

Factors Related to Academic Success: Learning Styles and Extracurricular Activities

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HYPOTHESIS

The hypothesis predicted that higher levels of stress would be associated with lower levels of social skills among college students.

PARTICIPANTS

- 49 College Students
- Mostly African American undergraduate students attending a Historically Black University
- 15 Men and 33 Women and 1 did not state gender

MEASURES

- **Perceived Stress Scale (Cohen, 1982)**
 - 10-item self-report scale
 - Responses ranged from:
 - 1 = Not at all stressful
 - 5 = Very stressful
- **Social Skills Measure**
 - Peer interaction, and interpersonal functioning among students (Wills et. al, 1992)
- **Bivariate correlation conducted**

RESULTS

Results indicated a significant negative relationship between stress and social skills among college students. Students with higher stress levels reported lower social functioning and more difficulty with interpersonal relationships.

Bivariate correlation analysis demonstrated a statistically significant relationship:

- $r(44) = -.300$
- $p = .048$

Findings supported the hypothesis that increased stress is associated with decreased social skills.

DISCUSSION

The results of this study suggest the following:

- Higher stress levels negatively affect social functioning among college students.
- Students experiencing chronic stress may struggle with communication, peer interaction, and relationship building.
- Stress may contribute to emotional exhaustion, social withdrawal, and reduced engagement with others.
- Findings are consistent with previous literature showing stress can impair emotional regulation and interpersonal functioning.
- Universities may benefit from implementing:
 - Counseling services
 - Stress-management workshops
 - Peer support programs
- Addressing stress among college students may improve both mental health and healthy social relationships.