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Emily Albright

Chanel Carlile

Janae Kirkendall

Allyson Webber

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Effects of Relationship Status on GPA

Emily Albright , Chanel Carlile, Janae Kirkendall , Allyson Webber and Scott Steffensen
 Department of Psychology, Brigham Young University, Provo, UT 84602



INTRODUCTION

Research on the effect of Relationship Status on GPA is very limited. Some studies find that individuals who date more frequently tend to have lower grades than those who don't. Other studies have found that relationships can have a positive or a negative effect on GPA depending on other factors. However, most studies find that Relationship status doesn't have an effect on GPA. We hypothesize that Single and Married individuals will have higher GPA's than their dating counterparts. We further hypothesize that Single and Married people will also be more consistent in their academic achievement and that those who are happy will have higher GPA's.

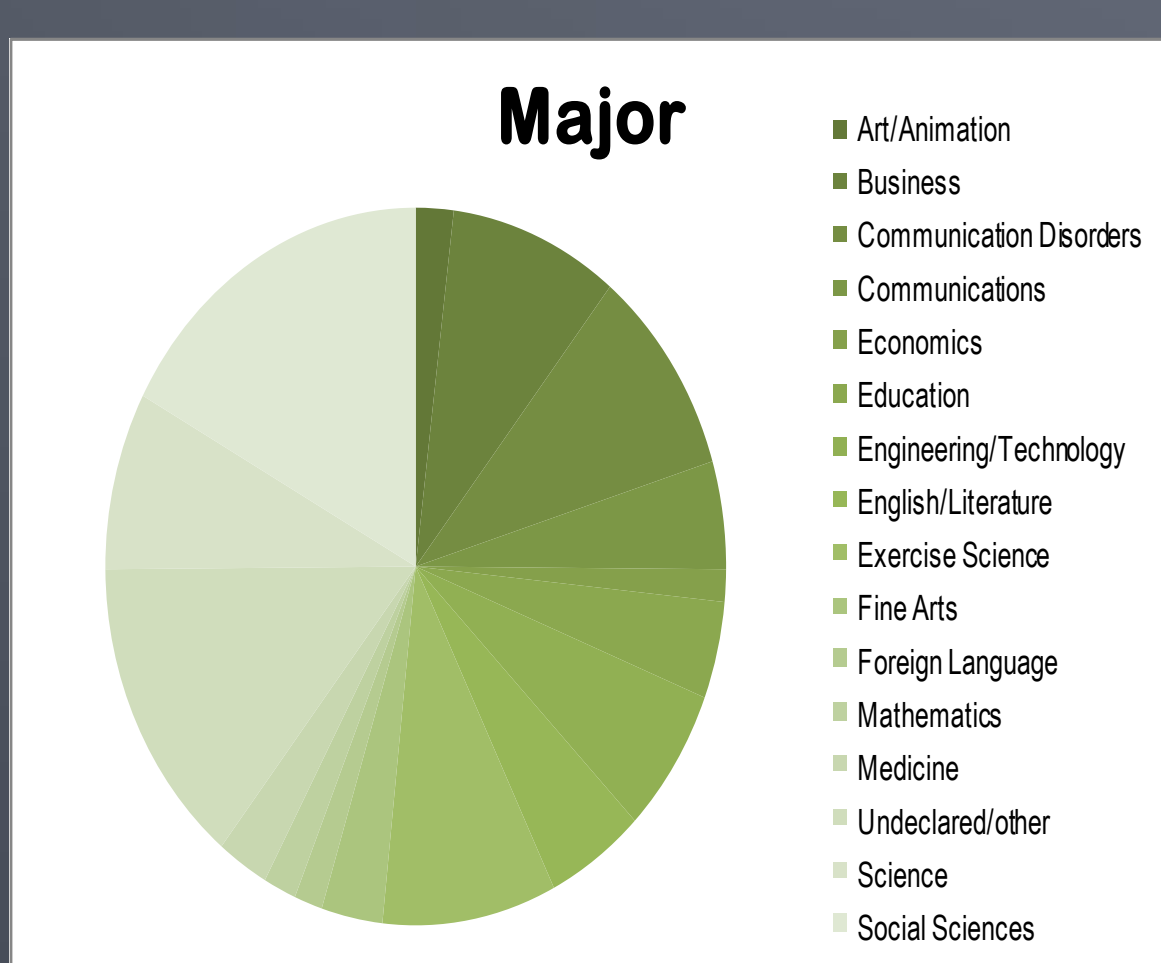
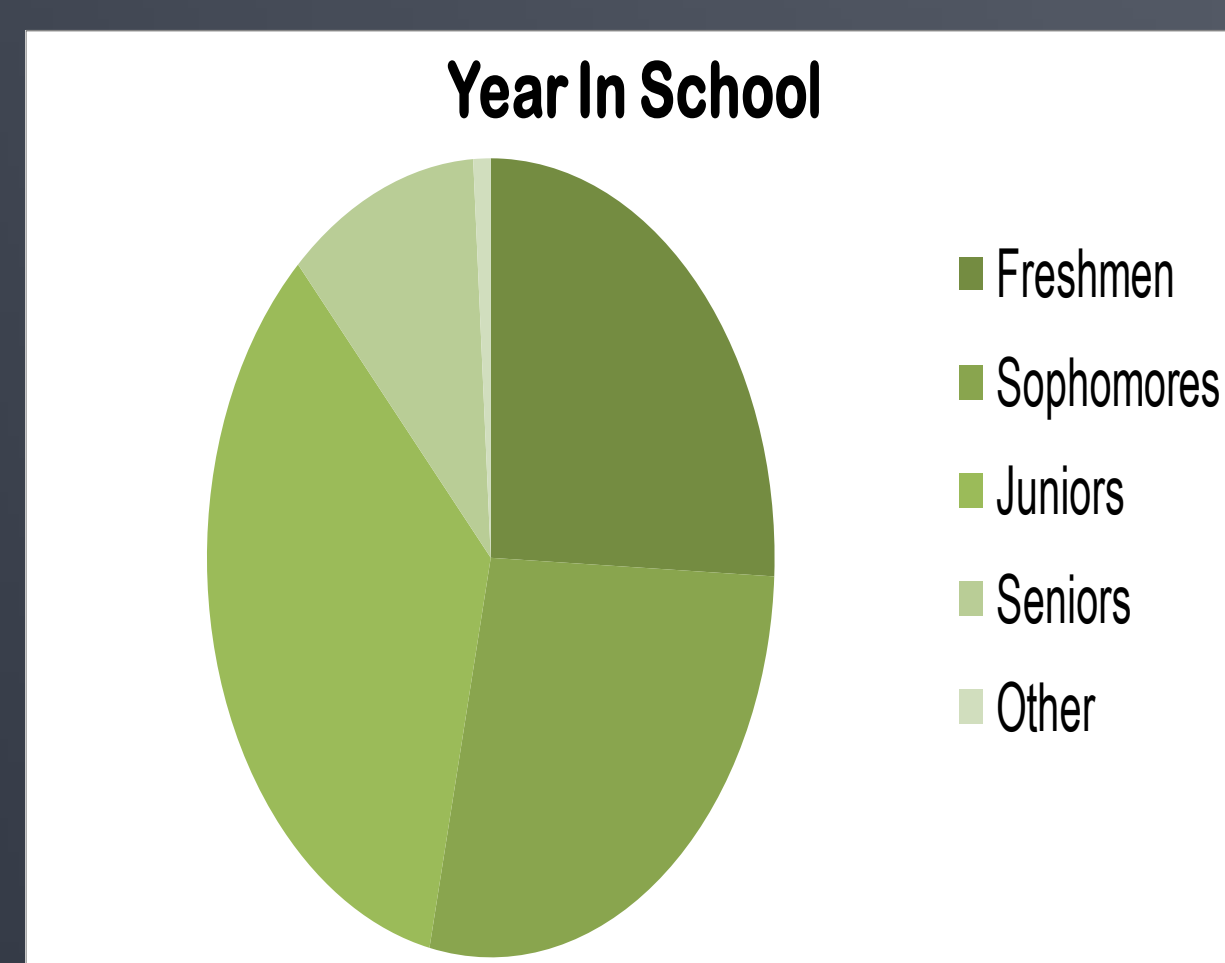
METHODS

Participants in this study included 307 females and 101 males between the ages of 18 and 50, with the majority between the ages of 18 and 24. Participants were recruited through the Facebook network and class rosters and asked to participate in a 5 minute survey. The survey was administered through Qualtrics Survey Software and consisted of either 16 or 17 questions, depending on the relationship status they indicated. Questions in the survey were designed to collect data on the participant's GPA, overall level of happiness, the consistency in their grades, their relationship status, and their beliefs about what influenced their GPA the most. Participants

also answered a validity question to determine whether they could discern what the survey was measuring.

Figure 1: Percentage of participants from each year in school

Figure 2: Percentage of participants from various academic disciplines



RESULTS

Table 1 shows the results of a Single-Factor ANOVA in which comparisons were made between the GPAs of Single and married people, compared to Dating or Engaged individuals. The F value between the groups equals 6.59 with an F critical value of 3.84, revealing a significant difference between the two groups, in terms of overall Grade Point Average.

Table 1: ANOVA Relationship Status on GPA

Anova: Single Factor		Relationship on GPA				
Groups	Count	Sum	Average	Variance		
Single or Married	353	1536	4.351275	0.711483		
Dating or Engaged	54	218	4.037037	0.640112		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	4.624777	1	4.624777	6.586661	0.010633	3.864521
Within Groups	284.3679	405	0.702143			
Total	288.9926	406				

Table 2 shows a Multiple Variable Regression. The regression shows the significance of the various factors that may contribute to an individual's GPA. The regression found that when other variables are accounted for (including gender, hours of study, age, happiness, and class standing) Relationship Status has a significance of 0.043 on GPA. This table also shows hours of study has a significance of 0.001 and that happiness has a significance of 0.031.

Table 2: Multiple Variable Regression

Source	SS	df	MS	Number of obs = 406		
Model	31.5584274	10	3.15584274	F(10, 395) =	4.86	
Residual	256.569651	395	.649543421	Prob > F =	0.0000	
Total	288.128079	405	.711427355	R-squared =	0.1095	
				Adj R-squared =	0.0870	
				Root MSE =	.80594	
gpa	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
relation	-.2465216	.1211817	-2.03	0.043	-.4847634	-.0082799
hrsstudy	.1358888	.0395152	3.44	0.001	.0582024	.2135752
age	.0086192	.0169275	0.51	0.611	-.02466	.0418985
happiness	.1053719	.0486664	2.17	0.031	.0096943	.2010494
female	-.0143543	.1006683	-0.14	0.887	-.212267	.1835584
byu	.5698772	.1412801	4.03	0.000	.2921223	.8476321
freshman	-.0917384	.1185268	-0.77	0.439	-.3247606	.1412838
sophomore	-.151209	.1023633	-1.48	0.140	-.3524541	.0500361
senior	.1324135	.1457649	0.91	0.364	-.1541585	.4189856
otheryr	.6011499	.3990466	1.51	0.133	-.1833709	1.385671
_cons	2.767688	.4646065	5.96	0.000	1.854278	3.681099

DISCUSSION

This study found relationship status to have a significant effect on GPA (P=0.043). Additionally, it was concluded that those who were dating or engaged had significantly lower GPAs (up to a quarter of a letter grade lower) than their single or married counterparts. Contrary to our hypothesis, relationship status did not have a significant effect on the consistency of GPA (P=0.34). While overall happiness was found to have a significant effect on GPA (P=0.031).

While this study found significant results, there were some limitations in the research. The sample consisted predominantly of white, junior, female students from BYU. Additionally, there were very few respondents of races other than Caucasian and only about a fourth of respondents were male. Future research should examine the effects of relationship status on GPA in a more diverse population in order to increase the generalizability of the findings of this study.

Additionally, the first survey we distributed was flawed so the data collected from that survey had to be discarded and we had to start again. While we attempted to distribute the corrected survey to different people it is possible that some of the same individuals took the survey again and this may have affected their responses and thus the results of the survey.

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