doing assignments together. Secondly, females who were involved live affairs were also doing research work together where the Pearson Correlation is 910, Sig value is 0.000 which is less than 0.05 so there is a correlation. Third, females' students who were involved in romantic

relations are enjoying their life and their study where Pearson Correlation is 906 and Sig value is 0.000 which is less than 0.05 so there is also correlation. Forth students who were involved in love affairs were also helped in their studies where Pearson Correlation value is 908, and Sig is 0.00 which is less than 0.05 so there is correlation and finally, female's personality has been developed due to involvement in love affairs where Pearson correlation value is 901, Sig is 0.00 which is less than 0.05 so both the value has a correlation.

The conclusion of the table showed that the involvement of females in love affairs was also performed better academic performance and they were involved in academic activities which means between academic performance.

Chapter No. 7

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

7.1. Discussions

A romantic relationship or love is an important part of the young people live, especially at the university level, where male and females become friends. People especially the young people, especially females who are in a relationship are spending their time thinking, talking, engaging their emotions to each other. The negative or strong positive relationship, which is based on emotional attachment is more common in love affairs or the romantic relationship. Romantic relationship or love affairs between two young people have different nature of the relationship as they have had with their other friends, family members and colleague in college or at the office (Furman & Shaffer, 2003). Similarity, in the present research, majority of 32% of females were between the age 21-24 years which is considered as a pick age of love and affairs, where the chances of emotional attachment are higher. Where these females were engaged in love affairs and spending much time together in their life, where females at Quaid-i-Azam University are spending time with their partners. Many females have friends outside the University, so in the present research, 44.7% of females have no proper time of dating wherever they get time, they are going on dates. Mostly, females are emotionally attached to their partner more and they want to spend time with their partner and share their feelings and emotions.

Research conducted at the University of Texas at Austin., where the results showed that around 28% of females were directly involved in sexual relations with their boyfriends or sexual partners (Steinhauer and Holson 2008). Similarly, a study

showed that in America youth people aged between 13-18 years old are sent or received almost,1742 text messages in one month. Most often these youth have been involved in the romantic relationships or love affairs by using their cellphone as a tool to communicate with their romantic partners at distance. For the present study, 44% of the females were talking on cellphones, but less than 1 hours a day, where 46% of females have romantic nature of the relationship, and 56% of females were planning for marriage, where these females are eating lunch together. Most of the females want to marry their partners, where they are spending more time together. Moreover, the majority of 75% of female are eating lunch together, 60% of females were doing projects together and 58% of females were working on research related work together and helping to each other in their studies.

Similarly, the romantic relationship or love affairs has also some of the benefits of academic performance. A research study conducted by Campbell, Oliver, and Sedikides (1994:12) and stated that the love affairs or romantic relationship have a positive relationship with academic performed among young people, where these young people are spending time together, discussing the academic topics, doing researches and other projects together and share ideas, which enhance their academic skills and ability to perform better in examinations.

Moreover, the benefits of the romantic relationship are such as feelings of happiness, feeling of elation for each other, feeling of love, feeling of care, loving another person, respect for each other, feeling of belongingness to each other, self-

growth and development, self-understanding to opposite thinking, more positive self-esteem and companionship to each other and compromises for each other. The love affairs or romantic relationship enhance the leadership skills of students. From the results of the present study showed that 70% of females were more motivated towards study when they talk to their partner on class and 70% of females were feeling motivated and concentrated when they discussed issues and problems to their partners. Moreover, 60% of females are enjoying love affairs and academic. Furthermore, 67% of females have improved their grades due to the support of a partner. Furthermore, the love affairs or romantic relationship give a sense of purpose to young people especially for females, where females get psychological satisfaction.

On the other side, research by Campbell and Oliver (1994) has stated that the love affairs or romantic relationship have some of the negative effects, which included the stress in mind, worry about the relationship, conflict of interest, social and nonsocial sacrifices form on the side, increased dependence on the partner's care, fights on small issues, time and effort investment, and feeling worse about the self when getting breakups. Moreover, love affairs waste students time more, and they are more involved in romance and less concentrate on the studies. Additionally, the love affairs or romantic relations make a female vulnerable and which is negative affects the psychological development of females. In the present study, many females have stated that they are disturbed and mentally depressed when they get any type of misunderstanding or dispute. Similarly, the results showed that 70% of

females were stated that when they think of breakup, they feel they feel tense and do not concentrate on their studies and other things That is the reason, the majority of 74% of females want to continue their love affairs or friendship with some compromises which affect their self-esteem and vulnerable them internally.

These problems found in only in a romantic relationship were said to be the cause of anxiety of the students and they never concentrate on their studies and waste their time to unproductive thing. However, female at Quaid-i-Azam university were managing their academic and friendships. Most of the females have commitments outside the university. Moreover, 73% of female were not concentrated on the studies when they get misunderstanding with their partner.

The academic performance is not merely dependent on the relationship or love affairs; however, females are more vulnerable in a relationship. Females who have understanding in relationship with their partners and those who are involved in academic and romance are more likely to perform their studies in better ways.

The results of the inferential statistics also showed that females who were involved in live affairs were also doing research work together. Third, females' students who were involved in romantic relations are enjoying their life and their study. Forth students who were involved in love affairs were also helped in their studies and finally, female's personality has been developed due to involvement in love affairs. The conclusion of the results stated that the involvement of females in love affairs

was also performed better academic performance and they were involved in academic activities which means between academic performance.

7.2. Conclusion

Love affairs or friendships are an important part of young people's life, especially youth who are in universities. Now a day due to the advancement of media and internet or the social development, friendship or love affairs are considered common in the society. universities located in cities have a common phenomenon of love affairs and friendship. Many people have friendship or love outside the university. The present research deals with love affairs and academic activities. The study was conducted at Quaid-i-Azam university where friendship or love affairs are very common. Women at the age of 21-28 if they have no friendship at university, outside they might be involved in friendship or love affairs. Women who were in a relationship were more motivated towards their studies. Friendship is a source of motivation; the majority of the female is spending time together and discussed academic and non-academic. The inferential statistics also showed that there are correlations between love affairs and academic performance.

7.3. Recommendations

The study was conducted at Quaid-i-Azam University on the effects of love affairs or friendship on the academic performance of female students. On the basis of findings following recommendations have been proposed:

1. Women should careful while choosing friends because friendships or love affairs have also negative impacts on the social and psychological life of females.
2. Many females committed suicide due to failure in love and affairs, where female get emotionally attached.
3. Female need to make friends for work purpose and academic help.

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ANNEXURE

Research Tool (Questionnaire)

The Impact of Love Affairs on the Academic Performance Among Female Students at Quaid-i-Azam University, Islamabad, Pakistan

Student Name:

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Supervisor Name

Dr. Sarfraz Khan

Assistant Professor, Department of Sociology, Quaid-I-Azam University, Islamabad

Introduction of Researcher

I am Mudarsar Batool, Research student Department of Sociology, Quaid-i-Azam University, Islamabad, Pakistan. I am Conducting a research for the partial fulfilment of Master of Sociology. The research is conducted under the supervisor of Dr. Sarfraz Khan Assistant Professor, Department of Sociology, Quaid-i-Azam university. Your opinion and information are valuable for me in this very research. I will be thanks full to you. Your all information would be kept in complete confidential and only use for academie purpose.

Instruction: Please Tick in the box

Part-1: The Socio-Demographic Information of Respondents

S. No	Categories	Responses
1	Age	1. Less than 18 2. 18-20 3. 21-24 4. Above 24
2	Residency	1. Day scholar 2. University' Hostel
3	Department	1. Sociology 2. Gender Studies 3. Archelogy 4. Anthropology
4	Semester	1. 1 st 2. 2 nd 3. 3 rd 4. 4 th
5	Admission Based	1. Merit/Quota 2. Self-finance
6	Frequency of dating	1. Daily 2. Once in a week 3. Three times in a week 4. have no limit of time
7	Total time spend on	1. Less than 1 hours 2. 1-3 hours

	calling with your partner	3. More than 3 hours
8	Have a romantic relationship	1. Yes 2. No 3. Undecided
9	Planning for Marriages	1. Yes 2. No 3. Undecided

Part-2: Love Affairs and Academic Performance						
1. SA: Strongly Agree		2. A: Agree		3. U: Undecided		
4. D: Disagree		5. SD: Strongly Disagree				
S. No	Categories	SA	A	U	D	SD
10	We eat lunch together					
11	We do project together					
12	We do research work together					
13	We go to date when get free					
14	I feel motivated to study when my partner shows affection to me					
15	I expect my partner to help me with my studies.					
16	I feel motivated to study when I am with my partner					
17	I feel more conformable when I talk my issues and concerns in my studies to my partner					
18	I enjoy studying when I am in love affairs					
19	I think I can get higher marks when I get in love affairs or romantic relationship					
20	I fee motivated towards my studies because my partner allows me to involve in a romantic relationship					
21	I cannot concentrate on my studies when get misunderstanding with my partner					
22	I cannot get complete attention when worries about my love affairs					
23	I often missed my class due to outing with my partner					
24	I still complete my project/research even if I am not in relationship					
25	My academic grades are improving due to involve in relationship with my partner					
26	My partner teaches me class work					
27	I am feeling stress when I could not meet my					

	partner					
28	I concentrate on my studies when my partner calls me when I am at home					
29	I want to continue my relationship/love affairs with my partner					
30	I am feeling disturbance due to relationship so that is why I am going to breakup with partner					
31	My personality is developed due to support of my partner					

