

## **Study Proposal**

### Study Delivery Presentation

Hello! My name is Emma Chrystal, and today I'm going to talk to you about how your sex life impacts your academic journey.

We all know there are some 'alternate understandings' out in the world, but for clarity's sake, sexual intercourse is defined as "sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen". Fun!

There is such a prominent sexual agenda around us, it's like the white elephant in the dating world. You can feel the tension of it even just being in a room with people of your opposite gender (or the gender you may be sexually attracted to).

We all know the term 'hookup culture', which is defined as "the agenda of having sexual relations without being in a committed relationship. A study by Zhana Vrangalova concluded that, according to results 666 college student's surveys, hooking up and having a sex life is not only acceptable, but is good for you! Anova and independent t-tests revealed a direct correlation between sexual activity and higher well-being in both men and women alike.

Sexual activity can also improve self-esteem and confidence, as found in the study conducted by Vrangalova.

While we look further into correlations between sex-life and well-being, we learn from an online study by Sacip Toker and Meltem Baturay that self-esteem directly correlates to higher GPA in students of varying ages. It is stated that "the findings of the study suggested that self-esteem is a critical and shaping construct when the decreasing impact of both GPA and general health."

Sex and sexuality is a natural part of life for all species. Sexual interaction is and will always will be a private and intimate part of oneself that may not be revealed to everyone that person may meet. However, everyone has a sex life, whether you're doing it every day, you're still waiting for the right person, or you have no inclination to try it out.

That being said, it's vital that we learn how our tendencies can affect our everyday lives. In this study, I hope to accomplish a better understanding of how undergraduate student's sex lives impact their academic success.

## **METHOD**

### **Participants**

This study would be strictly limited to undergrad students of Loyola University of Chicago. Using a school of at least medium size and with city location is to ensure sexual partner/dating pool variance. The participants would include both males and females (with respect to other gender identifications) and the age would range from 18-22 years old. Students will either be a freshman, sophomore, junior, or senior standing. Size of the sample would range from 300-400 participants, more if possible. Additionally, there will be no socioeconomic or ethnic criteria used for participant exclusion.

### **Materials**

Participants would fill out a questionnaire regarding their age, academic standing/grade point average, and information about their sexual history. The questionnaire contains nine questions total, seven being 'circle the best option' and two open ended. For the open ended questions, student's would report their Grade Point Average (GPA) and their age (rounded to the nearest year). Of the seven 'circle one answer' questions, three regard general life standings, including participant's identifying gender (male/female/other), undergraduate school year (freshman/sophomore/junior/senior), and if the participant was actively involved in a committed relationship. The final four questions are reports of information surrounding the participants sexual profile and activity. These questions include reporting sexuality (heterosexual/bisexual/homosexual/other), how many times a month the student participated in sexual intercourse, how many sexual partners they have had total, and at what age they became sexually active (lost their virginity). The formatting of the sex-based questions includes possible answers of 0, 1-2, 4-6, 7-9, 10-12, 13-15, and 15+ for the questions of monthly intercourse participation and total sexual partners, while there were possible answers of <15, 16, 17, 18, 19, 20, 21, 22, and N/A for the reporting of when the participant first became sexually active. The questionnaire comes with high measures of reliability given the internal consistency that persists within the items. In this questionnaire, the multiple questions surrounding sexual profile and activity are all being used to measure the same construct of the activity of the participant's personal sex-life.

### **Procedure**

Implementation of the study would go as follows: two small tables would be set up in front of academic buildings at both of Loyola University of Chicago's campus' (Lake Shore Campus and Water Tower Campus). On the tables, bowls of lollipops and condoms would be placed, along with posters indicating 'Free Candy' and 'Free Condoms' in order to attract potential study participants. Once someone approached one of the tables, they would be told by a researcher that if they filled out a quick and short questionnaire regarding their academic standings and sex life, they would receive a Dum-Dum lollipop and a condom to take home. Each person would be informed that their answers would be used in a research study, and would remain completely anonymous. Once the potential participant consented to the terms of participating in the study, they would immediately be asked to show their Loyola student ID, or proof of undergraduate enrollment to ensure the construct of 'undergraduate students' was being met. Participants filling out the questionnaire would then be instructed to move four feet from the nearest person, and to not let anyone see their answers to ensure honesty in their responses. Once finished, they would be instructed to fold their paper up and place it in the bin along with the other completed questionnaires. They would then be handed a candy and a condom for filling out the questionnaire, marking the conclusion of their participation in the study.

When creating the questionnaire, normalizing distributions within the items are important ensure validity within results. Altering the possible responses for the questions surrounding the

participant's sexual frequencies included information from the International Society for Sexual Medicine (ISSM) to gather average amount of sexual partners, age of virginity loss, etc. Thus, ensuring accurate measurement of what is defined as a very active, or not so active sex life. Definitive answers for questions involving numbers of partners/monthly intercourse would be a strategy used to compensate for any outlier or possible missing value.

## **Expected Results**

### Descriptive stats

The study will use both descriptive and inferential statistics to analyze the data. Using descriptive statistics for each variable of interest (age/academic success and standing/ and sex life), we will find the mean, median, and mode of our data set of responses to age, GPA, and amount of monthly intercourse. Standard deviations will also be calculated to determine how the data is dispersed in relation to the calculated means.

### Inferential stats

Independent samples, t-tests will be used a couple times in this study.

An independent sample t test will be used to compare the means of the gpa and number of times partaken in sexual intercourse per month.

Another independent samples t-test will be run to compare the means of when participants became sexually active and number of times partaken in sexual intercourse per month.

We expect to see a p value of .05 or lower from the test comparing gpa and number of times partaken in sexual intercourse, signifying and significance in the relationship of the two.

However, we do not expect to find a significance in the relationship between age of becoming sexually active and monthly sexual activity.

One-way-Anova tests, will be conducted to compare the means of three or more variables in the study.

The first one-way-Anova test will compare male gender, female gender, and number of times partaken in sexual activity per month. We expect to receive statistically significant differences from the results of this test.

The second one-way-Anova would compare GPA to male gender and to female gender, with no numbers surrounding sexual profiles. We expect to receive no statistically significant differences from the results of this test.

Lastly, we would run a single chi-square analysis test comparing gender of respondents to participants actively in a committed relationship. We expect to not reject the hypothesis that gender and relationship status are independent of one another.

### **Discussion**

Some potential limitations of this study include the gender ratio at LUC which is currently about 3 girls to one boy, I hate to say it but societal beauty standards could affect a study like this, there might be students with high sex drives and physical needs that struggle finding partners, which could negatively impact evidence on self-esteem and academic success. Another potential limitation is the ever changing 'hook-up culture' and sexual agenda. It is risky using previous studies for comparison of measurements like these because sexual agenda and acceptance are constantly adapting between generations. Thus, leading me to say that follow-up work and study of this topic would definitely be necessary given the ongoing societal adaption of these agendas and ideologies.

Measuring the relationships between students sex lives and how it correlates with their academic success is incredibly important when it comes to understanding a generation of students becoming independent adults in a 'sexually forward' society. Theoretically speaking, this study would not only aid in professors, parents, and guardians understanding how a student's physical tensions and habits (whether they know about their particular student) affect their academic journeys, but it is valuable information for current and upcoming students who identify with the participants of this study.