

IMRAD Essay

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Research on How College Affects Students Life and Persistence

Enhancing students' potential for success in college has never been more crucial. High school graduates need a college education to find gainful employment and manage the increasingly complex social, political, and cultural issues they might face after leaving school (Brooms & Davis, 2017). A bachelor's degree is the initial and most important step toward a secure financial future. The college impacts students' physical health, emotional well-being, social lives, and career prospects.

Literature review

Creating conditions that promote academic success in higher education has never been more important. Brooms (2018) shows that nearly half of modern high school students will need further training after graduating to enter the profession and prosper in a challenging cultural, social, and political atmosphere. Better career opportunities and a more stable financial future are only the beginning of what a bachelor's degree can provide. By comparison to networks of mutual aid: When individuals are subjected to too much regulation or integration by their community's social institutions, the safety net tightens. The safety net is usually rather stiff and leaves little opportunity for maneuver. In times of difficulty, they are forced to rush headlong into an obstacle that crumbles rather than supports them. However, without sufficient integration and regulation, some individuals might fall through the holes of the safety net in times of crisis and uncertainty and be left to fend for themselves. People can only be caught safely in the network's sweet spot, where centralized and rational community interactions seem to give integration or control. Social networks, including those among family and friends, play a significant role in explaining why some learner teams have more difficulty integrating socially.

Medical professionals recommend education continuation since it has been connected to better health, which is likely to entail eating well and exercising regularly. Rababah et al. (2020) affirmed that education improves health because it makes individuals more likely to seek out and act on knowledge, especially medical expertise, which might help them. Long-term health may benefit from increased family income as a result of increased educational attainment. The occurrence can make investing more in healthcare, environmental improvements, and preventive measures possible. Higher levels of education have been linked to lower death, smoking, and neonatal mortality rates. Data suggests that students might better manage their weight while attending college.

Economists have investigated the effect of higher education on post-college weight gain. Most have used methods to identify root causes, but their results have been all over the place. With data from the NLSY's 1979 cohort, Brooms and Davis (2017) investigated whether or not a high school diploma was associated with a lower risk of obesity. The second-stage instrumental factors estimates for the influence of schooling on weight did not seem statistically significant. In a cross-national study of European data, it was shown that higher levels of education had a beneficial effect on female body mass index (BMI), although no such effect on male BMI. In a study of identical twins in Australia, Rababah et al. (2020) found that higher levels of education did not affect the prevalence of obesity in males but did have an effect on women. Using twin data, Rababah et al. (2020) came to a similar conclusion about the relationship between education and weight. Using German data, scientists demonstrated that more education positively affects male obesity in certain models, although it has no impact on different individuals. They also discovered that female obesity, as well as being overweight, might not have been significantly impacted by education. However, a study using Danish data produced

contradictory findings, despite the fact that research using German data demonstrated that higher levels of schooling were related to lower levels of BMI in males.

Problems with psychological well-being as well as sleep are a real possibility for college students who are under too much stress and are unable to cope well. Poor academic performance, suicidal ideation, substance abuse as well as alcohol-related issues have all been linked to stress, as shown by Jorgenson et al. (2018). Stress forms a severe issue that needs to be handled, particularly for nursing students. Despite having many of the same experiences as other college students, women in the nursing field face unique difficulties. According to the data collected, female students have a higher rate of experiencing mental health concerns and poor sleep quality. According to Rababah et al. (2020), female higher-learning institution learners tend to depend more on psychologically centered coping techniques than their male counterparts. Mental health issues have been related to various reasons affecting nursing learners throughout the globe, including academic pressure, poor coping, collective self-esteem, encouragement inadequacy, and an inability to create a good work-life balance.

Not surprisingly, many respondents reported increased anxiety and fear as a consequence of the pandemic. This appears to be in accordance with increasing complaints of psychological distress in various groups in the present epidemic as well as previous recent epidemics such as severe acute respiratory syndrome, as confirmed by Llopert and Esteban-Guitart (2018). (SARS). The widespread concern with academics, health, and other elements of one's lifestyle lends credence to the idea. The majority of students had issues with concentration, anxiety, and worry about their academic performance and how well they were responding to the demands of distance education. The study constitutes the only attempt the scientists seem to be cognizant of to reveal the specific repercussions of the COVID-19 outbreak on academic concerns. Given that

certain universities, including Texas A&M, could continue with some distance learning for the remainder of this academic year, the problems need more examination of whether they might be effectively handled.

Previous studies have revealed that the majority of students' health concerns are related to themselves or their immediate families. According to Ribeiro et al. (2018), more than 80% of respondents reported making some kind of lifestyle change related to their diet or amount of sleep. In general, this isn't shocking, but it is concerning since previous research has linked similar changes to higher rates of depression among college students. Physical isolation and disrupted social ties were often reported as lifestyle-related reasons for anxiety, mirroring prior results among learners and the ad community. In addition, a 75percent of participants said that they were either apprehensive or terrified by the information (Brooms & Davis, 2017). Misleading and deceptive information being widely disseminated through the media s well as social media may contribute to the propagation of such fear.

Method

In this investigation, the researchers used a qualitative research approach. Recent publications published between 2000 and 2022 relevant to the study's topic and aims were analyzed.

Results

The research demonstrated the respondents' actual number and the proportion of respondents for each survey question. The tables are arranged according to the information provided by the respondents' population and schedule management information and the information's significance to the 3 study topics (Dvořáková et al., 2017). The tables' contents and

their bearing on the researcher's hypotheses should be discussed. The investigator anticipated two outcomes: One, students' choices to stay in college will be influenced more by the connections they have outside of college than by the interactions they have inside college. Academically grounded connections, for example, those with peers, instructors, and different university personnel might also have a favorable effect on students' persistence choices, even if social interactions are more likely to have a greater impact.

No hypotheses were explored in the study. Data on student demographics and scheduling habits (Brooms, 2018). The initial sections of the questionnaire sought data on the respondents' demographics and time commitments. Besides, the obtained data reveal broad demographics about the survey's responders. There were questions on respondents' time commitments in addition to the standard demographic data. Persistent students' time allocations should demonstrate genuine participation and engagement with campus initiatives and professors and staff since learners who might be more active and participate in campus activities, both academic and social, are likely to experience greater success than those who are not. According to the statistics, students spend most of their time interacting with their fellow college students at various campus activities and in the classroom. The vast majority of students at the institution reported having contact with teachers and staff at least twice every semester.

The findings indicated that most of the continuing college students are pleased with their college experience. According to the statistics, most college students believe that their education and the abilities they are developing while there are worthwhile investments (Brooms & Davis, 2017). Vast majority of students were satisfied with their education and feel valued at their school. Though many good outcomes were recorded, certain problems were also mentioned in the college life quality section. Some students expressed dissatisfaction with daily classroom

attendance while acknowledging the long-term benefits of their studies. Others complained that they were never given the opportunity to focus on topics that interested them, and a few said they did not like school or just did not care enough to participate. According to the research, the vast majority of students like their university experience and form great relationships with their peers. The results also show that some students have a hard time adjusting to college life and forming new friendships. Although students were content with their companies, on the whole, there were several areas of disagreement. Student responses reflected a consensus that students felt welcomed and that their peers appreciated the contributions of their respective organizations.

Discussion

This research aimed to identify the factors that influence college students' choice to stay in school based on their experiences. This research focused on the interpersonal dynamics of conventional students who had completed two years of college at a prominent research university in the central Plains (Jorgenson et al., 2018). Participants were asked to reflect on their interactions with various people on campus, including family, friends, classmates, instructors, and other staff, and to identify the relationships that impacted their decision to stay the course and get their degree. The purpose of this study was to add to the current research on learner retention by examining the connections that have a favorable effect on retention and identifying which of those ties is most influential in keeping students enrolled and on track to graduate.

In terms of interpersonal dynamics in the classroom, students generally feel that their teachers care about their development and progress and act fairly and justly toward all class members. Numerous learners also reported feeling accepted by their peers and believing their

contributions were taken seriously in class. These findings corroborate prior studies linking instructor-student rapport with retention rates.

Learners in the survey disliked operating on group assignments with their peers. Circumstances outside the scope of this investigation might have impacted students' attitudes about class projects requiring group collaboration. Perhaps they have had bad experiences working in groups or do not want to put their academic fate in the hands of their peers (Llopert & Esteban-Guitart, 2018). Results might also reflect students' interpersonal dynamics on campus, suggesting that instructors and administrators need to convey the significance of interpersonal skills like cooperation and problem-solving to their students or that students just do not value these qualities in themselves.

Learners in the survey team, however, reported disliking collaborative assignments. Circumstances outside the scope of this investigation might have impacted students' attitudes about class projects requiring group collaboration (Rababah et al., 2020). Perhaps they have had bad experiences working in groups or just do not want to put their academic fate in the hands of their peers. Results may also reflect students' interpersonal dynamics on campus, suggesting that instructors and administrators aren't conveying the significance of interpersonal skills like cooperation and problem-solving to their students or that students just don't value these qualities in themselves.

Implications

Despite students' positive views of their relationships with classmates, who they said treated them with respect and whose perspectives they appreciated, they also reported disliking the group tasks required of them in class. The professors on campus should be consulted about

this (Brooms, 2018). Teachers should examine the kind of group projects they are having pupils do. Group projects in the past have boosted students' academic progress. Student growth is encouraged when students spend effort in collaborative projects with peers and teachers. However, the goals of cooperation in developing more illustrations of how the curriculum might relate to building endeavors in work settings need to be properly communicated to the students.

Students can have a clearer picture of their university's mission if they have faculty members to explain the benefits of a liberal arts degree. The findings of this study also suggest that professors and lecturers at universities should be made more conscious of their impact on their student's academic experiences and personal growth. While the study demonstrated that students enjoy their schoolwork and are treated with respect and responded to by faculty, it also revealed somewhat decreased grades when they questioned whether they had personal ties to the college education staff. Collaboration between university academics and student affairs employees might strengthen academic achievement and student development. Improving the ways in which students' academic and extracurricular pursuits are intertwined may have a positive effect on their academic and personal development as a whole.

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