

## **PREMARITAL COHABITATION AS PREDICTOR OF ACADEMIC ENGAGEMENT AMONG UNDERGRADUATES IN PUBLIC UNIVERSITIES IN ANAMBRA STATE, NIGERIA**

**Nnamdi Obikeze<sup>1</sup>, Ifeoma Obi<sup>2</sup> & Nkoli Benedeth Mmegbuanaeze<sup>3</sup>**

<sup>123</sup>Faculty of Education, Chukwuemeka Odumegwu Ojukwu University.

### **ABSTRACT**

The study examined premarital cohabitation as a predictor of academic engagement among students in public universities in Anambra state. It was guided by three hypotheses tested at .05 level of significance. The study adopted a cross-sectional survey design. The population of the study comprised 242 students drawn from the study areas. The convenience sampling technique was adopted in drawing the sample of the study. Two major instruments were employed for data collection. They include: Premarital Cohabitation Questionnaire (PCQ) and Academic Engagement Questionnaire. (AEQ). The face and content validity of the instruments were established by two experts. The internal consistency reliability index of the instruments were also established through the use of Cronbach Alpha method which yielded a coefficient value of 0.96 for PCQ and 0.93 for AEQ. The data collected were statistically analyzed using simple multiple regression analysis. The result of the study showed among others that premarital cohabitation significantly predicts academic engagement of male and female students in public universities in Anambra state. The results further show that premarital cohabitation significantly predicts academic engagement of urban and rural based universities students. Finally, the study recommends that university management should provide accommodation for students on campus and discourage off-campus living among students which tend to encourage the practice of cohabitation with its attendant consequences on academic engagement.

**KEYWORDS:** Premarital Cohabitation, Academic engagement, undergraduate, Public University.

### **INTRODUCTION**

Students some of who live off-campus while others reside within the university hostels. Most of the undergraduates in universities are teenagers (between 16-19 years) who economically dependent on their parents and relations and are socially inexperienced (Osakinle 2006). Students in most public

universities in Nigeria are at liberty to live in university hostels, where they are available or reside outside the university from where they attend classes.

Nonetheless, there is an emerging trend in Nigerian universities whereby male and female undergraduates who are not legally married prefer to live together in one apartment and share some of the benefits of marriage

together. This ad hoc living arrangement is referred to as premarital cohabitation. According to Ogunsola (2004) premarital cohabitation is a consensual relationship between a man and a woman who decide to live together and who are having regular sexual intercourse without being married. Arisukwu (2013) observed that premarital cohabitation is an anti-social behaviour where male and female students live together as if they were married. Since premarital cohabitation is a living arrangement and not necessarily a legal agreement, it does not always have its own specific rights or obligations regarding property ownership, insurance benefits, death benefits or related issues.

The relatively novel trend of premarital cohabitation in higher institutions has attracted the attention of researchers (Ogunsola, 2004, Odebode, Mulikat & Laleaf, 2016) in the area of sexuality. Ogunsola (2004) argues that cohabiters regard cohabitation as a mechanism that opens the door of opportunities for proper adjustments among the students for quality marital relationship and stability. Many components of marriage are thus noticeable among cohabiting partners which include sharing of homes, responding to some matrimonial duties and engaging in intimate sexual relationship.

Premarital cohabitation seems to be on the increase in the recent time in different parts of the world. In the United States of America, for instance, there were 5.1 million cohabiting couples in 2004. This development has continued with over 7.5 million cohabiting couples, in 2011 (Jayson, 2011). As a matter of fact, premarital cohabitation has been observed and reported as a common phenomenon among Nigerian university undergraduates (Alo, 2008; Alo & Akinade, 2010). A number of factors are responsible for students involvement in the

practice of cohabitation in Nigeria and elsewhere. Mashau (2011) identified some of them as accommodation difficulties, financial problems, and moral decadence among others. Ogunsola (2004) observed that some couples investigated lived together before marriage to test their compatibility.

Students involvement in the practice of premarital cohabitation may likely affect their studies. Again, illicit and unsafe sexual behaviour has the potential to distract cohabiters from their academics. It has been observed that premarital cohabitation is commonly associated with various risk taking behaviours such as, weapon bearing drug use, clubbing physical fights and delinquency, all of which have serious negative effect on students' academic engagement (Farahini, Cleland & Mehryar, 2006). The National HIV/AIDS and reproductive health survey (2003) observed that premarital cohabitation is one of the factors engineering the illicit sexual behaviours of the Nigerian respondents that participated in the study.

Student academic engagement is an important issue in the field of Guidance and Counselling. The idea of enhancing student engagement has been identified as the key to addressing problems of low academic achievement, high levels of students misbehaviours, alienation and high dropout rates (Gabre, Sowgan & Bracewell, 2014). Students engagement could be seen as the extent to which students are committed to their studies and motivated to learn (Simon, Morton & Chen, 2009). Academic engagement refers to the students' willingness, needs, desire, motivation and success in learning. The yardstick for measuring academic engagement is therefore the willingness and commitment of the students towards their academic activities.

According to Stovall (2003) student academic engagement includes not only the time students spend on tasks but also their willingness to engage in anti-social activities such as cultism, rape, gangsterism, armed robbery, cyber-crime and premarital cohabitation. Academic engagement is classified into three dimensions, namely; behavioural, cognitive and emotional. (Fredricks, Blumenfield & Paris, 2004). The interest here is in the cognitive academic dimension as it relates to premarital cohabitation.

The cognitive academic engagement dimension refers to students investment in learning, and involved issues such as willingness and thoughtfulness to expand the efforts required to understand and master difficult tasks, the use of appropriate learning strategies, challenge preference, and self-regulation (Fredricks, Blumenfield & Paris, 2004). The maintained that indicators of cognitive academic engagement include asking questions for clarification of ideas, persistence in difficult activities, flexibility in problem solving, use of learning strategies and use of self-regulation to support learning. (Fredricks, 2004).

Gender which is the fact of being male or female is an important variable in the present study. Both male and female students are involved in the act of premarital cohabitation. Although there are sparse research evidence showing socio-demographic difference in cohabitation; available ones show that boys reported greater acceptability of cohabitation than girls (Cunningham & Thornton, 2004). Similarly, Whitehead and Proppenre (2006) found young women in higher schools to more likely believe that marriage has advantage over cohabitation than young men.

Pre-marital cohabitation may be influenced by school location especially in relation to other areas (Summer, 2006). In Nigeria, most universities are located in urban areas whereas a few others are found in rural areas. The life style of students in urban areas may differ from those in rural areas as a result of environmental factors. This disparity according to Kuperberg (2004) is as a result of location. The social activities prevalent in urban areas, and exposure to the social media. The situation may not be same with the students who reside in rural areas. Nonetheless, a study carried out by Lawal (2010) confirmed that location of school influence the attitude of students towards premarital cohabitation. The present study was replicated to confirm if gender and location really predict premarital cohabitation of university students in Awka and Igbariam communities of Anambra state which are university towns.

The rapid increase in premarital cohabitation has raised important concern about its psychological consequences for students' academic engagement. The practice of premarital cohabitation among university undergraduates and its precipitating factors have come to stay in the global community. How much this applies to the undergraduates in some Nigerian universities is not yet known. There is need at this juncture to ascertain whether premarital cohabitation predicts the academic engagements of university students in Anambra state.

### **Statement of the Problem**

The prevalence of premarital cohabitation and its attendant consequences on students' academic engagement has been a source of concern to students, parents, academics, education administrators and the general

public. Consequently, this ugly development has generated studies by scholars on the benefits and negative consequences of premarital cohabitation on the students in particular and the society as a whole. Most of the studies conducted by scholars on premarital cohabitation were conducted by foreign authors outside Nigeria. Reports from literature (Smock 2000, Vivienne & Baker, 2010, Harkey, 2001, Lappegard, 2012) among others showed that not much empirical studies have been done by Nigerian scholars on premarital cohabitation at the tertiary institutions among students. This ugly development has created a gap that need to be filled. It is against this backdrop that the problem of the study is stated thus: what is the role of premarital cohabitation in predicting students academic engagement in public universities in Anambra State?

### **Purpose of the Study**

The main purpose of this study is to find out if premarital cohabitation predicts academic engagement among students in Anambra state public universities. Specifically; the study sought to:

1. Determine whether premarital cohabitation predicts academic engagement of university undergraduates.
2. Ascertain if premarital cohabitation predicts academic engagement of male and female students in Anambra State public universities.
3. Find out whether premarital cohabitation predicts academic engagement of students residing in urban and rural areas in public universities in Anambra state.

### **Hypotheses**

The following null hypotheses were formulated and tested at .05 level of significance.

1. Premarital cohabitation would not significantly predict academic engagement of students in Anambra state public universities.
2. Premarital cohabitation would not significantly predict academic engagement of male and female students in Anambra state public universities.
3. Premarital cohabitation would not significantly predict academic engagement of urban and rural based students in public universities in Anambra state.

### **Literature Review**

The behavioural decision theory by Edward (1927) is an example of a model that tries to explain why individuals engage in the practice of cohabitation. It is a theory that deals with identifying the best decision in one's life.

Decision theory is a theory that deals with identifying the best decision in one's life. Its emphasis is on decision making as the basic thing in human life. Edwards focused on the way student put to use whatever information or knowledge they have in making right decision to avoid premarital cohabitation behaviours in academic engagement. The major supposition in this approach is that would cohabiting student have effective and sound academic engagement if they make appropriate decisions. Two fundamental assumptions underlined this supposition. The first is that cohabiting student should strive to choose a goal that maximizes gain and minimizes loss. The gain or loss may not necessarily be money; it could be security, prestige, status, happiness or any of a variety of other psychosocial and environmental factors or conditions. In this, cohabiting student should make the best choice out of many alternatives,

the man or woman that are engaged cohabitation has the urge to have sex outside his or her academic engagement with this theory will think very well, whether the outcome of such relationship will be of gain or loss and then take the right decision not to indulge in such act.

The second is that, decision theory is aimed at helping cohabiting students in formulating rules that may lead to a most advantageous course of action under the given circumstances; hence it is the framework of logical concept. The theory focused on how male and female student use their freedom in their academic activities which involves decisions. For the decision theorists, there are options for the cohabiting student to choose between their choices which are goal-directed in these situations. There are two types of decision theories namely; normative and descriptive. A normative decision theory about how decisions should be made, and a descriptive theory is a theory on how decisions are actually made. There is, however, virtually complete agreement among decision theorists that normative decision theory refers to the prerequisite of rational decision-making. In other words a normative decision theory is a theory about how decisions should be made in order to be rational, with this, the married people looks into the values of norms of the society, whether the decision they are to take will be favorable or not to the society.

This study is anchored on decision theory. This is because cohabiting student is all about taking decisions, and the theory highlights the importance of academic engagement abilities to make choices from available alternatives. In other words, cohabiting student are faced with making certain choices at some point in their academic engagement. They decide whether to remain

faithful to their academic engagement vows or break it in order to pursue other self-seeking goals and pleasure.

Raley, Frisco and Wildsmith (2005) correlated premarital cohabitation and educational success; extrapolating from two theoretical frameworks that have been commonly used to explain the association between parental divorce and educational outcomes, the authors constructed competing hypotheses about the effect of maternal cohabitation on educational expectations, achievement and attainment. The analysis of data from the National Survey of families and Households shows that children who lived with cohabiting mothers fared exceptionally poorly and sometimes were significantly worse off than were children who lived with divorced or remarried mothers. The authors conclude that studies that have ignored cohabitation have probably overestimated the negative effects of divorce on educational outcomes. High levels of family instability that are associated with cohabitation may be one reason why children whose mothers cohabit do less well than do children with other types of family experiences.

Lillard, Nock, Thomson and Ugo (1995) conducted a cross sectional survey on sexual behaviour and cohabitation among young people in Mauritius. 15% (1200) of the population (173,200) were sampled through a two-stage cluster sampling technique and data was collected by administering questionnaires and interview. The data was analyzed with logistic regression model in SPSS version 12 and the findings from the study revealed that premarital sexual intercourse was reported by 30% among males and 9.7% of females. Correlates of heterosexual behaviours include culture, religion, night club attendance and pornographic films among others. In premarital

cohabitation relationship, therefore personal characteristics that influence choice of marriage pathway, more often than not, influence risks of marital separation too. For example, it has been suggested that cohabitation selects individuals who have a weaker commitment to the institution of marriage and tend to be less committed to marriage and more tolerant of divorce and generally express less positive attitudes about their relationship as compared to married couples.

Dare (2005) examined the effects of college cohabitation relationships on student development at a private university, southern Nigeria. The descriptive survey method was adopted for this study. He used questionnaire to collect data from 470 respondents in a faith based University, Ota, Ogun State Nigeria. The study engaged Spearman's correlation method to test hypotheses formulated for the study at 0.01 level of significance. The study found a correlation between cohabitation relationship and students' academic performance and students' spiritual life. The study equally found a correlation between cohabitation relationships and involvement of students in social vices. Moreover, the study discovered correlation between cohabitation relationships and students emotional stability. Lastly, the study found a correlation between cohabitation relationships and student resource management.

Mlyakado and Neema (2014) examined the effects of student's cohabitation relationship on academic performance among secondary school students in Tanzania. Cohabitation relationship among students in schools is found to be common. This study attempts to highlight associations which students' cohabitation relationship has no

academic performance. Using 172 respondents drawn from eight secondary schools in two regions of Tanzania, using a pragmatic approach; it was found that, the existence of students' cohabitation relationship, which is fuelled by self-sexual desire and/or coercion through sexual exploitation is a commonplace practice in Tanzanian schools. Students' involvement in cohabitation relationship puts them into lots of relational and social problems, which adversely affect their social as well as academic lives.

Adepeju (2013) conducted research on demographic predictors of premarital cohabitation behaviours among undergraduates. According to his studies, previous studies have implicated premarital cohabitation behaviours in abortions, teenage mothers, and sexually transmitted infections. Less research attention has focused the extent to which age and gender predict premarital cohabitation behaviours among undergraduates; a lacuna this study aimed to fill. A total of 198 undergraduates (104 males; 94 females) were sampled from a public university in south western Nigeria. Their age ranged from 15 to 39 years ( $M=23.20$ years;  $SD = 3.17$ ). Results revealed that age and gender did not significantly predict premarital cohabitation behaviours. It was, therefore, concluded that premarital cohabitation behaviours cut across undergraduates irrespective of their age and gender.

## **METHOD**

### **Participants**

A sample of 242 of willing participants (121 males & 121 females) drawn from Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus participated in the study. A total of 140

students were drawn from Nnamdi Azikiwe University Awka while 102 students were drawn from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. In drawing the sample, the convenience sampling technique was adopted to select 242 participants from 21 private lodges/hostels located outside the school premises at Awka and Igbariam Campuses. Their age ranged between 18 and 23 years with the mean age of 19.08.

### **Instrument**

The instruments used for data collection were "Premarital Cohabitation Questionnaire (PCQ) and Academic Engagement Questionnaire (AEQ). The PCQ was made up of two sections A and B. Section A elicited social demographic data of the respondents viz, name of school, residential mode, gender and location, and section B contained 15 items that measures premarital cohabitation. The second instrument, AEQ also has two sections A and B. Section A has information on demographic data of the respondents, namely, Name of School, Location, gender and type of accommodation while section B of the instrument has 22 items that measures students academic engagement.

To determine the reliability of the instrument, the two instrument were pilot tested using 20 students drawn from Delta State University Abraka who were living off campus. The data gathered from the respondents were analyzed using cronbach alpha method and this yielded a coefficient of 0.67 for PCQ and 0.61 for AEQ. These values were adjudged to be high enough to consider the instrument reliable for data collection. The instruments have a four point scale and Likert scale response format of Strongly Agree, Agree, Disagree and Strongly disagree for PCQ and always, very often sometimes and never for AEQ. The scores of the

two instruments were weighted as follows; 4,3,2, and 1.

### **Procedure**

With the help of 21 trained research assistants who were hostel/lodge presidents, copies of the instruments were administered to students (males and females) who were living together in one apartment. Each of the participants who accepted to participate in the study were assured of the confidentiality of their responses. It took four weeks to administer and retrieve the questionnaire. Out of the 242 questionnaire administered, only 236 were correctly completed and used for data analysis representing 97.5% return rate.

### **Design and Statistics**

The design of the study was a cross-sectional survey due to the fact that data were collected across a population of both male and females, from different universities in urban and rural areas and of different age brackets. The statistics used for this study was multiple linear regression because researchers wanted to correlate one independent variable (Premarital cohabitation) to ascertain if it would predict the dependent variable. (Academic Engagement).

### **Results**

The data collected through the questionnaires were analyzed in line with the hypotheses that guided the study thus: Hypothesis One: Premarital cohabitation would not significantly predict academic engagement of students in Anambra state public universities.

**Table 1: Summary of Simple Regression Analysis with Premarital Cohabitation as Predictor of academic engagement**

	<b>B</b>	<b>SE B</b>	<b>β</b>
Constant	4.284	.109	
Premarital Cohabitation	-.541	.042	.558
R	.558		
R <sup>2</sup>	.311		
Adj. R <sup>2</sup>	.309		

Data in table 1 shows that the simple regression coefficient (R) is .558 while the coefficient of determination (R<sup>2</sup>) is .311. This is an indication that premarital cohabitation explained 31.1% of the variance in academic engagement of students in Anambra public universities. Using Muijs' criteria, premarital cohabitation can be said to moderately predict academic engagement. The Beta weight ( $\beta = -.558$ ) shows that premarital cohabitation has negative effect

on academic engagement of students, such that a unit increase in premarital cohabitation leads to .558 decrease in academic engagement of students.

**Hypothesis Two:** Premarital cohabitation would not significantly predict academic engagement of male and female students in Anambra State Public Universities

**Table 2: Test of significance of Simple Regression Analysis with Premarital Cohabitation as predictor of Academic Engagement of male and Female Students**

	<b>B</b>	<b>SE B</b>	<b>β</b>	<b>P-value</b>
Male	Constant	4.822	.197	.00
	Premarital Cohabitation	-.719	.072	-.619
	R	.619		
	R <sup>2</sup>	.384		
	Adj. R <sup>2</sup>	.380		
	F	99.00		
Female	Constant	4.069	.129	.00
	Premarital Cohabitation	-.474	.051	-.536
	R	.536		
	R <sup>2</sup>	.287		
	Adj. R <sup>2</sup>	.284		
	F	85.00		



The data in table two shows that the simple regression coefficient (R) for male and female students is .619 and .536 while the R<sup>2</sup> is .384 for male and .287 for female students. The F-ratio associated with these are 99.00 and 85.00 and the p-value = 0.00 for male and female students respectively. Since the p-values are less than the stipulated .05 level of significance, it shows that

premarital cohabitation significantly predict academic engagement of male and female students in Anambra State public universities.

**Hypothesis Three:** Premarital cohabitation would not significantly predict academic engagement of urban and rural based students in public universities in Anambra state.

**Table 3: Test of significance of simple regression analysis with premarital cohabitation as predictor of Academic Engagement of urban and Rural Based Students.**

		<b>B</b>	<b>SE B</b>	<b>β</b>	<b>P-value</b>
Urban	Constant	4.124	.153		.00
	Premarital Cohabitation	-.491	.058	-.522	.00
	R			.522	
	R <sup>2</sup>			.273	
	Adj. R <sup>2</sup>			.269	
	F			72.069	.00
Rural	Constant	4.069	.129		.00
	Premarital Cohabitation	-.474	.051	-.536	.00
	R			.593	
	R <sup>2</sup>			.352	
	Adj. R <sup>2</sup>			.348	
	F			97.735	.00

As displayed in table 3, the simple regression coefficient (R) for students in urban and rural area is .522 and .593 respectively while the R<sup>2</sup> is .273 and .352. The F-ratio associated with these are 72.069 for students residing in urban area and 97.735 for their counterparts in the rural areas. The p-value = 0.00 are for both students in urban and rural areas. Since the p-values are less than the stipulated .05 level of significance, it was decided that premarital cohabitation significantly predict academic engagement of

urban and rural based students in public universities in Anambra State.

**Discussion**

The findings were discussed in accordance with the hypotheses that guided this study.

The findings of this study based on Hypothesis One indicated that premarital cohabitation moderately predict academic engagement of students in Anambra state public universities. The results of this study agree with

the findings of Mlykado (2013) and Rector and Johnson (2005). These researchers are of the view that premarital cohabitation directly or indirectly affects academic achievements of students. They argued that when energy and interest are invested in premarital cohabitation, the drive for academic performance is likely to diminish. According to Schvaneveldt (2001), students' early initiation of sexual relationships correlates with poor academic engagement and performance.

The findings of this study also supports Quatman (2001) assertion that students who cohabit may become preoccupied with their sexual activity and have diminished interest in academic goals. It is taken that, poor academic performance and achievement is an indication of negative effect of students' sexual relationship to academic wellbeing. If a student is psychologically disturbed as a result of conflicts with his/her cohabiting partner, it is likely to have negative consequences on academic prospects culminating in undermined academic performance or total loss of educational opportunities.

The result of the study based on Hypothesis Two shows that premarital cohabitation moderately predicts academic engagement of male students and modestly predict academic engagement of female students. This finding agrees with the work of Lawal (2010) who found that premarital relationship predicts academic performance of both male and female students. In another development, Ogunsola (2004) argue that cohabitation should be encouraged as it helps couples to learn how to live together and tolerate one another when they go into marriage. Several reasons could be associated with the students' involvement in premarital sexual relationship. Self desire or satisfaction of

sexual urges was the most cited factor among student-participants. This factor can be supported in that, majority of university students are within the adolescence stage of development, which is a time of sexual exploration and experimentation of sexual fantasies and realities by incorporating sexuality into one's identity (Santrock, 2006). However, on the other hand, peer pressure was also strongly associated with students involvement in premarital sexual relationship. It can be argued that, in most cases. Young boys and girls become involved in social relationships with members of both sexes especially their peers during adolescence (Kelly, 2001). The interactions that exist among students in schools and other members in their neighbourhoods influence them in many life endeavours including engaging in sexual relationship which adversely influence their engagement in academic activities.

According to a study carried out by Braun and Clarke (2006), failures in examinations, rustications from school and dropping out from school were the most perceived and real problems students could encounter for engaging in premarital sexual relationships while in school. All these are likely to adversely affect students' academic achievement. The study also found that students who were involved in sexual relationships were likely to perform poorly in academics.

The findings of Hypothesis Three shows that premarital cohabitation significantly predict academic engagement of urban and rural students in Anambra state public universities. The outcome of the study in respect of Hypothesis Three show that premarital cohabitation modestly predict academic engagement of students residing in

urban area and moderately predict academic engagement of students residing in rural areas. This finding agrees with the studies of Mohan and Balaiah (2011). Who found that premarital cohabitation influence academic performance of students in both rural and urban locations. The findings of the study indicated that premarital cohabitation significantly predicts academic engagement of urban and rural based students in public universities in Anambra state.

### **Summary and Conclusion**

The study set out to determine if premarital cohabitation predicts the academic engagement of students from public universities in Anambra State. The participants (242) were university undergraduates within the age range 18 to 23 years (with a mean age of 19.08) drawn from two public universities in Anambra state. The convenience sampling technique was employed to collect the sample of the study.

Two major instrument were used together data for the study. They are Premarital Cohabitation Questionnaire and Academic Engagement Questionnaire. The data collected were statistically analyzed using linear simple regression. The result of data analysis revealed that premarital cohabitation predicts academic engagement of male and female students as well as those residing in urban and rural areas.

The study concludes that cohabitation among university students is very prevalent and it negatively affects students academic engagement. Consequently the researchers recommends that the universities and the government should construct modern hostels and encourage all students to live on campus to reduce the incidence of premarital cohabitation now common in the universities.

### **Implications of the Study**

The findings of this study have far reaching implications for guidance and counselling practice. One of such implications is that guidance and counselling programmes in educational institutions should be made strong enough to carry activities that will help learners get the best out of their school lives. Students sometimes get into severe problems because they lack support and help network. They lack services; help when they are stressed, depressed, or confused in making decisions.

The findings also imply that teachers, parents, and the community at large have to effectively play their roles in bringing up children to become responsible individuals. Sexual and reproductive health education is necessary in this context, and should be channeled from various angles of human interactional opportunities: home, school and churches. The university management and policy makers should formulate policies that would discourage off-campus system and encourage the students to reside on campus. They should also take initiatives to help the students appreciate academics as a key to successful living.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. The university authorities should provide more hostels for both male and female students on campus. The cost of hostel accommodation should be made affordable.
2. The living conditions of the hostels provided must be examined to make them conducive for human habitation.
3. The university authorities must find a way of regulating and monitoring the conducts

of the students who live off campus with the help of the community leaders within neighbourhoods where students live.

4. Students should be adequately enlightened during social gathering on the dangers of premarital cohabitation. This could be achieved through the university orientation programme.
5. Parents should be encouraged to visit their children occasionally and find out where and whom they live with while in school.

#### REFERENCES

- Alo, O.A & Akinde, I.S. (2010). Premarital sexual activities in an urban society of southwest Nigeria.
- Allison, S. (2005). Relationship between Premarital Cohabitation behaviours and the state of the marriage. *Journal of Social Sciences*, 12(2), 119-129.
- Arisukwu O.C. (2013). Cohabitation among university of Ibadan Undergraduate Students. *Research on Humanities and Social Sciences*. 3(5), 185-192.
- Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology'. *Qualitative Research in Psychology*, 3(2):77-101.
- Dare, O.S. (2012). Effects of College Cohabitation relationships on students development in Southern Nigeria. Unpublished M.Ed Thesis, Covenant University Ota, Ogun State, Nigeria.
- Dolgin, K.G. (2011). *The adolescent: Development, relationships, and culture*. Boston, MA: Allyn & Bacon.
- Fredricks, J.A, Blumenfeld, P.C. & Paris, A.H. (2004). School Engagement: Potential of the Concept, state of the evidence. *Review of Educational research*, 74(1), 59-109.
- Gebre, E., Saroyan, A., & Bracewell, R. (2014). Students' engagement in technology rich classrooms and its relationship to professors' conceptions of effective teaching. *British Journal of Educational Technology*, 45(1), 83-96.
- Kelly, J. (2001). Demographic aspects of cohabitation in Great Britain. *International Journal of Law, Policy and Family*, (15), 51-67.
- Kuh, C.D., Cruce, T.M., Shoup, R., & Kinzie, J. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education*, 79, (5), 540-563.
- Kuperberg A. (2014). Age at co residence, premarital cohabitation, and marriage dissolution: 1985-2009. *Journal of Marriage and Family*, 76,(2)352-369.
- Lawal, M. (2010). A cross sectional survey on gender, Religiosity and self-esteem as predictors of premarital cohabitation and sexual attitude of students in a Nigerian tertiary institutions. *Journal of Research on Adolescence*. 22(1), 31-39.
- Mashau, T.D., (2011). Cohabitation and premarital sex amongst Christian youth in South Africa today: A missional reflection', *HTS Theologise Studies/Theological Studies* 67,(2), 672-899.
- Mlyakado, B.P. (2013). Attitudes and views of teachers towards students' sexual relationships in secondary schools in Tanzania. *Academic Research International*, 4(1), 232-241.

- Mmegbunaeze, N.B. (2018). Premarital cohabitation as predictor of academic engagement among universities in Anambra State Unpublished M.Ed Dissertation, Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.
- Mohan, C. & Balaiah, S. (2011). Correlates of Premarital cohabitation and sexual behaviour of rural college youth in Maharashtra India. *British Journal of Educational Psychology*, 84(1), 137-151.
- Mulikat, L.M, Odebode, A.A & Lateef, O.A. (2016). Impact of premarital cohabitation of marital stability as expressed by married adults in Ilorin, Nigeria *Asia Pacific Journal of Multidisciplinary Research*. 5(1), 112-121.
- Ogadimma, A. (2013), Cohabitation practices among undergraduate students of university of Ibadan. Unpublished Ph.D Thesis, University of Ibadan.
- Ogunsola, M.O. (2004). Premarital cohabitation and length of courtship as determinant of marital stability among couples in Oyo State, Nigeria. *Unpublished E.Ed. project*, University of Ibadan, Ibadan.
- Ogunsola M.O. (2011). Effect of Premarital Cohabitation on quality of relationship and marital stability among couples in Oyo State, Nigeria. Unpublished M.Ed Thesis, University of Ibadan.
- Osakinle E.O. (2006). Influence of age of spouse/boyfriend and the contract of sexually transmitted disease on the sexual behaviour of female students in universities in Southwest Nigeria. *International Journal of Gender and Health Studies*, 4(1 & 2) 23-27.
- Quatman, P. A. (2001). Academic, motivational and emotional correlates of adolescent dating. *Genetic, Social, General Psychology Monographs*, 12, 211-234.
- Raley, R.K. Frisco, M.L. & Wildsmith, E. (2005). Material cohabitation and educational success. *Sociology of Education*, 28(1), 144-164.
- Rector, R., & Johnson, K.A. (2005). Teenage sexual abstinence and academic achievement. The Ninth Annual Abstinence Clearinghouse Conference.
- Santrock, J.W. (2006). *Life-Span development*. Boston: McGraw Hill.
- Schvaneveldt, A.A. (2001). Academic goals, achievement and age at first sexual intercourse: Longitudinal bidirectional influences. *Adolescent*, 36(144), 767-788.
- Simons-Morton, B., & Chen, R. (2009). Peer and Parent influences on school engagement among early adolescents. *Youth & Society*, 41(1), 3-25.
- Smock, P.J. (2000). Cohabitation in the United States: An Appraisal of research themes, findings, and implications. *Annual Review of Sociology*, 26-1-20.