
INFLUENCE OF SOCIAL ACTIVITIES ON ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS

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Abstract

This study examined the influence of social activities on academic performance of Office Technology and Management students. The population of the study comprised of eight hundred and fifty students in the Department of Office Technology and Management of the Federal Polytechnic Ede, Osun State. Questionnaire was the instrument used to gather data for the study. Arithmetic mean was used to analyse the data collected for the study. The study revealed that students can engage in social activities to enhance a better academic performance through self-discipline and also increases time and stress management skills as well as oral and written communication skills of Office Technology and Management students. The study concluded that social activities like romantic relationships, cult and clubs have negative influence on academic performance of Office Technology and Management students. The study recommended among others that students of Office Technology and Management should be encouraged by their advisers to only involve in social activities that could propel them to academic prosperity.

Keywords: Academic performance, Social Activities, Social behaviour, Social Skills and Self-Discipline

Introduction

Engaging in social activities in late life may offer various provisions that could be important. Social activities may fulfill a broad range of goals, including leisure, enjoyment, and productivity (Glass, de Leon, Marottoli and Berkman, 2017). Some have suggested that older adults' cognitive health may benefit from the level of cognitive effort involved (Singh-Manoux, Richards, and Marmot, 2015), the reinforcement of meaningful social roles, the enjoyment provided and or the opportunities for self-expression (Pitkala, Routasalo, Kautiainen, Sintonen, and Tilvis, 2014). It is less clear what types of social activities could be important for cognitive health in late life. Some have found that doing more productive social activities, such as volunteering, may be beneficial to psychological and overall health in late life. In the Experience Corps Study, participants in a volunteer-based intervention program at elementary schools experienced improvements in memory and executive function over four to eight months. Opportunities for self-expression and creativity may also be important in late life. A qualitative study found that creativity may encourage successful aging by providing opportunities for problem-solving, motivation, and improved functional health (Fisher and Specht, 2019). Further, several studies examining the effects of art-related interventions have demonstrated that creativity may impact factors related to memory. One study found that older adults who participated in chorale groups had less loneliness and higher morale compared to controls, the chorale group also showed a trend toward better memory performance.

Evidence from observational studies and randomized controlled trials have also demonstrated that participating in cognitively stimulating activities, such as games, may be beneficial to cognitive health (Hughes, 2010). Several studies have identified a connection between playing games and cognitive health. Finally, numerous studies have identified physical activity as an important factor for cognitive health in late life (Erickson, and Butters, 2013). Perhaps group-based physical activities could be important. Interest in social activities and the goals fulfilled by these activities may also differ by gender and racial/ethnic group. For instance, research with older men has found that they tend to participate in social activities that have more defined purposes or tasks

(Zunzunegui, 2003). Participation in social activities may be different for racial and ethnic groups. For instance, Barnes (2004) suggests social activity measures may underestimate the frequency and types of social activities done by older African Americans. Most late-life social activity measures have been developed with Caucasian samples, and it is likely they are not as culturally relevant for minority groups.

It is challenging to identify the key purposes or why older adults participate in social activities, but a multidisciplinary lens may shed further light on the important facets. From the fields of education and gerontology, Havighurst's "Activity Theory of Aging" states those activities are important for equilibrium, adaptation to role loss, and life satisfaction (Atchley, 2016). Additional insight into the purposes of late-life social activities comes from social psychology. Mannell (2019) identified unique elements of leisure activities opportunities for investing time and energy, a lack of obligation, and experiencing a flow state. The impact that social activities have on academic performance has been debated over the years some say the impact is positive, while others say it is negative. Early analysis of the effect of the participation in social activities on academic performance produced inconsistent evidence. Scrimgeour (2017) stated that even today, there is inconsistent evidence, but most research tends to lean towards the ideal that participation in social activities, in fact, improve academic performance. The result of one particular study indicated that with the exception of a few subgroups and outcomes, participation in social activities is generally unrelated to educational achievement. Additional information from this study has found that engaging in social activities in school has no significance effect on grades on standardized test scores in the general student population.

Although this particular study produced a negative relationship between social activities and academic performance, many demonstrate positive relationship. Broh (2002) believes the participation in social activities promotes students' development and social ties among students' parents and schools and these benefits explain the positive effect of participation on achievement "Longitudinal studies on school social activities have suggested that such participation raises students "grades and test scores". Broh (2002) performed a study looking at the number of sports each student played and its effect on academic performance. They noticed that students who participated in at least one social activity each student year outperformed those who participated in one or less, in class rank overall GPA and math GPA. They also noted that the students who participated in more sports for many seasons had a "higher level of scholarship than the students who had competed in only a few seasons for only one year" (Scrimgeour, 2017). Some research indicates that physical activity not only improves academic performance, but has an actual physical benefit for the mind. Scrimgeour (2017) said that regular physical activity might influence cognitive development by increasing cerebral blood flow, altering arousal and associated neurohormonal balance, changing nutritional status, or promoting the growth of interneuron connections.

Compared to other social activities, however sports do not appear as strong as a positive correlation. Darling, Caldwell and Smith (2005) found that students who did not participate in any social activities showed the adjustment as far as grades attitude toward school and academic aspirations, non-social activities showed the positive, adjustment, with related social activities. The question that some researchers struggled with, however, is whether or not explains a cause – effect relationship. Studies report that it is not necessarily the participation in social activities which is responsible for producing better grades; it could be that "good" students are participating in social activities. More recent studies that there is a large selection bias of higher achieving, "good" students who engage in social activities (Broh, 2002).

Statement of the Problem

Even though the advent of social activities has brought in a lot of poor academic performance, it is clear that the academic performance of students is facing a lot of neglect and challenges. It is observed that students devote their time and give more attention to social activities than they do to their studies. Instead of students reading their books, they spend their time chatting, clubbing, dancing and making friends. It is a common sight to see a

student engrossed with their phones chatting in lecture halls and even in places like church or mosque. Some are so carried away that even as they walk along the road, their eyes are glued to their phones probably chatting on the social media. The failure rate among students today can be linked to the engaging in social activities. These facts have not been empirically ascertained, hence, the need for this study.

Objectives of the Study

The main objective of this study was to investigate the influence of social activities on the academic performance of Office Technology and Management students. Specifically, it tends to:

- (1) determine the influences of social activities on academic performance of Office Technology and management student
- (2) ascertain the census of students that are committed to their academics.
- (3) examine how Office Technology and management students are committed to their academic performance.

Research Questions

The following questions were raised to guide this study:

1. what are the influence of social activities on the academic performance of Office Technology and Management Students
2. How does class population affect their commitment in the academic endeavor
3. How do Office Technology and Management Students are committed to their academic endeavour.

Methodology

The study adopted descriptive survey design. The population of this study is the 850 students of Office Technology and Management Federal polytechnic Ede, Osun State. Simple random sampling technique was used to select 200 students from the population. The study employed a primary source of data collection. Copies of the instrument used would be administered to students of Office Technology and Management in Federal Polytechnic Ede in the various classes. The questions would be in close-ended form, which would require the respondents to tick the appropriate options. This study adopted the arithmetic mean for analyzing the data that would be collected through the questionnaire from the respondents.

Results and Discussion

Research Question One: What are the influences of social activities on the academic performance of OTM student?

Table 2: Mean (x): response on social activities on the academic performance of OTM student

S/N	ITEMS	DEGREE Of RESPONDENTS					N	X	DECISION
		SA (4)	A (3)	D (2)	SD (1)				
1	Participating in social activities is one of the factors that influence OTM students for producing better academic performance.	130	60	6	4	200	3.94	Accepted	
2	Engaging in social activities does not have positive influence on academic performance in anyway.	64	4	4	128	200	3.91	Accepted	
3	One should leave social activities for academic pursuit in other to perform better.	64	48	24	64	200	3.90	Accepted	

4	Being actively involved in social activities might increase academics performance of OTM Students.	100	88	12	-	200	3.96	Accepted
5	Student who are involved in social activities learn to work in group and this improve their interpersonal relationship especially in written and oral communication skills.	72	2	-	126	200	3.84	Accepted
6	Involvement in social activities influences students to adapt to changes in his or her expectations and also enhance self-belief	76	116	-	8	200	3.50	Accepted

Source: Field Survey, 2021

As shown in table 2, it was revealed that respondents agreed to items 1, 2, 3, 4, 5 and 6 listed in the table with the mean scores of 3.94, 3.91, 3.90, 3.96, 3.84 and 3.50 respectively shows that social activities influence students to adapt to changes in his or her expectations and also enhance self-belief. In line with this findings, Scrimgeour (2017) found that even today, there is inconsistent evidence, but most research tends to lean towards the ideal that participation in social activities, in fact, improve academic performance. The result of one particular study indicated that with the exception of a few subgroups and outcomes, participation in social activities is generally unrelated to educational achievement. Additional information from this study has found that engaging in social activities in school has no significance effect on grades on standardized test scores in the general student population.

Research Question Two: How does class Population affect their commitment in the academic endeavors?

Table 2: Mean (x): response on Population affects their commitment in the academic endeavors

S/N	ITEMS	DEGREE Of RESPONDENTS						DECISION
		SA (4)	A (3)	D (2)	SD (1)	N	X	
1	Large class population is very important for OTM students in producing better grades in their academic.	108	68	16	8	200	3.94	Accepted
2	Students who involved in group learning perform better in their academic than others.	100	76	20	4	200	3.91	Accepted
3	Large class population is the key for better academic performance.	148	36	8	8	200	3.90	Accepted
4	OTM students like populated class as the key for academic excellence.	108	64	24	4	200	3.96	Accepted
5	Can Large class population make OTM students to be more committed to their academic endeavour?	52	112	12	24	200	3.84	Accepted
6	Involvement in a populated class might increase academic performance of OTM students.	10	110	-	80	200	3.50	Accepted

Source: Field Survey, 2021

As shown in table 3, it was revealed that respondents agreed to items 1, 2, 3, 4, 5 and 6 listed in the table with the mean scores of 3.94, 3.91, 3.90, 3.96, 3.84 and 3.50 respectively shows that populated class might increase academic performance of OTM students. In relation with this finding, Broh (2002) performed a study looking at the number of snorts each student played and its effect on academic performance. They noticed that students who participated in at least one social activity each student year outperformed those who participated in one or less, in class rank overall GPA and math GPA. They also iced that the students who participated in more sports for many seasons had a “higher level of scholarship than the students who had competed in only a few seasons for only one year” (Scrimgeour, 2017). Some research indicates that physical activity not only improves academic performance, but has an actual physical it for the mind.

Research Question Three: How do office technology and management students are committed to their academic endeavour?

Table 3: Mean (x): response on students committed to their academic endeavor.

S/N	ITEMS	DEGREE Of RESPONDENTS					X	DECISION
		SA (4)	A (3)	D (2)	SD (1)	N		
1	Student’s perception of social activities with the combination of academic endeavour is negative.	170	10	16	4	200	3.64	Accepted
2	Critically participation in social activities confirming the belief that the relationship between social activities and academic performance is positive.	120	70	10	-	200	3.56	Accepted
3	Positive result of academic performance of OTM students can be influenced by their choice of social activities.	20	90	90	-	200	3.84	Accepted
4	Students who are adamant with social media turn out to be delinquent or violent.	80	80	30	10	200	3.89	Accepted
5	Reading and learning is the key to academic commitment and academic excellent.	60	130	6	4	200	3.90	Accepted
6	Learning and engaging in social activities should be encouraged by all OTM students for academic achievements.	168	18	4	10	200	3.64	Accepted

Source: Field Survey, 2021

As shown in table 3, it was revealed that respondents agreed to items 1, 2, 3, 4, 5 and 6 listed in the table with the mean scores of 3.64, 356, 3.84, 3.89, 3.90 and 3.64 respectively shows that social activities influence students to adapt to changes in his or her expectations and also enhance self-belief. In line with this finding, Scrimgeour (2017) stated that regular physical activity might influences cognitive development by increasing cerebral blood flow, altering arousal and associate neurohormonal balance, changing nutritional status, or promoting the growth of interneuron connections. Compared to other social activities, however sports do not appear as strong as a positive correlation. Darling, Caldwell and Smith (2005) found that students who did not participate in any social activities showed the adjustment as far as grades attitude toward school and academic aspirations, non-social activities showed the positive, adjustment, with related social activities.

Conclusion

The result of the study suggests that participation in social activities improves academic performance, participation in musical performance and athletic participation improves academic performance; watching television does not improve Academic performance; and participation in community service improves academic performance among Office Technology and Management students. This research finds that student cults are an academic impediment and perhaps an outright evil. Romantic relationships having the highest impact, and may be a psychological and barrier to an effective learning process. Excessive sporting activities and involvement in clubs and organizations may pose a threat, but an insignificant one cannot every student will benefit from or impaired in the same manner that studies revealed concerning social activities, each student performs at his or her own level of ability and one cannot expect excessive amounts of academic activities from a student's solely because he or she is actively involved in several social activities.

Recommendations

1. Students of Office Technology and Management should be encouraged to be involved in some of the activities which promote academic performance as it could influence their choices later on in life for academic Success and progress.
2. Students of Office Technology and Management need to be aware of their specific social activities available to them and the influence that each activities has on academic performance.
3. Every student of Office Technology and Management should have the opportunity to participate in any activities that suits them, but should be directed towards improving their mental and or physical development and students manage their time.
4. Regulatory bodies should be charge with the responsibility of setting standards and checking excess on the part of students

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