

## BIBLIOGRAFIE

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(Slegs werke waarna in die verhandeling verwys is, verskyn in dié lys.)

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DEEL B

11. Wanneer het u matriek geskryf? 19
12. Dui u matriekvakke en -simbole hier onder aan:
- |    |       |      |       |
|----|-------|------|-------|
| 1. | _____ | 4.   | _____ |
| 2. | _____ | 5.   | _____ |
| 3. | _____ | 6.   | _____ |
|    |       | (7.) | _____ |
13.  Hierdie inligting is korrek  
 Ek is nie seker of die inligting akkuraat is nie  
 Ek kan glad nie meer onthou nie.



DEEL C

14. Klassifiseer uself in een van die volgende groepe.  
Beantwoord dan net die vrae onder die groep waarin u val.
- Ek sleep op die oomblik VAS
- Ek sleep op die oomblik, maar NIE VAS NIE
- Op die huidige tydstip sleep ek, vir alle praktiese doeleindes, GLAD NIE
15. Hoeveel uur per week bestee u gemiddeld aan sleep? \_\_\_\_\_ uur.
16. Dui aan hoeveel keer per week u gemiddeld sleep: \_\_\_\_\_ keer.  
(Let wel: As u byvoorbeeld op 'n Sondagmiddag saam gaan stap, daarna huis of koshuis toe gaan, en mekaar -- of iemand anders -- weer die aand ontmoet, tel dit vir twee keer se sleep. Saam klasloop is nie sleep nie!)
17. Hoe lank sleep u al VAS?
- ongeveer 6 maande
- " 1 jaar
- "  $1\frac{1}{2}$  "
- " 2 jaar
- "  $2\frac{1}{2}$  "
- " 3 jaar
- "  $3\frac{1}{2}$  "
- " 4 jaar
- "  $4\frac{1}{2}$  "
- " 5 jaar
- meer as 5 jaar
18. Woon die persoon met wie u sleep
- hier plaaslik of
- elders?

## SUMMARY

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The relationship between certain aspects of dating and the academic performance of students

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This study was an attempt to determine whether there are factors related to student dating which can be associated with the level of students' academic performance, and, if any exist, to establish the nature of these factors and to determine and explain this association or relationship.

The sample was drawn from students in the final (third) year of their B.A. course. The sample included both men and women. It was drawn from the Potchefstroom University for C.H.E. and the University of Pretoria.

The results indicated a definite relationship between certain aspects of students' dating and their academic success.

The most important observation concerned the dating pattern: Students who classified themselves as having a steady date (going steady) almost without exception obtained higher marks than could have been expected from their academic aptitude. (Matriculation results were used as an indication of this sample's academic aptitude, having been statistically proved to bear the highest correlation with their actual academic performance.) The academic performance of students who did date but who did not have a steady date was, in almost every case, found to be poorer than could have been expected from their academic aptitude.

Many indications were found that these two groups of students do not only differ regarding the level of their academic performance but also as regards a number of other characteristics, the development of which, of course, may very well have been further stimulated by the nature of their specific dating patterns.

The academic performance of students who did not date at all was found to be, in some cases, slightly poorer, and, in other instances, slightly better than could have been expected; no definite pattern emerged.

Some other aspects of student dating proved, in some cases, to have a significant relationship with students' academic performance. These were: the length of the period (number of years) for which they had been going steady and the time (average in hours per week) spent on dating activities.

Where students of the two universities were concerned, certain differences in the relationship between their dating behaviour and academic performance were observed.

Only very slight differences were observed between the two sexes as far as the relationship between these two variables are concerned.

The study shed more light on the problem of factors associated with students' academic success by presenting an analysis of the influence of certain aspects of dating behaviour on the level of students' academic performance.

Furthermore it served to elucidate the role of dating as a significant part of student life, and the influence of certain dating patterns and other variables associated with dating on many aspects of their university life, including their academic performance.