



## **AN EXAMINATION OF SOCIAL FACTORS THAT INFLUENCE STUDENTS ACADEMIC PERFORMANCE IN A TVET INSTITUTION**

(A study of Federal Polytechnic, Ilaro)

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### **Abstract**

*This study employed Federal Polytechnic, Ilaro as a case study to evaluate the social factors that affected students' academic performance in a TVET institution. Since students' academic achievement is influenced by socioeconomic, psychological, and environmental factors, measuring academic performance of students is difficult. For this study, a survey design was used and organized around two hypotheses. 500 students, representing all levels, were picked as the respondents. Utilizing descriptive statistics, the data was studied. Cronbach's alpha for the survey research questionnaire was 0.712, which is greater than the required value of 70%, according to reliability statistics. This demonstrates the survey used for the study work's reliability. The results showed a significant link between extracurricular involvement and academic achievement.*

**Keywords:** Academic, Performance, Social, Factor, Students

### **Introduction**

One of the most crucial elements of human resource development is education. Academic performance serves as a gauge of student achievement across a range of academic disciplines. Teachers typically utilize graduation rates, classroom performance, and results on standardized tests to assess students' progress. (Dautov, 2020). The academic success of students is influenced by a variety of factors, such as their learning capacities, family background, peer pressure, teacher quality, and learning infrastructure. Every school administers assessments to all students to gauge their subject knowledge (Shakeel & Peterson, 2020).

The success of any program depends on the teacher's ability to instruct, according to Delelis (2019), who emphasized the importance of having skilled instructors in the teaching profession. In the event that this element fails, the entire structure crumbles. Implementation, choice, planning, and monitoring of education will be impacted as a result. The nation of Nigeria saw a substantial decline in educational standards as a result of the economic crisis (Oladimeji, 2021).

Without teachers and students, academic institutions are nothing. These two categories are, by far, any academic institution's most valuable resources. Since without their performance, neither the instructors' nor the academic institution's progress or successes would be recognized, the students' performance does not act as the link between the two groups and the academic institution (Gilbert, 2018).

Therefore, student achievement is important in any academic context. For many years, academic performance among students has been a topic of study for researchers from all over the world. One of the most challenging topics in many academic literatures is the students' performance component, which affects their performance in academic, social, psychological, economic, and environmental cohesion (Azhar et al., 2014).

A number of factors, which vary from person to person and institution to institution, have an influence on the performance of the students. According to Tsinidou, et al. (2010), there are a variety of interactions and linkages that occur between teachers and students as a result of their participation in courses and perceptions of their value in relation to their academic achievement. Numerous evaluations of the literature have found that these factors—which include environmental, economic, social, and psychological ones—have a considerable influence on students' academic achievement. Effort, motivation, and learning strategies have also been demonstrated to have an effect on students' academic achievement in addition to these variables (Diseth et al., 2010). In a TVET institution, the impact of social factors on students' academic performance is investigated in this study with aims of examining the effect of involvement in campus associations, sport activities, romantic relationship and well formulated hypotheses that goes along with the objectives.



Azeem and Omar (2019) describe TVET as formal, non-formal, and informal learning that provides young people with the knowledge and abilities required for the profession. In every element of peoples' lives, significant changes and demands are occurring swiftly thanks to the most recent intake of information and communication technology (ICT).

## **Literature review**

### **Academic performance**

Students' successes at a certain institution, over a specific amount of time, and while adhering to a specific leader's directions for a worthy purpose is what determine academic performance or school results. A student's academic achievement in relation to their mental ability may be best assessed through observations, assessments, and examinations. Elementary school kids' academic performance is often assessed through observation, Poropat(2009). While tests and examinations are the most useful tools for assessing students' understanding or academic performance in high school. Poropat (2009).

### **The impact of social factors on academic performance**

Students in higher education have several difficulties while making decisions in daily life. These choices are frequently influenced by outside factors that are out of the student's control (such as schoolwork, athletics, and extracurricular activities), (Mynell, 2014). These elements might be classified as peer, family, school, and student factors. Participation in romantic relationships and other demographic variables also affect students' academic success.(Chickering,2019). One may be coerced to decide between reading for exams and wasting time with the lover when in a relationship at college, adding to the stress of the student. According to Chickering (2009), social elements including romantic relationship, associations, and participation in extracurricular activities have an effect on students' education achievement. These social elements have an impact on academic accomplishment in aspects of the duration required and prospect mental effects. (Chickering,2009).

College life's daily routine includes new eating and sleeping habits, as well as a greater workload and more responsibilities. Higher education students are more susceptible to stress since school life is transient (Wright, 2017). They may be moving away from home for the first time, and they must learn how to balance a demanding academic schedule with a whole new social environment. These common pressures are not the only causes of anxiety. Interactions between the stressor and the person's perception and response to its lead to stress. The capacity of a person to properly handle stressful situations or events may have an impact on how much stress they suffer (Zurilla and Sheedy, 2021). According to Berger (2017), a romantic relationship may reduce environmental stress. Intimate relationships need trust, sensitivity, and response, the capacity for commitment, as well as a crave for equality and reciprocity, claim Paul and White (2020). It also involves making an effort to achieve intellectual balance for students.

Research on learning motivation and classroom interaction by Kerssen-Griep, Hess, and Tree (2013) demonstrates that students' perceptions of instructional behavior prolong their engagement. In their study, Jackson, Weiss, Lundquist, and Hooper (2013), looked at how much cognitive motivation predicted academic success. They make the argument that more involvement in school may boost motivation. In a college school context, Paul and White (2020) investigated the relationship between involvement in extracurricular activities and academic success. They discovered a strong correlation between extracurricular involvement and academic achievement. They confirmed the assertion made by Mynell (2014) that more participation in extracurricular activities correlates with higher grade point averages.

### **Research methodology**

The process for gathering information and identifying its source, the sample size and review population, as well as the factual examination technique used in the study of information, are all thoroughly explained in this part. This review's major data source is considerable, and preceding publications have been closely examined. In order to get accurate data from the respondents, a structured survey was divided into many components. The chosen responders were asked specific questions at each stage. Data were utilized in the first segment to study the effects of student involvement in campus associations and sports activities on academic performance, while the second part was able to



look at the impact of romantic relationships on students' academic performance in a TVET institution. 500 students at levels were selected as respondents for this research. Cronbach's alpha for the survey research questionnaire was 0.712, which is greater than the required value of 70%, according to reliability statistics. This demonstrates the survey used for the study work's reliability.

### Results and discussion of analysis

The subjects of this chapter were the presentation and analysis of the data gathered from the respondents. There were many parts to it, such as a reliability test to show the validity of the questionnaire and the responses, demographic data on the respondents, and a presentation of the analysis of the data gleaned from the research instrument.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.712	15

The reliability data for the survey research questionnaire are shown in the table above. This demonstrates a Cronbach's alpha of 0.712, which is higher than the threshold of 70%. This states that the survey employed for the study project is quite reliable. As a consequence, more study may be conducted by doing analysis on the field data.

#### Being a member of a campus association aids and assists students in their studies

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	163	32.6	32.6	32.6
Agree	298	59.6	59.6	92.2
Disagree	29	5.8	5.8	98
Strongly Disagree	10	2	2	100
Total	500	100	100	

This table show the result that from the 500 respondents, that (32,6%) 163 of the respondents strongly agreed that, being a member of a campus association aids and assists students in their studies, (59.6%) 116 of the respondent agreed, (5.8%) 29 respondents disagreed, while (2%) 10 of the respondent Strongly Disagreed

#### Participating in school associations encourage students to aim high

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	146	29.2	29.2	29.2
Agree	324	64.8	64.8	94
Disagree	25	5	5	99
Strongly Disagree	5	1	1	100



Total	500	100	100	
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This table show the result that from the 500 respondents, that (29.2%) 146 of the respondents strongly agreed that, Participating in school associations encourage students to aim high, (64.8%) 324 of the respondent agreed, (5%) 25 respondents disagreed, while (1%) 5 of the respondent Strongly Disagreed.

**Campus associations’ activities push students academically.**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	128	25.6	25.6	25.6
Agree	292	58.4	58.4	84
Disagree	56	11.2	11.2	95.2
Strongly Disagree	24	4.8	4.8	100
Total	500	100	100	

This table show the result that from the 500 respondents, that (25.6) 128 of the respondents strongly agreed that, Campus associations’ activities push students academically, (58.4%) 292 of the respondent agreed, (11.2%) 56 respondents disagreed, while (4.8%) 24 of the respondent Strongly Disagreed

**Members of student associations can still balance their academic and association obligations**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	132	26.4	26.4	26.4
Agree	322	64.4	64.4	90.8
Disagree	38	7.6	7.6	98.4
Strongly Disagree	8	1.6	1.6	100
Total	500	100	100	

The table show the result that from the 500 respondents, that (26.4%) 132 of the respondents strongly agreed that, Members of student associations can still balance their academic and association obligations, (64.4%) 322 of the respondent agreed, (7.6%) 38 respondents disagreed, while (1.6%) 8 of the respondent Strongly Disagreed.

**Campus associations and their activities boost the educational experiences of students.**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	170	34	34	34



Agree	253	50.6	50.6	84.6
Disagree	63	12.6	12.6	97.2
Strongly Disagree	14	2.8	2.8	100
Total	500	100	100	

This table shows the result that from the 500 respondents, that (34%) 170 of the respondents strongly agreed that, Campus associations and their activities boost the educational experiences of students., (50.6%) 253 of the respondent agreed, (12.6%) 63 respondents disagreed, while (2.8) 14 of the respondent Strongly Disagreed.

#### **Being an athlete effectively supports and assist students**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	85	17	17	17
Agree	282	56.4	56.4	73.4
Disagree	103	20.6	20.6	94
Strongly Disagree	30	6	6	100
Total	500	100	100	

This table show the result that from the 500 respondents, that (17%) 85 of the respondents strongly agreed that, Being an athlete effectively supports and assist students, (56.4%) 282 of the respondent agreed, (20.6%) 103 respondents disagreed, while (6%) 30 of the respondent Strongly Disagreed.

#### **Participating in sports activities encourages students to strive for high grades**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	63	12.6	12.6	12.6
Agree	207	41.4	41.4	54
Disagree	187	37.4	37.4	91.4
Strongly Disagree	43	8.6	8.6	100
Total	500	100	100	

This table show the result that from the 500 respondents, that (12.6%) 63 of the respondents strongly agreed that, Participating in sports activities encourages students to strive for high grades, (41.4%) 207 of the respondent agreed, (37.4%) 187 respondents disagreed, while (8.6%) 43 of the respondent Strongly Disagreed.

#### **Students have academic challenges as a result of their athletic pursuits**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	51	10.2	10.2	10.2



Agree	249	49.8	49.8	60
Disagree	156	31.2	31.2	91.2
Strongly Disagree	44	8.8	8.8	100
Total	500	100	100	

Table show the result that from the 500 respondents, that (10.2%) 51 of the respondents strongly agreed that, Students have academic challenges as a result of their athletic pursuits, (49.8%) 249 of the respondent agreed, (31.2%) 156 respondents disagreed, while (8.8%) 44 of the respondent Strongly Disagreed.

#### **Athletes may still balance academics and sports**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	108	21.6	21.6	21.6
Agree	331	66.2	66.2	87.8
Disagree	51	10.2	10.2	98
Strongly Disagree	10	2	2	100
Total	500	100	100	

Table show the result that from the 500 respondents, that (21.6%) 108 of the respondents strongly agreed that, Athletes may still balance academics and sports, (66.2%) 331 of the respondent agreed, (10.2%) 51 respondents disagreed, while (2%) 10 of the respondent Strongly Disagreed.

#### **Sports activities enhance students' educational experiences.**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	91	18.2	18.2	18.2
Agree	309	61.8	61.8	80
Disagree	83	16.6	16.6	96.6
Strongly Disagree	17	3.4	3.4	100
Total	500	100	100	

Table show the result that from the 500 respondents, that (18.2%) 91 of the respondents strongly agreed that, Sports activities enhance students' educational experiences, (61.8%) 309 of the respondent agreed, (16.6%) 83 respondents disagreed, while (3.4%) 17 of the respondent Strongly Disagreed.



**Being in a romantic relationship promotes and benefits students’ academic performance**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	41	8.2	8.2	8.2
Agree	133	26.6	26.6	34.8
Disagree	228	45.6	45.6	80.4
Strongly Disagree	98	19.6	19.6	100
Total	500	100	100	

The table show the result that from the 500 respondents, that (8.2%) 284 of the respondents strongly agreed that, Being in a romantic relationship promotes and benefits’ academic performance, (26.6%) 133 of the respondent agreed, (45.6%) 228 respondents disagreed, while (19.6) 98 of the respondent Strongly Disagreed.

**Students who are involved in romantic relationships are more likely to achieve high grades**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid Strongly Agree	47	9.4	9.4	9.4
Agree	100	20	20	29.4
Disagree	222	44.4	44.4	73.8
Strongly Disagree	131	26.2	26.2	100
Total	500	100	100	

Table show the result that from the 500 respondents, that (9.4%) 47 of the respondents strongly agreed that, Students who are involved in romantic relationships are more likely to achieve high grades, (20%) 100 of the respondent agreed, (44.4) 222 respondents disagreed, while (26.2) 131 of the respondent Strongly Disagreed that, Students who are involved in romantic relationships are more likely to achieve high grades.

**Students who are in a romantic relationship have academic challenges**

	Frequency	Percentage	Validity Percentage	Cumulative Percentage





Valid	Strongly Agree	65	13	13	13
	Agree	242	48.4	48.4	61.4
	Disagree	152	30.4	30.4	91.8
	Strongly Disagree	41	8.2	8.2	100
	Total	500	100	100	

Table show the result that from the 500 respondents, that (13%) 65 of the respondents strongly agreed that, Students who are in a romantic relationship have academic challenges, (48.4%) 242 of the respondent agreed, (30.4%) 152 respondents disagreed, while (8.2%) 41 of the respondent Strongly Disagreed.

**Students who are in a romantic relationship can balance their academic and extracurricular pursuits with their partner.**

		Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid	Strongly Agree	60	12	12	12
	Agree	265	53	53	65
	Disagree	125	25	25	90
	Strongly Disagree	50	10	10	100
	Total	500	100	100	

Table show the result that from the 500 respondents, that (12%) 60 of the respondents strongly agreed that Students who are in a romantic relationship can balance their academic and extracurricular pursuits with their partner, (53%) 265 of the respondent agreed, (25%) 125 respondents disagreed, while (10%) 50 of the respondent Strongly disagreed.

**Students that are romantically involved enrich their educational experiences**

		Frequency	Percentage	Validity Percentage	Cumulative Percentage
Valid	Strongly Agree	66	13.2	13.2	13.2
	Agree	202	40.4	40.4	53.6
	Disagree	192	38.4	38.4	92.0
	Strongly Disagree	40	8	8	100
	Total	500	100	100	

The table show the result that from the 500 respondents, that (13.2%) 66 of the respondents strongly agreed that, Students that are romantically involved enrich their educational experiences, (40.4%) 202 of the respondent agreed, (38.4) 192 respondents disagreed, while (8%) 40 of the respondent Strongly Disagreed.





### Analysis of variance

Does involvement in campus associations and sport activities have impact on academic performance of students in TVET Institution

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	170.633	3	56.878	5.108	.002
Within Groups	5522.490	496	11.134		
Total	5693.123	499			

This table illustrates the result of the ANOVA and it indicates that information sourced Does involvement in campus association and sport activities leads to abandonment of academic pursuits with the f-statistics results of 5.108 and the probability value shows that this relationship is significant at the P .002 level of significance.

### ANOVA

Does romantic relationship have effect on the academic performance of students in TVET Institution?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1864.351	3	621.450	275.370	.000
Within Groups	1119.363	496	2.257		
Total	2983.714	499			

With an f-statistics result of 275.370 and a probability value that indicates this relationship is significant at the P.000 level of significance, the item rooted does romantic relationship lead to abandonment of academic pursuits is shown in the ANOVA result table.

### Conclusion

Looking at how social factors affect academic performance and what students think about the connection between campus associations and their academic performance, it was discovered that many of them opined that being active in these associations has a favorable impact on academic achievement. While they occasionally felt that participating in romantic relationships or athletic activities may have harmful impact on academic accomplishment.

### Recommendations

In light of these findings, the following suggestions were made for future recommendations on the social factors influencing students' academic performance.

- ❖ A program should be launched to educate students about the advantages and disadvantages of involving in social activities including sports, romantic relationships, and campus associations.
- ❖ Students should get information from the stakeholders about the benefits and drawbacks of social factors on academic success.



- ❖ To completely equip students' learning and boost their various intelligences, teachers should improve their instructional techniques. This will motivate students to participate actively in class activities.
- ❖ A student's ability to balance their social and academic lives is important. If they plan to participate in social activities like school associations, extracurricular activities, and romantic relationships, they should be disciplined and have good time management skills.

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