

RECONCILIATION BETWEEN STUDY AND COUPLE RELATIONSHIP : CASE OF STUDENTS OF INJEPS OF PORTO NOVO

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Abstract: *Sexuality transcends many existential differences. And statistics show that across the world, most girls and boys have sex before the average age of 16. The young people therefore arrive at the University (19 years on average) with a few years of sexual practices and as far as Africa is concerned, the majority of female students are in a couple relationship, more or less old and/or serious.*

A couple requires self-investment, and therefore an African student in a couple has a serious role to take and play. A student has the requirement to succeed in her studies. And another activity in which she engages is potentially perceived as a disruptive activity which could be a source of failure in these studies. Example of students working and failing in large numbers.

How do African female students reconcile married life and studies?

The objective of our research was to study the couple's studies-relationship balance with the theory of Greenhaus and Beutell. This analytical framework allowed us to construct a field of controversy by taking into account the opinions of those who were concerned with the subject. The information received by the literature review led us to formulate the hypothesis that "students have difficulty reconciling studies and the couple relationship".

With a questionnaire, 50 subjects: married, engaged and common-law gave us the opportunity to test our hypothesis. But at the end of the investigation, it was invalidated. Apparently, reconciling studies with life as a couple is not as complicated as that! All it takes is a gift of self and good organization. Life as a couple is even a psychological, financial and human asset for the African student.

Key Words: *Conciliation, study, couple relationship, conflict, time, stress, strategy.*

1. INTRODUCTION:

Sexuality transcends religious, racial and cultural differences, and regardless of gender, worshiped god, skin color, or how different cultures represent it, everywhere in the world it is a societal issue and medical. In this regard, statistics reveal that most girls and boys have sexual intercourse before the age of 16 (Glasier, 2006). Young people therefore arrive at university (18 years of age on average) with a little sexual practice and they do their university studies for the most part in a couple relationship, more or less serious.

The student, registered in a university for university studies, is supposed to devote herself entirely (or even exclusively) to it, if she wants to succeed. a source of failure in these studies. For example, many students who work even part-time fail. However, a student, for her couple, needs a minimum of physical and emotional, to play a role and to spend time Married life is another more or less serious activity, to which many African female students devote themselves throughout their studies.

Through a scientific study, we obtained answers to certain questions raised by the reconciliation of studies and life as a couple by African students from the city of Porto Novo.

2. State of the problem :

A tension arises, more frequently, from a conflict in the realization of socialized values. From the moment a student tries to assume her responsibilities as a woman in a couple while remaining in her state of studious student, the situation is no longer normal. This leads us to look for the measures taken by them to manage this situation which sometimes can appear as a tension.

Conciliation is the action of reconciling, of making harmony. It is a procedure aimed at reaching an agreement when there is a conflicting or potentially conflicting situation. In social science, a couple is a social entity formed from the relationship between two people, hence couple relationships are a particular human combination.

Studying well and living a harmonious relationship at the same time should not be an easy task. This is particularly true for female students in the period of compositions or exams. These moments become delicate and couples can separate, or exams can be missed, leading to post-breakup depression and school failures. However, depriving yourself of your partner is not a good solution, because his lack can lead to frustration. A psychologist from Inter-University Service of Preventive Medicine in a Parisian university says that a few years ago, students and apprentices consulted to be reassured about the possibility of failing exams. Today the main reasons that lead them to consult are questions about the reconciliation of stressful studies with private life. She further clarifies that young students want to excel in class while being fulfilled in their private lives. But we must not forget the advice of many parents: "we must not lose in mind that the school year is not a time for somersaults. When it's time to study, you have to stay focused. Later in life, we will have time to experience true love. ». How do female students manage to reconcile their studies with their life as a couple?

It is to this concern that we have tried to find simple and clear answers by first asking

Hypothesis 1: Female students find it difficult to distribute their time equitably between their university activities and their activities as a couple,

Hypothesis 2: The stress generated by studies has a negative impact on the couple's activities and vice versa.

Hypothesis 3: Female students have great difficulty reconciling their studies with their life as a couple, and the simultaneous management of the two main activities has a negative impact on both academic performance and the harmony of the couple.

The general objective was to identify, through the analysis of the roles under study and in the student couple, what is happening and to collect the mechanisms that they put in place to try to reconcile the two roles successfully. From this general objective comes the following specific objectives:

- analyze the division of time between studies and the couple life of female students
- analyze the behaviors and stress generated in one activity and their influence on the other.
- analyze maximization, overflow in both roles. And make proposals to help students better reconcile the 02 activities.

3. Methodological approach :

To test our hypothesis it was necessary, for us, to question female students concerned with the reconciliation of studies and life as a couple. From this point of view, our study is quantitative and qualitative in nature.

Our target population is formed:

- engaged students;
- married students;
- students in free relationship.

We interviewed fifty (50) INJEPS students, all those who said they were in a relationship at the time of our preliminary survey.

The data collected on the sample constituted was the subject of a technical processing by the empirical method defined by: The counting, the entry in Excel, the classification by category of answers, the hierarchy in order to see the relevance of certain problems raised, interpretation using statistical table. We have set ourselves a standard for testing our research hypotheses. Thus, the decision threshold that will allow us to confirm and invalidate the initial hypotheses, responds to the following formula: "a hypothesis is validated if the answers of the majority (that is to say more than 50%) of the surveyed are favorable to it".

The first difficulty related to the survey was the reluctance of the students because of the sensitivity of the subject. To this difficulty is added the rather busy schedules which did not facilitate meetings. Nevertheless, we were able to collect most of the information we needed, by persuading the respondents of the merits of our research but also by reassuring them of the precautions that will be taken to prevent any malicious use of the data collected.

4. Results and discussion :

At the end of the survey and our analyses, we can conclude that the problem of reconciling studies and life as a couple is not new, but several factors have contributed to the strong propensity for it in recent years. The promotion of women in the Beninese education system, the insufficiency or non-existence of financial support from the family or social network and the situation of relatively poorer households have undoubtedly accentuated the phenomenon.

All the students prioritize the studies to which they devote more time than the couple: Free relationship 80 – 20; Married 70 – 30; Fiancées 60 – 40. The use of time for the couple is greater for the Fiancée compared to the Bride, no doubt because she still has everything to prove to her fiancé to convince him to move on to marriage.

All the students recognize that in the couple there are times when stress appears and this involuntarily invites itself into the studies. And vice versa. But the Married students say that this stress does not negatively impact either the studies or the relationship of the couple, while the others say that they suffer a lot from it. The students do with a reduced time to manage despite everything to succeed and excel, which would tend to recognize that they are intelligent. Living as a couple does not have a disastrous impact on the university results of female students as a couple because only 6% of the respondents think of abandoning their studies. Overall, there is an accommodation or adaptation of INJEPS students to life as a couple (97%). All married students (100%); a high proportion of those who are engaged (87.5%), say they are doing well. A majority of those in a free relationship (67.86%); find that they are more or less getting by.

When we compare the first results "all the female students prioritize their studies and devote more time to it" with hypothesis 1 "The female students find it difficult to distribute their time equitably between their university activities and their activities as a couple" this seems verified.

But is that true? Is it because the time allotted to each sphere of activity: "studies" and "private life" is not the same that it must be said that it is not equitably distributed? Indeed, fair does not mean equal! If for example in the realization, an activity A requires more time (60%) than an activity B (40%), and that it is the 02 durations necessary for their satisfactory achievements, the distribution is fair without being equal.

To do this, no doubt the students spend more time in their studies than in their private lives because studies require more time, and because the time allotted to each activity allows them to achieve more or less satisfaction since they manage to their exams while maintaining their couple relationships.

The other aspect of the discussion could be the sacrifice that the students consciously inflict on the private sphere by saying that between the actors of private life and studies, those who can understand and accept that they are deprived of time, are those of private life. At this level, you should therefore know that the key here is the actors in private life who agree to accompany and support the student in reconciling the two activities: "studies" and "private life".

All the students, with the exception of the Married, recognized that they bring back the stress generated by studies in their life as a couple and that it is rarely that the stress of the couple goes to university, which nevertheless validates the hypothesis 2. This shows that the students are aware of the fact that by bringing the stress of studies towards the actors of private life, it is support that they will find that will help them manage this stress. This is not the case for the stress of home towards studies. Better the actors of the private life are aware that one should not disturb the studies of the female students and that one must avoid stressing her for nothing, and this is the reason why the stress of the private life does not arise so rarely. The results showed that the tensions of time and stress limit the quality of university results in some students but they disturb the harmony of all couples, which validates hypothesis 3. Reconciling studies/life as a couple therefore has the particularity in our study environment of being perceived as natural because female students do not see themselves at their ages without a spouse and outside of a life as a couple, even if this presents difficulties. The students say that these difficulties are not insurmountable. In this verve, the solutions to stem the evil can no longer count among them to sensitize female students not to form a couple during their studies. We must raise awareness about taking this reality into account and find ways to support it.

Concerning private life, our study shows that if the student is understood and supported by the actors of her private life, her private life becomes a strength and not a weakness. We must therefore advise a student who wants to reconcile studies and a private life to do so only if her private relationship is solid and comfortable.

Concerning the public world, the rectorates must become aware of the phenomenon so that the tension of time is not exaggerated. It is necessary to ensure that lessons and assessments are organized and carried out under conditions that create less stress.

5. CONCLUSION :

This research work on an important current subject started from the observation that from a previous study on the reconciliation of professional and family life, of women in employment, most replied that they had experience in reconciling different activities since they had had to reconcile their studies with their lives as couples. The objective was to find the strategies implemented to reconcile the 02 activities. The students had difficulty reconciling their studies with their lives as a couple and were failing academically, was the hypothesis tested. And it is with the model of Greenhaus

and Beutell drawn from the theory of the conflict, which brings out 3 times of conflicts: conflict of time, conflict of stress, conflict of the behavior that we analyzed our data collected by the means of a methodological approach during which 50 female students, representative of a sample, were questioned and 06 underwent an interview.

At the end of the research, it emerged that reconciling studies with a life as a couple is generally not easy, and the results of several studies demonstrate this. But paradoxically the students of the INJEPS do not complain about it, not because it is not a restrictive situation, but because for the most part they have more to gain from it than to lose by being a student and as a couple. rather than just a student. Indeed, apart from the physiological needs that they fill easily and with sufficiency in the life of a couple, the partner generally is of a very important financial and human support.

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