



Impact of Extracurricular Activities on Perceived Sociability in UCSD and SDSU Undergraduate Students

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Background

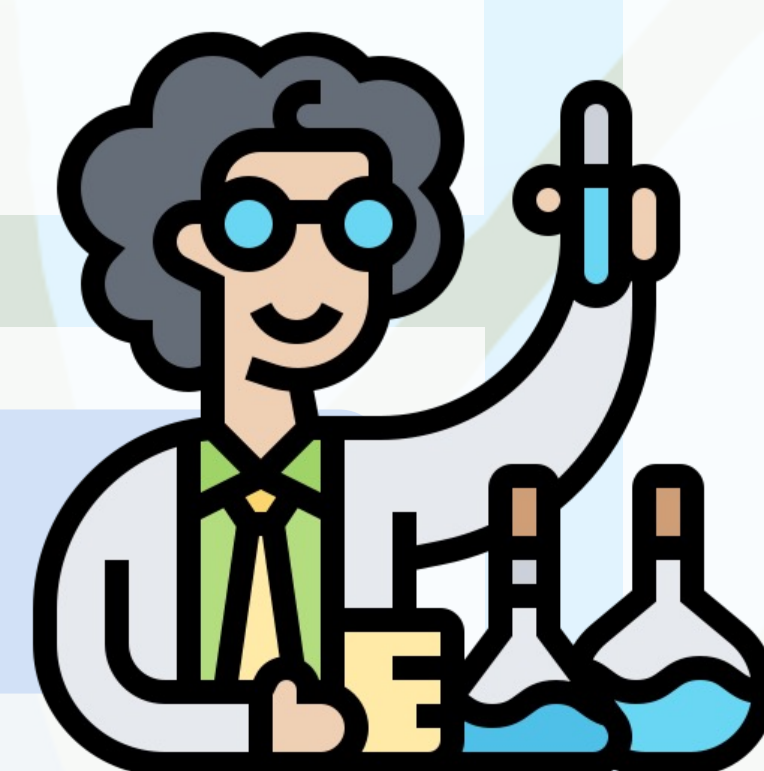


- Multiple studies have linked the importance of social support to holistic health (Schmidt & Fox, 1995; Larupay & Pendon, 2016).
- Throughout the pandemic, for much of our studies, the importance of accessible extracurricular activities was highlighted.
- Participation in extracurricular activities diversifies a student's social support network.
- We examined the association between students' involvement in these activities and their self-reported sociability, which may have downstream health effects.

Objective

To determine the impact of extracurricular involvement on perceived sociability in undergraduate students.

Methods



Study Design

- Anonymous cross-sectional survey via Google Forms
- Undergraduate students at UCSD and SDSU
- 40 multiple choice questions divided into demographics, hours spent in different types of extracurricular activities, and self-perceived sociability

Data Collection

- 89 total responses collected from April to May 2022
- Participants were recruited in-person and online through emails and various social media platforms such as Reddit and Discord

Analysis

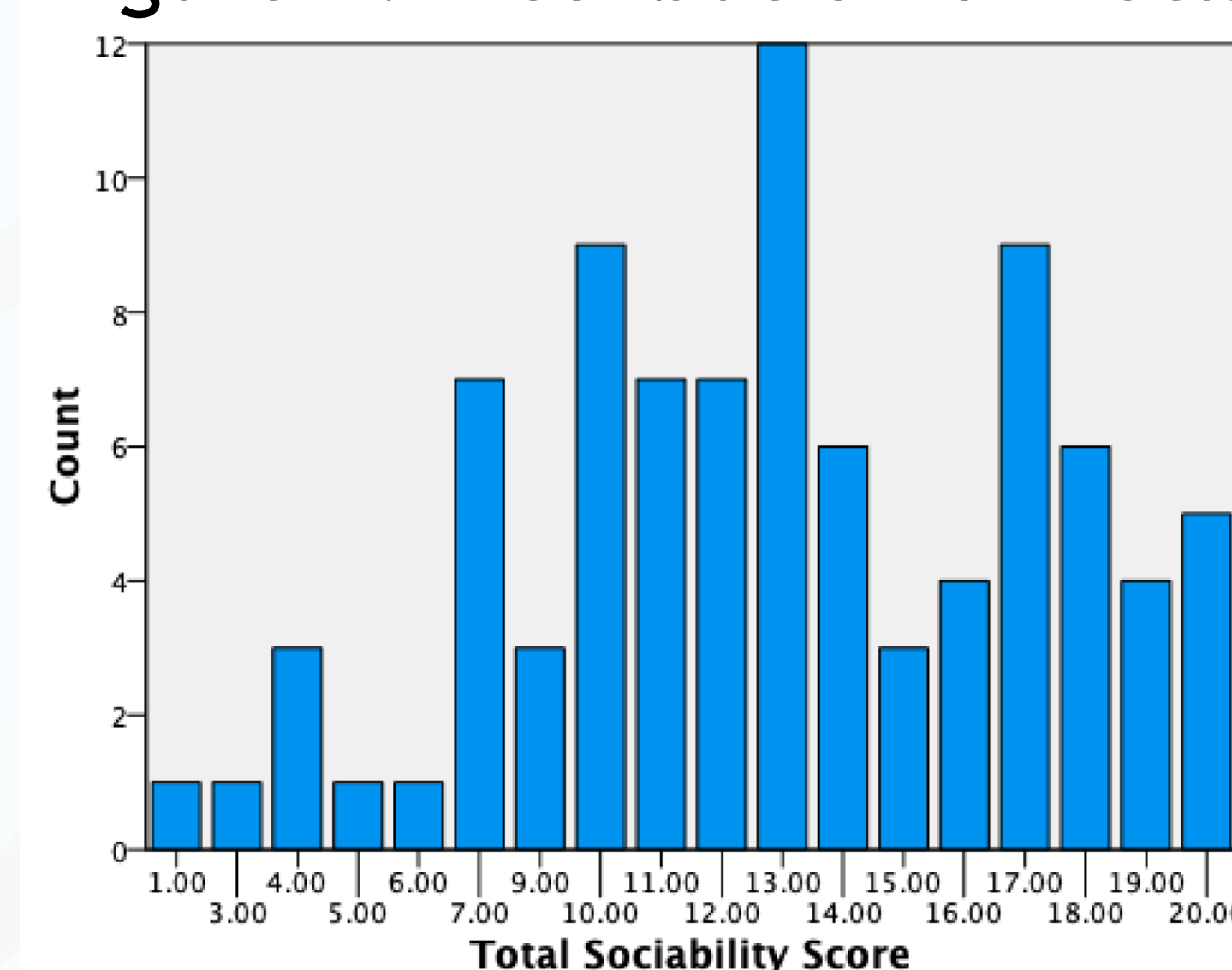
- Linear regression analyses done in SPSS

Results

Table 1: Demographics (N = 89)

Gender		School		Housing Status	
Male	21 (23.6%)	UCSD	50 (56.2%)	On-Campus	25 (28.1%)
Female	61 (68.5%)	SDSU	39 (43.8%)	Off-Campus	64 (71.9%)
Non-Binary	6 (6.7%)	Enrollment Status		Transfer Student	
Transgender Female	1 (1.1%)	Part-Time	8 (9.0%)	No	57 (64.0%)
		Full-Time	81 (91.0%)	Yes	32 (36.0%)

Figure 1: Distribution of Total Sociability Scores



- Approximately normal distribution
- Mean total score was 12.8 with a standard deviation of 4.5
- On average, students perceived themselves to be social (0 = extremely anti-social and 20 = extremely social)



Policy Implications

While our data were tenuous, diversity in social support networks has been shown to improve holistic wellbeing. Educating less sociable students of the benefits of extracurricular involvement may positively impact their long-term health.

Acknowledgements

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Linear Regression Plots of Total Sociability Score (TSS) vs. Various Demographic Factors

Figure 2: TSS vs. Transfer Status

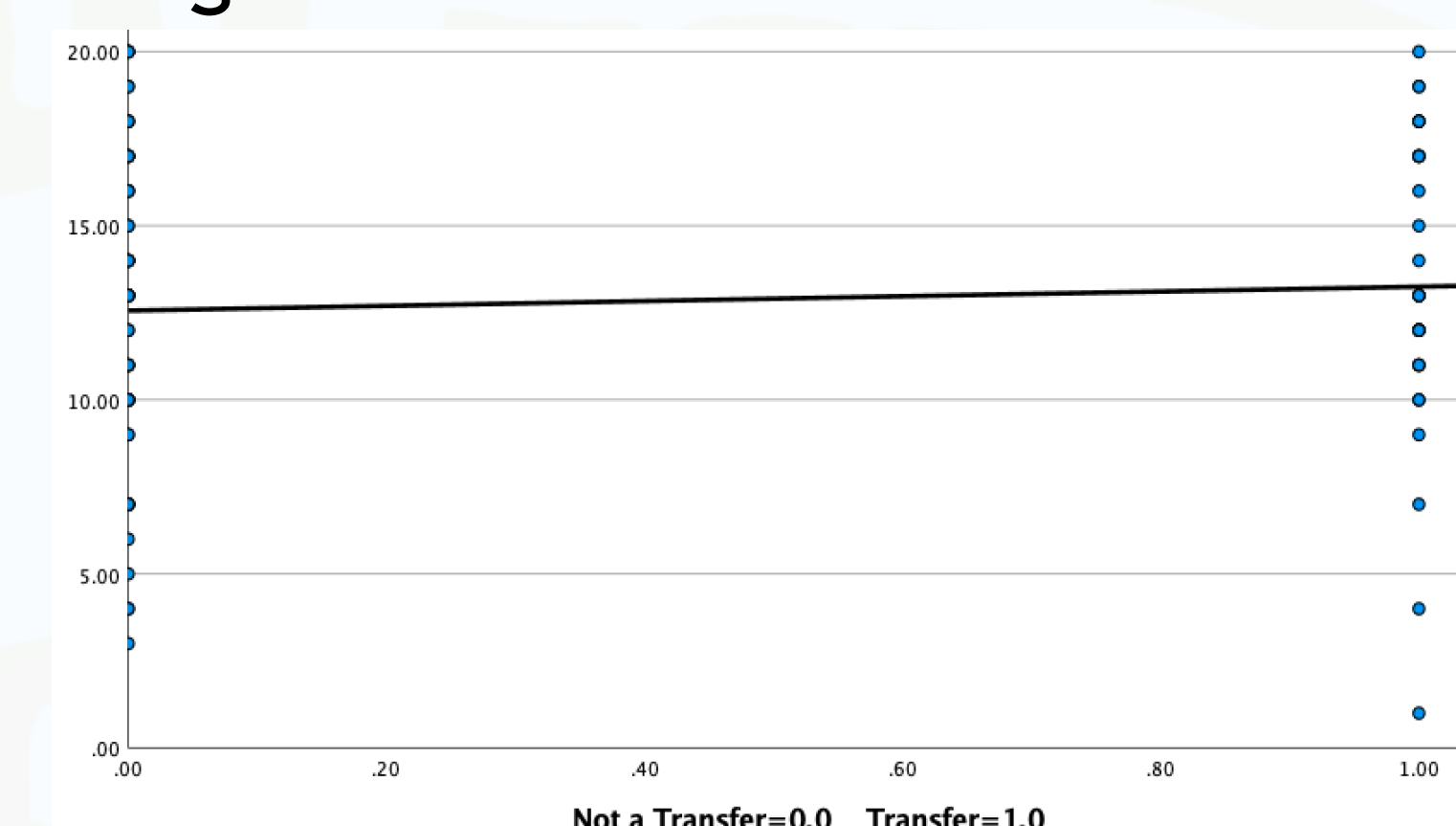


Figure 3: TSS vs. School

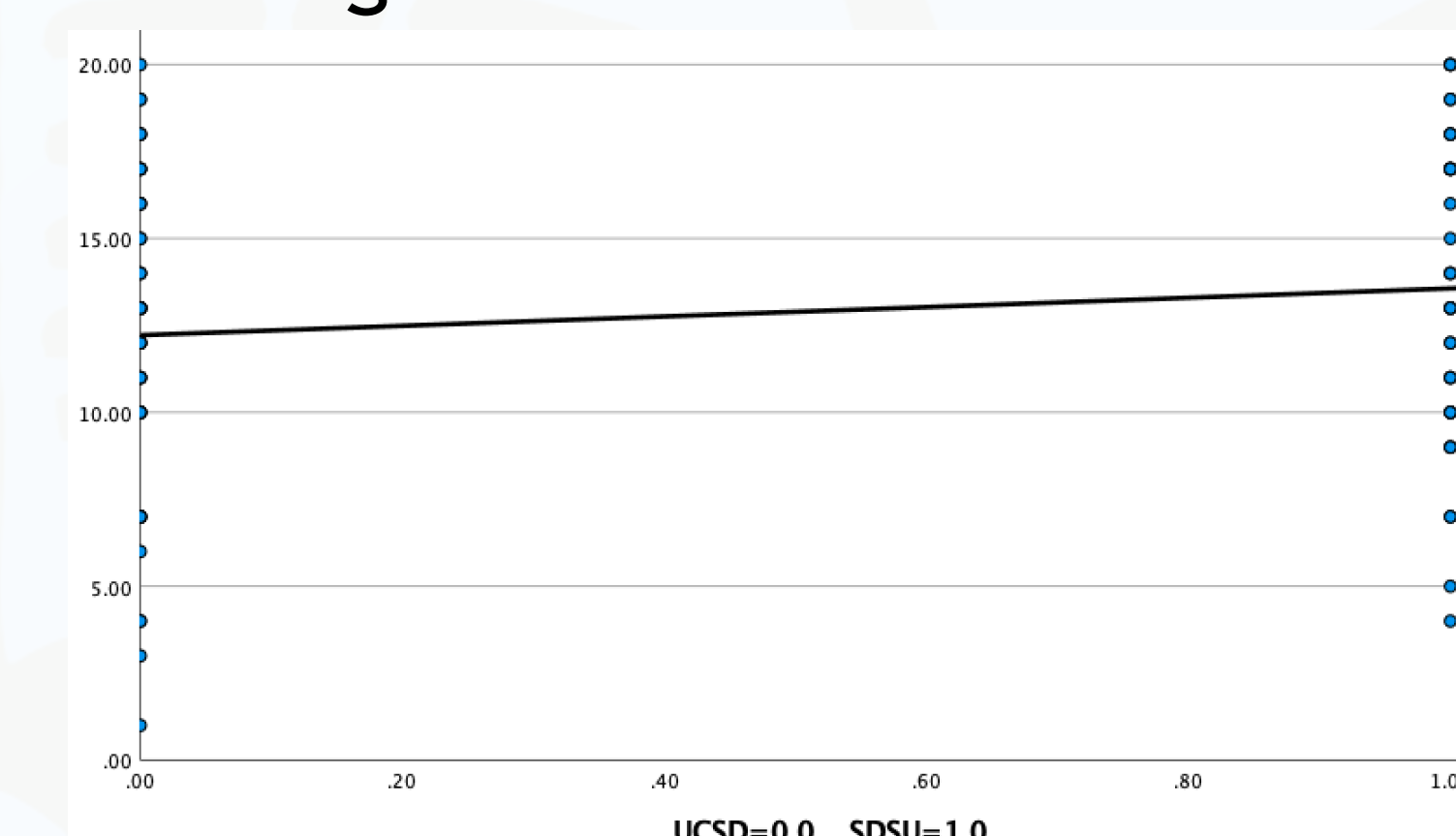


Figure 4: TSS vs. Housing Status

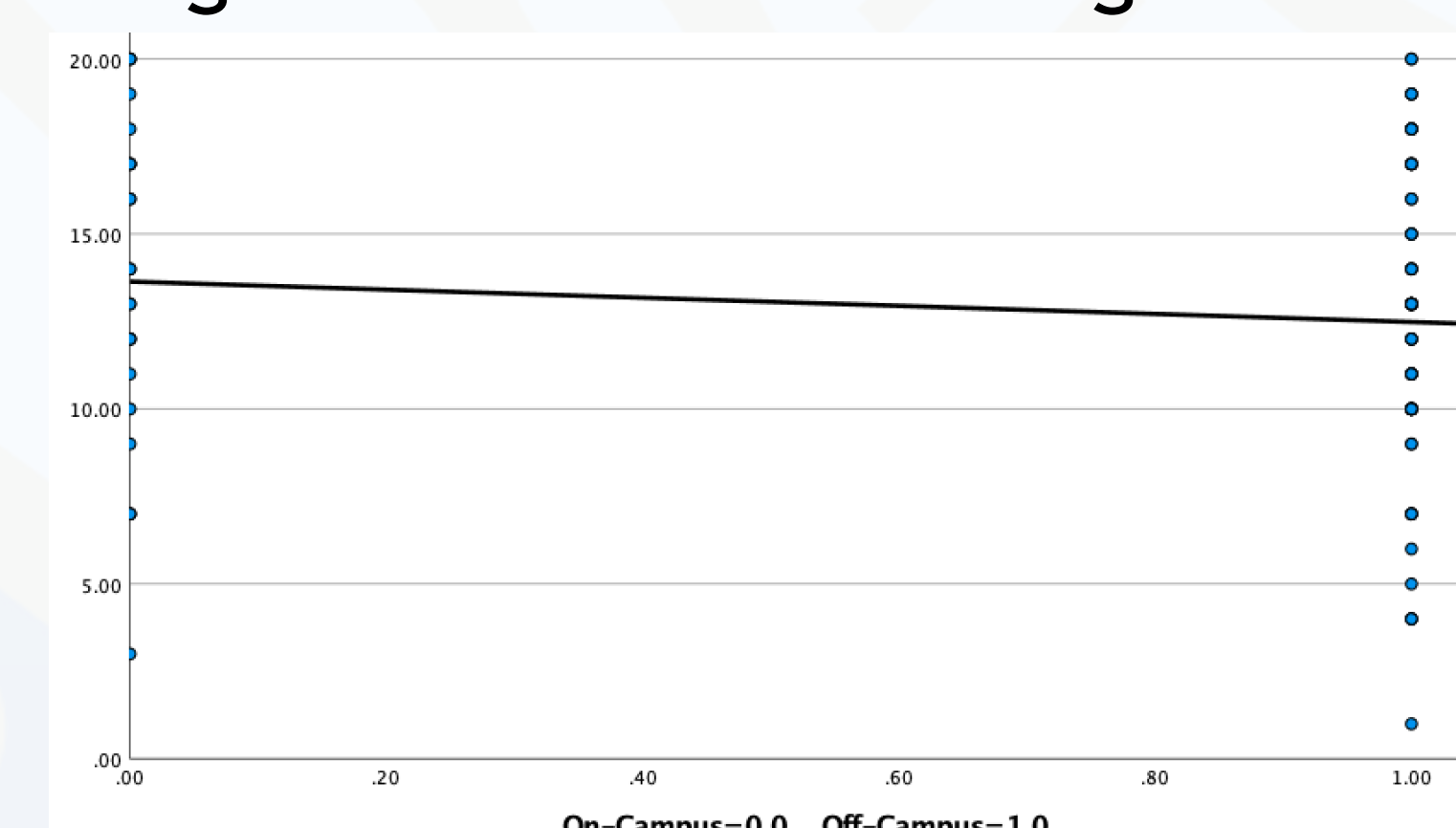
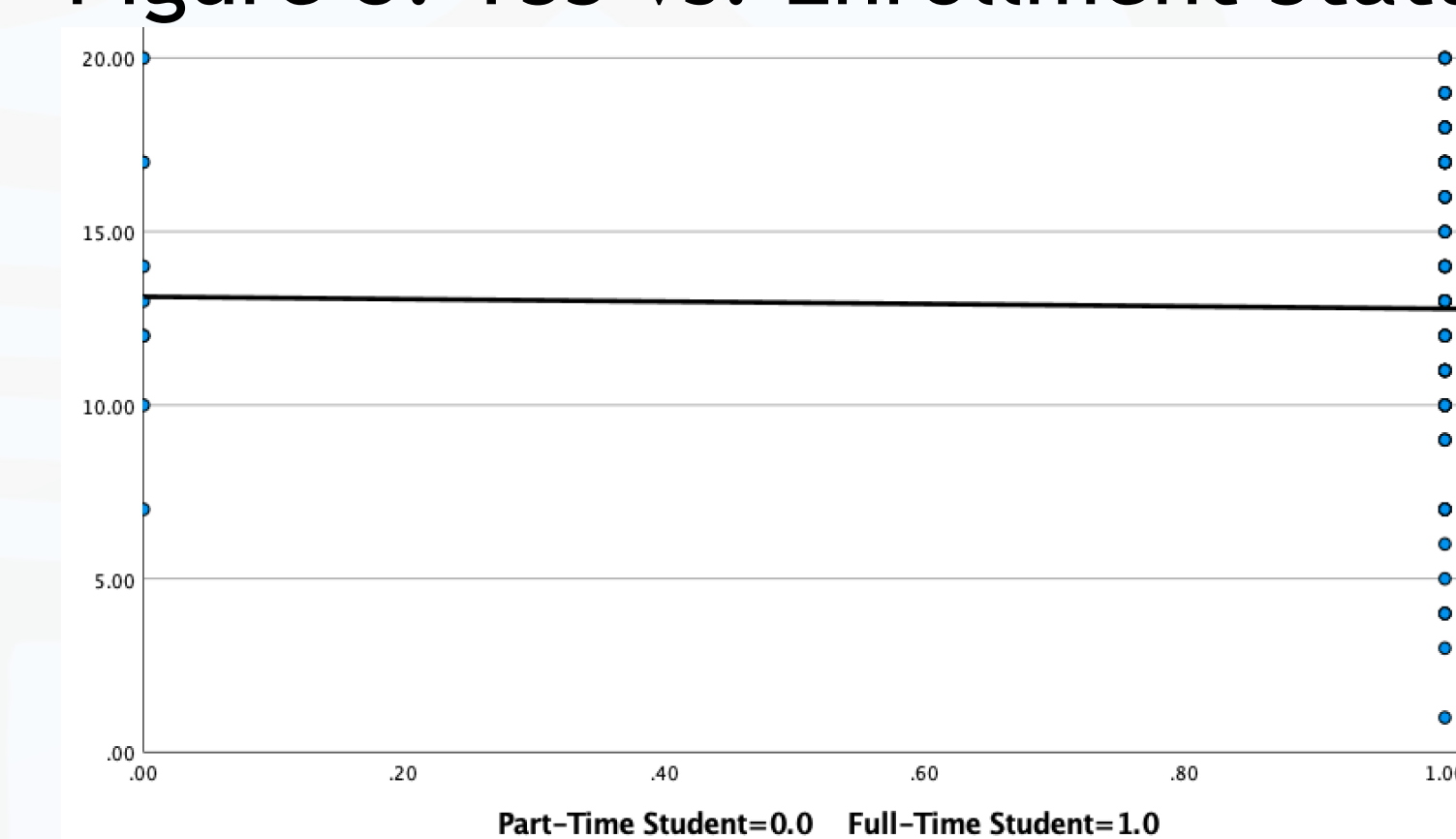


Figure 5: TSS vs. Enrollment Status



- Those who were transfer students, attended SDSU, lived on-campus, or were part-time students perceived themselves to be more social than their peers who entered as a freshman, attended UCSD, lived off-campus, or were full-time students
- All p-values were not statistically significant