

# **Cambodian University Students' Perspectives on the Effects of Having a Romantic Relationship on Academic Performance**

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## **Abstract**

Over time, the old, conservative perception of not having a relationship while studying has gradually changed. Cambodian teenagers these days tend to have more freedom to get involved in romantic relationships, but it is still questioned whether the romantic relationships have positive or negative effects on their study performance. This paper was conducted to explore Cambodian university students' perspectives on the effects of romantic relationships on academic performance, whether they think relationships are positive or negative, and what they think are the good effects and the bad effects of the relationships. To achieve the objectives of this research, a quantitative approach was used, with a questionnaire as the research tool. One hundred questionnaires were administered randomly to students from different universities, mainly The University of Cambodia. The study found that most respondents were on the neutral side in general, but through a deeper analysis, the respondents found more positive benefits to relationships. However, when it comes to suggesting whether students should have a romantic relationship while studying, the number of respondents saying 'No' slightly outweighed that of those saying 'Yes'. Therefore, it cannot clearly be determined whether it is a good or a bad idea to have a romantic relationship while studying. Nevertheless, since positive and negative effects are stated, students may take them into consideration and make decisions wisely.

# I. Introduction

## 1. Background of the study

In the past, most Cambodian people had a belief that it was not proper to have a romantic relationship while studying since these teenage relationships normally provided many disadvantages for their studies and futures. For instance, they might be involved in dating and other love affairs rather than concentrating on their education. Significantly, in some cases, some relationships sometime led to adolescent pregnancy outside marriage which is against societal norms and Cambodian culture. As a result, almost all Cambodian parents have imposed restrictions on their children to not be involved in romantic relationships or love affairs, particularly during the time when they have to focus only on their studying.

However, in the current days, teenagers crave to have romantic relationships in which love is given and received without restrictions. To illustrate, we can see nowadays that many university students are prioritizing their time in both academic and romantic affairs (Bernales and Colonia, 2011). Crucially, being university students, we are faced with an increasing workload full of assignments, research papers, projects, tests and exams which require students to have a great amount of time and attention. Thus, many people believe that students should not have a romantic relationship since it will distract their attention and performance (Newman, n.d.). On the other hand, some also claim that romantic relationships do not always bring disadvantages toward the students' performance but in some instances they also serve as a great motivation for students to study harder (Giordano et al., 2008).

## 2. Significance of the research study

Because the current available literature was conducted solely by foreigners in other countries meaning their studies only focus on their contexts and perspectives toward the issue, we could not apply their methodologies and assumptions exclusively toward the Cambodian university students' context since it might lead to mistaken interpretations and assumptions on the effects of having romantic relationships on academic performance. Thus, this research study will serve as new knowledge in which we are able to have a critical and in-depth understanding of Cambodian university students' perspectives, in particular in various universities in Phnom Penh, toward the correlation between having a romantic relationship and academic performance.

### **3. Research questions**

To conduct this research study, the following questions need to be addressed:

1. What are the effects of having a romantic relationship on the academic performance based on the perspective of students from The University of Cambodia, the Royal University of Law and Economics, and the Institute of Foreign Languages?
2. What factors encourage them to have romantic relationships while studying?
3. Does having a romantic relationship while studying provide more positive or negative impacts on academic performance?

### **4. Research Objectives**

The objectives of this research paper are:

- To explore the various perspectives of university students in Phnom Penh on the effects of having a romantic relationship on academic performance
- To find out how having a romantic relationship affects academic performance, both positively and negatively
- To seek for the dominant factors which encourage university students to have a romantic relationship while studying
- To suggest some possible recommendations which can lead to a successful academic life and maintaining a healthy romantic relationship

## **II. Literature Review**

### **1. Definition of Romantic Relationship**

Many people have defined the term “romantic relationship” differently based on their perspectives, experiences and preferences. According to Matsumoto (2011), “When you have a romantic relationship with someone, you share attitudes, visions, dreams, strengths and vulnerabilities with that person, and there is also some kind of mutual support.” However, a “romantic relationship” is not necessarily an intimate relationship in which partners are truly themselves, completely open and honest. Rather, those involved in a romantic relationship may overpower each other, which can create instability, hence demanding both partners to respect each other to build a healthy one (Romantic Relationships, n.d.). Based on Sutter Health’s (n.d.) definition, “a romantic relationship is viewed as a part of an intimate relationship in which you can truly be yourself with someone who you

respect and are respected by in return.” Therefore, on the top of that, a romantic relationship is widely known as love and affection which is one of the most profound emotions of human beings (Psychology Today, n.d.).

## **2. Positive effects of teenage romantic relationships on academic performance**

A study conducted by Campble, Olivier and Sedikides (1994) found that romantic relationships provide significant positive impacts on academic achievement. They can bring companionship, feelings of happiness, feelings of being loved or loving another, intimacy, self-growth and self-understanding and more positive-esteem. Romantic relationships therefore are said to be the cause of motivation for teenagers in pursuing their studies. Additionally, a research paper studied by Giordano, Kenyatta D. Phelps, Manning, and Longmore (2008) had discovered that a romantic relationship has a positive link in adolescent academic achievement. They argued that adolescent romantic relationships contribute to a personal development prior to the student being successful in their studies. For instance, teens who have romantic partners with higher grades are themselves more likely to earn higher grades (Giordano et al., 2008).

Significantly, the level of motivation has played a key role in determining the academic achievements of students. It is believed that students who seem to be passionate about learning needed inspiration and encouragement in order to accomplish any task. In this regard, by having a romantic relationship, it makes teenagers feel affection, care and love, which make them motivated. Hence, a sense of motivation to students who are involved in love affairs made them perform better in their studies (Bernales and Colonia, 2011). Additionally, the Phnom Penh Post (2010) interviewed radio personalities whose programs deal with the topic of love to share their ideas on how Cambodian youth can find a place for love in their busy lives and enjoy the benefits of romance without getting hurt in the process. In this light, it is believed the result is possible to be a great student and be in a healthy romantic relationship when they encourage each other to study hard; therefore, they will have better results in their studies as quoted by Ek Monosen. Similarly, Chhy Rotha also shared the same belief that romantic relationships will urge people to study harder when they get involved with a romantic partner who is a high-performing person. Despite these advantages, Heng Sokchannaroth claimed that “It depends on our partner. If our partner encourages us to study hard, it is good. But if our partner doesn’t like studying and instead likes going out, we will bump into failure. So, the

weight is in our partner. If we have a good partner, we will be more likely to be good” (The Phnom Penh Post, 2010).

### **3. Negative effects of teenage romantic relationships on academic performance**

Although some people believe that having a relationship while studying can be beneficial, opponents of this idea would argue that teenage relationships can cause problems on academic performance in some ways. Based on a study at the University of the Philippines by Bernales and Colonia (2011), when teenagers are involved in romantic relationships, they tend to pay less attention to their academic work. The study reveals that students who engage in relationships are unable to manage their time well and mostly spend only 1 to 4 hours per week for their studies. As love grows fonder, along with the desire to keep the relationship going, more time is allotted to various dating activities, leaving only a small amount of time for learning (Newman, n.d.). This tendency then has connection with course attendance; it was reported that students are likely to be absent for at least three times in a semester (Schmidt & Lockwood, 2015).

In addition to poor time management, teenage romantic relationships negatively affect students’ performance as it increases the level of anxiety. A study from the University of Denver found that teenagers who are engaged in romantic relationships are likely to experience emotional problems such as anxiety and depression (Scott, 2015). They tend to feel worried if they look good enough, if their partner loves them or even how to impress them. They can feel even more distracted when that person is in the same class with them (Mwaura, 2012). Regarding the distractions, Laflamme claimed that when people are in love, they simply cannot concentrate on anything but only thinking about their lovers (Lannarone, 2014). Rather than paying attention to their teachers, some teenagers turned out to be texting their partners during class time, and their level of anxiety even increased when they had conflicts with their partner (Baleros, n.d.). Based on the same article posted by Lannarone (2014), higher anxiety happens once again in a more serious way when it comes to a break-up. Motivation to study or even go to school is lost, and their performance of course declines. A study conducted by Kopfler (2003) also pointed out that “students who were involved in romantic relationships would not perform well in undergraduate course works.” He argued that students involved in relationship are forced to manage their time by facing higher stress levels than who are not in a romantic relationship (Kopfler, 2003).

After all, there have been a lot of studies on both positive and negative effects of teenage romantic relationship on study performance, yet none of them have looked at students' perspectives, particularly those of Cambodian university students, who may have different points of view as they live in a different context. Therefore, this research was conducted to find out Cambodian university students' perspectives on how romantic relationships affect academic performance both positively and negatively, with some recommendations to lead a successful academic life while maintaining a healthy romantic relationship.

### **III. Research Methodology**

#### **1. Research design**

This research study used both a qualitative and quantitative approach in order to answer the main research questions. Therefore, this paper used a questionnaires as the research tool in order to explore and find out the university students' perspectives on the effects of having a romantic relationship on academic performance. With regard to our questionnaire, there were a total of 12 questions which contain both closed-ended and open questions. It is crucial to note that the first part of our questionnaire asked about the students' background, which includes their gender, age, university, year of study and their majors. The second part of the questionnaire served as significant indicators for our research study since we explored the various answers from their perspectives toward the impact of having a romantic relationship while studying the students' performance. In this regard, the closed-ended questions aimed to focus on collecting quantitative data from the respondent, whereas the open question aimed to collect qualitative data by allowing the respondent to express his or her ideas and recommendations regarding the effects of having a romantic relationship on students' academic performance.

#### **2. Data collection and sample size**

Since our research paper is mainly based on the university students' perspectives, the data collection was acquired through conducting a questionnaire in order to get the primary data. Regarding the sample size, we randomly selected 100 university students who are currently enrolled in Bachelor's degree programs from various universities in Phnom Penh such as The University of Cambodia (UC), the Institute of Foreign Languages (IFL), and the Royal University of Law and Economic (RULE). However, due to time constrains and financial limitations, our data mostly was from

the students of The University of Cambodia (UC) as compared to other universities since our group found it easier to sample them. Moreover, our questionnaire was conducted in English; hence, only the international track program's students had the opportunity to be selected as our respondents.

### **3. Data analysis**

In terms of the data analysis method, Microsoft Excel was exclusively used to analyze the data that we collected through the questionnaire. In this light, we distinguished between the respondents who are currently in romantic relationships or used to be in a romantic relationship, and those who have never been involved in a romantic relationship. Consequently, we were able to compare their responses in our questionnaire. After that, we also sought to explore the perspectives of them on the effects of having a romantic relationship on academic performance, whether it brings more positive or negative impact based on the groups of students that we differentiated accordingly. Notably, even though they are currently in a romantic relationship or used to be in one, they gave different answers in both closed-ended and open questions toward the impacts of romantic relationships while studying with accordance to their experiences and personal opinions. In addition to these, we analyzed and found out the dominant factors which encourage students to have a love relationship while studying. Most importantly, we analyzed and explored both positive and negative effects from students' perspectives of having a romantic relationship on academic performance which led to the conclusive answers to our main research questions for this research project.

## **IV. Findings and Data Analysis**

### **1. Findings**

In regards to the first section of the questionnaire which seeks out some background information of the respondents, it shows that 66% of the respondents are female; 42% of them are currently or used to be in a relationship, while male respondents account for 34%, and 56% of them have been involved in a romantic relationship. 86% of all the respondents are in the age group of 20-24, and most of them are from The University of Cambodia. The statistics also show that 11%, 15%, 41%, and 33% are currently doing their degrees in year 1, 2, 3, and 4 respectively in various majors such as English Literature, International Relations, Business Management, and so on.

Before getting to know their perspectives on romantic relationships' effects on study performance, the respondents were first required to fill in some of their personal information. Of all the 100 respondents, 47% have been involved in a romantic relationship, whereas the other 53% have never. When asked what encourages them to have a

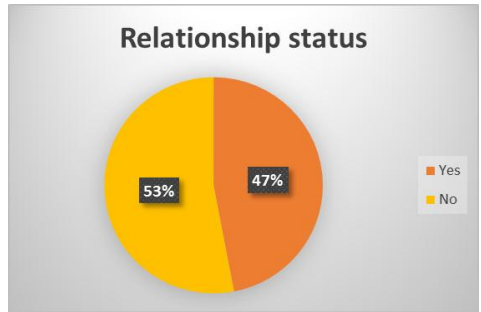


Figure 1: Relationship status/experience

relationship, 57% of respondents chose “feeling of happiness”, 17% mutual support, 6% entertainment, 4% outside environment, 2% for granted, and 13% other factors.

### Factors encouraging them to have a relationship

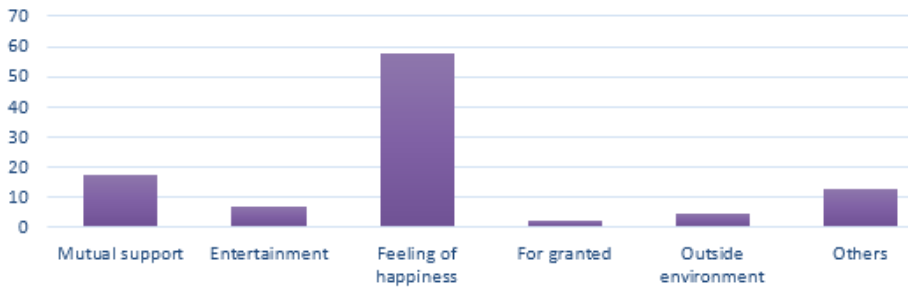


Figure 2: Factors encouraging respondents to have a relationship

The main point of the questionnaire is placed on the 9<sup>th</sup> question, asking whether they think romantic relationships can provide positive or negative effects on academic performance, or if they think it is neutral. The results come as expected; most of the respondents, 70%, are neutral about the effects. However, 20% of all respondents at least believe that romantic relationships can have positive effects on study performance, while only 10% think that it is negative.



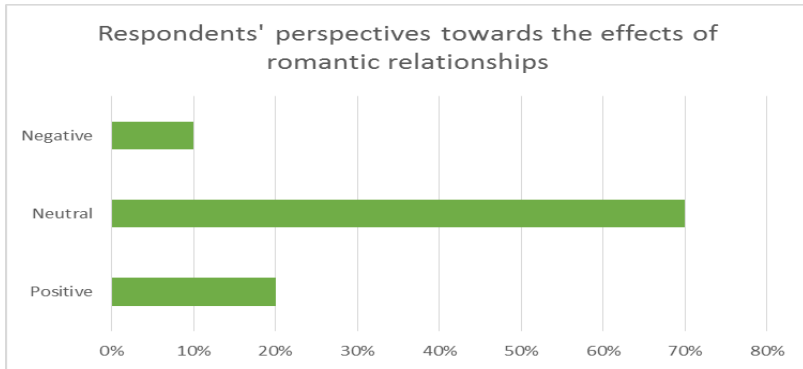


Figure 3: Overall perspectives towards the effects of romantic relationships

To gain a deeper understanding of their viewpoints on the effects of the relationship while studying, a scale which consists of 13 statements was designed, requiring respondents to indicate their opinion about how strong they agree with the statements. Positive effects of romantic relationships are included in questions 1, 7, 9, 10, and 12. Among these 10 statements of positive effects, the 2nd and the 3rd statement are mostly agreed, receiving an average of 3.46 and 3.47 respectively. Both statements are the only two that can get up to 14 ‘Strongly Agree’. Hence, it can be understood that respondents agree on the point that having a romantic relationship while studying can motivate partners to study harder and support them when they have any difficulties with their lessons. Statements 2 and 3 are followed by statements 7 and 12, which have an average of 3.43. Eleven respondents ‘strongly agree’ with number 7 which states that relationships can help build their self-confidence, while statement 12 saying that relationships can reduce stress receives only seven ‘strongly agree’ but 45 Agrees, the most one of all. Noticeably, statement number 6, which is ‘helps me complete tasks on time’, gets only 2.99.

From this, it can be implied that when students have romantic relationships, they are likely to have problems with time management. The problem of time for those involved in relationships and studying at the same time is shown more clearly in statement 10 saying ‘provides more time to review lessons’. Surprisingly, it receives the most ‘Disagree’, 36, and the lowest average, 2.67, of all the statements in the scale. It can be inferred that even though romantic relationships can provide positive effects like motivation to study harder, support when having problems, personal development, better performance, more self-confidence and the like, time management seems to

be a problem for them as they need to allocate some time for their studies and some for their partners.

*Table 1: Number of responses on the scale and the average of each statement*

	<b>By having a romantic relationship while studying, it</b>	<b>1*</b>	<b>2*</b>	<b>3*</b>	<b>4*</b>	<b>5*</b>	<b>Average</b>
1	helps me pay more attention on studying	3	17	43	31	6	3.2
2	motivates me to study harder	3	14	31	38	14	3.46
3	supports me when I meet difficulties of lessons	2	13	35	36	14	3.47
4	contributes to personal development	3	9	43	38	7	3.37
5	makes me perform better in class	3	20	43	28	6	3.14
6	helps me complete tasks on time	3	28	41	23	5	2.99
7	builds self-confidence	3	11	37	38	11	3.43
8	makes me sleepless	7	25	33	27	8	3.04
9	helps me achieve good grades	4	18	38	35	5	3.19
10	provides more time to review lessons	8	36	37	19	0	2.67
11	cannot help me concentrate on anything besides thinking about love and dating	13	23	40	20	4	2.79
12	reduces stress	3	10	35	45	7	3.43
13	discourages me to learn when I have arguments in love affair	5	18	45	26	6	3.1

*(\*1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)*

The scale does not only include positive statements alone but also negative statements so that respondents will not cling to only a certain side of the scale. There are 3 statements about the bad effects of romantic relationships on academic performance; they are statements 8, 11, and 13. All of these had a lower average score than the positive statements. The highest average is only 3.1, and that is for statement 13, which states that when they have arguments in love affairs, it can discourage them from learning. This is followed by the average point of 3.04 of the 8<sup>th</sup> statement saying that romantic relationships can make them sleepless. Last but not least, statement

number 11, which states that when students are having relationships while studying, they cannot concentrate on anything besides thinking about love and dating, receives an average point of 2.79, the second least of all the statements. This is the only statement which receives the most 'Strongly Disagree' answers, 13. Therefore, it can be inferred that although some students are involved in relationships, they can still concentrate on other things besides love.

The scale alone cannot determine the entire viewpoints of the respondents so it is followed by two open-ended questions. The first question asks whether students should have a romantic relationship while studying or not, based on their experiences and perspectives. The survey shows that 35% of respondents suggest that students should not have a romantic relationship while studying, while 30% of them believe that it is a good idea to have a relationship and study at the same time. 10% are neutral, claiming that it depends. The rest have no idea, stating that they have never experienced such things at all. The first question goes on to ask them to tell the reasons why they say 'yes' or 'no'. Many respondents who are on positive side think that being in a relationship motivates them to study harder as they struggle for future success together. Additionally, romantic relationships also provide mutual and emotional support, happiness, and confidence. Some also state that they can develop some experience for future relationships. However, those who suggest that students should not be involved in romantic relationship while they are studying raise up some negative views. One of the most common bad effects is the loss of concentration. A majority of them claimed that when they are involved in a relationship, they cannot concentrate well on their studies, and they recommend that students should just focus on their studies first. Another reason is the waste of time and money, saying that they have to spend a lot of time and money with their partners when going on dates or hanging out. Last but not least, when it comes to arguments with their partners in love affairs, it would hurt their feelings and create stress, which distracts them from learning.

The second open-ended question, which asks about the effects of romantic relationships on academic performance, has similar answers to the reasons the respondents gave to the previous question. The most common answers about the good effects are happiness, motivation and encouragement, better study performance, experience about love and personal development, which means that one will try to improve him/herself to meet another one's demands. However, those who do not agree with the idea of having a

relationship and studying simultaneously have quite contrasting points of view. While those on the positive side think that the relationship can bring more happiness and less stress, those on negative side believe that it will cause more stress. While those on the ‘good effect’ side claim that romantic relationship can improve one’s time management skills, those on the other side state that one will not have enough time for studying. While those who view relationships positively think that it can enhance one’s study performance, those who view it negatively think that it will lower one’s academic performance.

## 2. Data analysis

*Table 2: The responses in only 3 options*

Respondents are most of the time ‘neutral’, which almost always receives the most ‘ticks’ on the questionnaires, among the five options. Therefore, it’s hard to see whether they think positively or negatively on the effects of romantic relationships. That’s why their responses are categorized into only 3 parts, as can be seen in Table 2 so that it’s easier to see whether they are more on the ‘Disagree’ side or on ‘Agree’ one. Based on Table 2, the number of responses on the ‘Agree’ side usually outweighs that on the ‘Disagree’ side when the statements are positive, except statement 6 and 10 where they would also go for the disagree side as dealing with time. However, for negative statements, particularly statement 11, the number of responses on ‘Disagree’ side turns to be more than the ‘Agree’ one. Therefore, it is noticeable that although most respondents are on the neutral side at the beginning, they have more positive views of romantic relationship’s effect on studying since they are more on ‘Agree’ and ‘Strongly Agree’ side when it comes to positive statements, while they are more on ‘Disagree’ and ‘Strongly Disagree’ side or the data between the ‘Disagree’ and ‘Agree’ are quite similar when it is a negative statement.

	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>
1	20	43	37
2	17	31	52
3	15	35	50
4	12	43	45
5	23	43	34
6	31	41	28
7	14	37	49
8	32	33	35
9	22	38	40
10	44	37	19
11	36	40	24
12	13	35	52
13	23	45	32

There is something even more interesting. The perspectives of those who have been involved in romantic relationship seem to be different from those who have never been involved in one. Those who have never experienced romantic relationships are mostly on the neutral side as they may have no idea about it, or even think it's negative. Only 4 out of 53, which accounts for only 7.5%, think that having a relationship while studying is good. On the other hand, those who have engaged in a romantic relationship view it positively. 16 respondents out of 47 (34%) believe that the relationship has good effects, while only 3 out of 47 (6.4%) think that it has bad effects. The number of neutral responses (59.6%) is also lower than those who have never had a relationship (79.2%).

Table 3: Perspectives on the effects categorized by relationship status/experience in percentage

Respondents = 100	Yes	47%	Positive (%)	34.0%
			Neutral (%)	59.6%
			Negative (%)	6.4%
	No	53%	Positive (%)	7.5%
			Neutral (%)	79.2%
			Negative (%)	13.2%

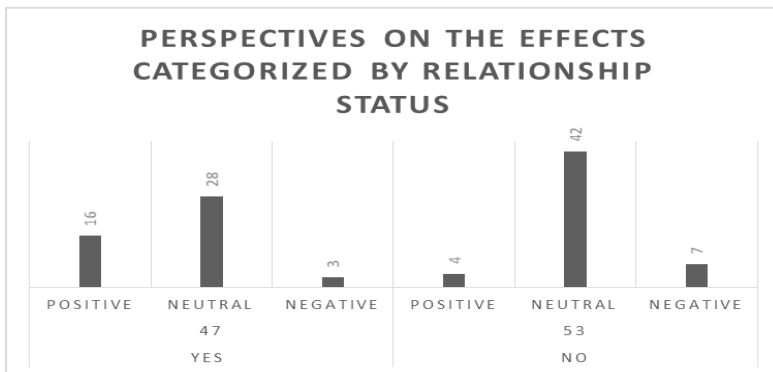


Figure 4: Perspectives on the effects categorized by relationship status/experience by number

In this study, we found out that nearly half of the university students who were involved in a romantic relationship believed that by having a romantic relationship while studying provided more positive rather than negative impacts on their academic performance while the other half tended to be neutral. Surprisingly, for those who were never involved in a romantic

relationship, most of them were neutral and the rest viewed them negatively rather than positively. In this light, we can infer that based on the viewpoints of Cambodian university students, having a romantic relationship provides both positive and negative effects on the academic performance. In essence, the positive impacts range from mutual support to personal development. Most of them argued that it is good since it has motivated the student to study harder.

On the contrary, the major downside of having a romantic relationship while studying is the lack of concentration on studying since students tend to spend most of their time on their significant other. In addition to these, upon our analysis, we could see the dominant factor leading students to have a romantic relationship while studying is the feeling of happiness. Hence, we can imply that they have engaged in a romantic relationship due to the emotion of being loved and the belief that “they would have a happy life if they have a romantic partner.” However, since most of the respondents are on the neutral side, we could not definitively state whether having a romantic relationship while studying brings more positive or negative impacts on their academic performance. In this regard, people tend to provide their ideas that it depend on the partners if they could cultivate more positive effects, or otherwise negative effects will prevail.

Crucially, the findings of the study is also similar to the finding of other research researchers on the positive effects of romantic relationship on academic performance which they argued “through the scene of motivation, it will encourage students to study harder” (Bernales and Colonia, 2011). Moreover, our findings also share the similarities on the negative effects with other researchers which students are lacking of time management on the academic aspects (Lannarone, 2014).

## **V. Conclusion and Recommendations**

To conclude, we were able to identify that the university students involved in a teenage romantic relationship tend to view them positively than those who have never been involved in one. On the whole, however, since almost of the respondents are on the neutral side, we could not definitively state whether having a romantic relationship while studying provides more positive or negative impacts on academic performance. In this regard, the respondents instead provided their ideas that it depends on the partners if they could cultivate more positive effects, or otherwise negative effects will prevail. Hence, we cannot generalize whether it’s good or bad, yet we can

recommend that in order to have a successful academic life while maintaining a healthy romantic relationship, the students should have good time management meaning they have to manage their time for studying very well and try to maximize the positive effects from the romantic relationship such as mutual support, personal growth, and so forth.

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## Appendix A

### Questionnaire

#### A Study on University students' perspectives on the effects of having a romantic relationship on academic performance

Hello everyone! We, students from the University of Cambodia, have been conducting a research project on “A Study on University students’ perspectives on the effects of having romantic relationship on academic performance”. Therefore, we would like you to take some of your precious times to respond to the questionnaire below. Your contribution and participation are valuable for our research project as well as higher education in Cambodia since it serves as a new knowledge regarding the research field. On the top of that, we are confident that your information is confidential. For any doubts please kindly contact via e-mail: [muychrealy@gmail.com](mailto:muychrealy@gmail.com).

#### I. Background of Information

1.  Male  Female
2. How old are you?  
16-19  20- 24  25-29  Other \_\_\_\_\_
3. Which university have you been studying in?

Please write your answer here \_\_\_\_\_

4. What year are you in?  
 Year 1  Year 2  Year 3  
 Year 4 Other \_\_\_\_\_

5. What is your major? Please write your answer below  
\_\_\_\_\_

#### II. The effects of Romantic Relationship on Academic Performance

Definition: *Romantic Relationship refers to love and affection which is one of the most profound emotions of human being.*

6. Have you ever had or been having a romantic relationship while studying?  
 Yes     No (if no please skip question number 7&8)
7. How long have you had or been having a romantic relationship?  
 Less than a year     More than a year
8. What encouraged you to have a romantic relationship while studying? (You may have more than one answer)
- Mutual support     Entertainment  
 Feeling of happiness     For granted  
 Outside environment    Other \_\_\_\_\_
9. Based on your ideas, what are the effects of having romantic relationship on academic performance?  
 Positive     Neutral     Negative
10. Please indicate your opinion with the statement below by placing a ✓ mark in the box provided below.  
(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

By having a romantic relationship while studying, it	1	2	3	4	5
1.helps me pay more attention on studying					
2.motivates me to study more harder					
3.supports me when I meet difficulties of lessons					
4.contributes to personal development					
5.makes me perform better in class					
6.helps me complete tasks on time					
7.builds self-confident					
8.makes me sleepless					
9.helps me achieve good grades					
10. provides more times to review lessons					

11.cannot help me concentrate in anything besides thinking about loves and dating					
12.reduce the stresses					
13.discourage me to learn when I have arguments in loving affairs					

11. According to your experiences and perspectives, should we have a romantic relationship while studying or not? Please indicate your reasons

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12. By having a romantic relationship while studying, what are the effects of this relationship toward your academic performance? Please provide reasons to support your ideas.

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