Socio-Demographic Status as a Predictor of Academic Performance among Human Kinetics and Health Education Students

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A R T I C L E I N F O	A B S T R A C T
ORIGINAL ARTICLE **Article History:** Received: 08 Jul 2022 Revised: 15 Oct 2022 Accepted: 01 Nov 2022 ***Corresponding Author:** Adewale Olugbemiga Adeleye **Email:** adewale.olugbemiga@oouagoiwoye.edu.ng **Tel:** +23 48030757321 **Citation:** Adewale.O Adeleye, Adenuga Akinyemi E, Idowu, James O, Soyombo Aminat K. Socio-Demographic Status as a Predictor of Academic Performance among Human Kinetic and Health Education Students of Olabisi Onabanjo University. Journal of Social Behavior and Community Health (JSBCH). 2022; 6(2): 901-908.	**Background:** The major concern of every school is the academic performance which is measured by examination results and it is the measurement of student achievement across various academic subjects. This study aims to assess the socio-demographic status as a predictor of academic performance among human kinetic and health education students of Olabisi Onabanjo University. Ago-Iwoye, Ogun State **Methods:** This descriptive correlational design study was conducted on 350 selected students of Human Kinetics and Health Education Department. A self-structured questionnaire of SDQ and APQ were administered. The reliability results were .0.72 and .74. The data were analyzed using multiple regression. **Results:** The descriptive result showed that 67.3% of the respondents were male (N=228) and 49.9% aged 15 - 19 years (N=169). The independent variables had significant joint contribution on academic performance (F 6, 332) = 13.268: $p < 0.05$ R=.440a and a multiple R².193, Adj R² =.179) and relative contribution on the dependent variable. School location has the highest contribution (β=.256, p<.05) followed by dating (β= .225, p<.05), age (β=-.217, p<.05) educational materials (t = -2.583 (β= -.181, p<.05), school discipline (β=-.171, p<.05), respectively, while gender (β=-.084, p<.05) was not significant. **Conclusion:** The findings revealed that was a joint contribution of socio-demographic status on academic performance of students of Olabisi Onabanjo University, Ago Iwoye. It was recommended that university authority or government should provide good accommodations in or around school area. Lecturers in Human Kinetics and Health Education should adopt teaching methods that enhance learning effectiveness for all students irrespective of age and gender. **Keywords:** Socio-Demographic, Academic Performance, Health Education

Introduction

The major concern of every school is the academic performance which is measured by examination results. Osarhive (2015) argues that schools are established with the aim of imparting knowledge and skills to those who go through them and the amount of knowledge and skills acquired by such students is evidenced by their academic performance. Actually, in many higher institutions of learning in Nigeria, poor performances of students' have been linked to numerous factors.

In fact, this has become a recurrent phenomenon which has militated against the smooth transition of students from graduating with the good grades in their course of study (Adetunde & Asare, 2009). Academic performance of students in tertiary institutions in Nigeria has become an issue of interest with the proliferation of private tertiary institutions. The importance of academic success cannot be undermined anywhere in the world. The positive outcomes valued of any society is strongly linked to their academic success. With high levels of education adults who are academically successful are more likely to be employed. Academic performance demonstrated in the class obtained, is the indicator or the performance measure of academic accomplishment. Nasir (2010) asserted that the quality of education is mostly weighed on the basis of academic performance, and achievement scores are considered to be its primary pointers. However, the variation in achievement scores among students indicates that there are some factors that affect this situation.

Waters and Marzano, (2010) reported that there are series of factors that affect the students' academic performance. As a result, a number of variables are required to be considered on how to identify the affecting factors towards the students' academic achievements. Henderson (2018) asserted that various social thinkers, demographers, economists, and other theorists are on the observation that the socio-demographic factors have a great significant power in affecting students' academic successes.

The researcher considered some factors that can lead to poor academic performance, such as age, gender, location, lack of adequate educational materials, school discipline, religion, educational level, and marital status.

Ebenuwa-Okoh, (2010) in his study on academic performance on undergraduates concluded that age is considered as one of the independent variables that affect the academic performance. They reported that cognitive development and maturity which are associated with age are necessary for performance of students. Alhajraf and Alasfour (2014) conducted studies on students' age and academic performance and concluded that mature students achieve higher grades than youthful students and also reported that age has a significant effect on the student's academic performance.

Oludipe (2012) and Kola and Taiwo (2013) reported that there is no significant difference between gender and performance. Raimi and Adeoye (2002) in their study on gender differences among college students in integrated science stated that there is a significant difference between males and females in their attitude towards integrated science.

School location refers to where a given school is located or established for. It can be located in an urban or rural area. Researchers have carried lot of studies in respect to school locations and some believed that location influences the academic success of students in such a school. Oredein, (2016) asserted that human beings have unrestricted capacity to learn, due to the behavior patterns and facilities that the immediate environment offers.

Igboegwu and Okonkwo (2012) reported that there is a significant difference in students' achievement with reverence to location of school and education zones. The researchers indicated that urban schools achieved significantly better than students in the rural schools.

Heward (2010) reported that lack of resource materials, like charts, poster, white board, blocks,

cards, clay, crayons, chalks etc. play a significant role in the learning processing of students. Lack of educational materials like charts, poster, white board, tennis ball, volleyball, rackets, shuttles, basketball pads, textbook, first aid boxes etc. play a significant role in the learning process of HKHE students.

Njoroge and Nyabuto (2014) asserted that the principal objective of school discipline is to bestow each learner with habits, such as self-respect and proper pride in his own integrity and observe the norms when he is not under compulsion or supervision and transfer them eventually into adult life. The researchers stated that if discipline is not taken into accounts, the environment of school will be more dangerous and educational processes may be interrupted, educational performance of the learner and the overall educational achievement may be affected. Baumann and Krskova (2016) postulated that loco parentis gave teachers the ability to act on behalf of the parent in response to disciplinary actions. A significant aspect towards academic excellence in school is discipline, while lack of it usually gives rise to a lot of problems, such as lack of vision and mission, poor time management, irregular attendance, and punishment. Baumann and Krskova (2016) asserted that discipline also plays a vital role in the acquisition of sense of responsibility in learners as well as educators.

Dating is a human relationship process where two people agreed to companionship which goes beyond the level of friendship and with the intention of assessing the suitability as partner in an intimate relationship. Awe, Akinyemi, Omolayo, and Balogun (2018) stated that dating is a close relationship which encompasses romance and sexual but could be a stressor when the level of commitment becomes too much. At a minimum, romantic involvement is likely to require at least some investment of time, resource, and energy from the participants, but this can range up to a nearly all.

Statement of the problem

Education has been defined as continuous processes which start from birth and ends at death, parents, teacher's educators and researchers are aware of factors that could influence or fall on a child performance in school. The gap in performance between students and academic brilliance constitute a great source of uneasiness and deep concern as well as embarrassment to parents, schools managers, policy makers, and various governments responsible for the education of students.

Experience has shown that among the students there exist some differences which influence students' academic performance, such as prompt location of school, lack of availability of educational materials among others constitute such problem. Likewise, some students were able to get higher scores in school than others and some students come to school earlier than others.

The objective of the study is to examine the socio-demographic factors as predictors of academic performance on students of Human Kinetics and Health Education Olabisi Onabanjo University.

Different research studies have been carried out by researchers on socio-demographic factors that affect students and their academic performance due to the high rates of failure at tertiary institutions has resulted in unacceptable levels of attrition, reduced graduates throughout, and increased cost of training a nation's labour force thereby providing the bases for the falling standard of learning in the country. Therefore, this study sought to analyze the socio-demographic status as predictor of academic performance among Human Kinetics and Health Education Students in Olabisi Onabanjo University, Ago Iwoye.

Hypotheses

1: There will be no significant joint contribution of socio-demographic status as predictor of academic performance of Human Kinetics and Health Education Students in Olabisi Onabanjo University, Ago Iwoye.

2: There will be no significant relative

contribution of (age, gender, location of school, lack of adequate educational materials, school discipline, and dating) as predictor of academic performance of Human Kinetics and Health Education Students in Olabisi Onabanjo University, Ago Iwoye.

Methods

Descriptive survey research design was used for this study. The students of Olabisi Onabanjo University Ago-Iwoye, Ogun State were the population used for the study. Simple random sampling technique procedure was adopted to 350 selected students of Human Kinetics and Health Education Department of Olabisi Onabanjo University, Ago-Iwoye, Ogun State. The investigation tool used for this study was a questionnaire developed and validated by the investigators to acquire evidence pertinent to the study. A 4-point Likert scale ranging from strongly agree, agree, strongly disagree, and disagree was administered to the respondents. The research instrument was in two categories of A and B. Category A focused on the demographic characteristics of the study participants, while Category B scanned the selected variables for this study. The research instrument was administered to twenty respondents of Art and Social Science Department students of Olabisi Onabanjo University Ago-Iwoye, Ogun which was not part of the study for the reliability and trial testing of the instrument. The coefficient values of 0.75 and 0.71 were obtained to establish the dependability

of the tool and Cronbach alpha method was used to analyze the data.

The self-developed questionnaire was distributed to 380 participants with the assistance of eight competent research aides, while 350 dully filled were retrieved after some days. The data were analyzed by SPSS v21, using descriptive statistics of frequency count, and multiple regressions analysis (MRA) which was used to display the interactive effects of each of the variables on academic performance at significance level of 0.05.

Approval for this study was sought from departmental ethics committee of the department of Human Kinetics and Health Education of the institution. Informed consent form stating the purpose of the study, procedure for the study, anonymous status of the participants was signed by the participants after vivid oral explanation. The trained research assistants were duly informed on how to carry out the data collection procedure with all required courtesy.

Results

Results show that 228 (67.3%) respondents were male, This shows that majority of the respondents were male. Themajority of the respondents aged 15-19 years, Themajority of the respondents were Muslim. (Table 1)

Demographic data of the respondents

Table 1. Demographic characteristics of the participants (N = 350)		
Parameters	**Frequency(f)**	**Percentage (%)**
Gender		
Male	228	67.3
Female	111	32.7
Age Group		
15-19 years	169	49.9
20-24 years	97	28.6
25-29 years	71	20.9
30-34 years	2	.6
Religion		
Christian	166	49.0
Islam	169	49.9

Traditional	4	1.2

Hypothesis one

Test of hypotheses

Table 2. ANOVA on joint contributions of socio-demographic status as predictor of academic performance ANOVAa					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	29.167	6	4.861	13.268	.000[b]
1 Residual	121.640	332	.366		
Total	150.807	338			

a. Dependent Variable: AP
b. Predictors: (Constant), gender, DA, SD, LS, age, EM

Table 1 shows the joint contribution of socio-demographic status of the dependent variables. (R=.440a and a multiple R².193, Adj R² =.179). This means that, 17.9% of the variance was accounted for the predictor variables when taken together.

Hypothesis two

There will be no significant relative contribution of (age, gender, location of school, lack of adequate educational materials, school discipline, and dating) as predictor of academic performance of Human Kinetics and Health Education Students in Olabisi Onabanjo University, Ago Iwoye.

Table 3. Comparative influence of socio-demographic status Coefficients[a]					
Model	**Unstandardized coefficients**		**Standardized coefficients**	**t**	**P Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	1.334	.230		5.788	.000
LS	.062	.014	.256	4.387	.000
EM	-.053	.021	-.181	-2.583	.010
1 SD	.046	.019	.171	2.435	.015
DA	.072	.017	.225	4.145	.000
age	.178	.051	.217	3.504	.001
gender	-.120	.083	-.084	-1.442	.150

a. Dependent Variable: AP

Table 3 reveals the relative contribution of each of the independent variables on the dependent variables, expressed as beta weights. School location has the highest contribution (t (β=.256, p<.05)) followed by dating (t = 4.145 (β= .225, p<.05)), age (t = 3.504 (β=.217, p<.05)) educational materials (t = -2.583 (β= -.181, p<.05)), school discipline (t = 2.435 (β=.171, p<.05)), respectively. However, gender (t = -1.442 (β=--.084, p<.05) was not significant.

Discussion

The results revealed that there was a significant joint contribution of socio-demographic status as a predictor of academic performance of Human Kinetic and Health Education students in Olabisi Onabanjo University. The findings illustrate that academic performance is influenced by socio-demographic factors, such as age, gender, dating, lack of adequate educational materials, school discipline, and location of school. The study revealed that individuals' socio-demographic status affects their academic performance.

The findings of the study show that age is a

relative contribution to academic performance. There were differences in students' performance across various age groups, such differences were deemed to be statistically relevant. The finding of this study is in line with the findings of Ebenuwa-Okoh, (2010) who reported in his study on academic performance on undergraduates. The researcher stated that age is considered as one of the independent variables that affect the academic performance and cognitive development and maturity which are associated with age are necessary for a worthwhile performance of students. The findings also corroborated the findings of Alhajraf and Alasfour (2014) who conducted studies on the students' age and academic performance. The researchers reported that mature students achieve higher grades than young students and also reported that age had a significant effect on the student's academic performance.

The findings revealed that gender is not a relative contribution to academic performance. Females have shown a higher degree of satisfaction than males. The findings of this study are not in line with the study of Raimi and Adeoye (2006) on gender differences among college students in integrated science. They asserted that there was a significant difference between males and females in their attitude towards integrated science among college students.

The findings of this study are not in line with the studies of Alordiah, Akpadaka, and Oviogbodu, (2015) who reported that male students performed better than female students. Oludipe (2012) and Kola and Taiwo (2013) reported that there is no significant difference between gender and performance, which is not consistent with the present study.

The study also revealed that location of school is a relative contribution to academic performance. The finding of this study agrees with the view of Ellah, and Ita, (2017) in which the school location was affirmed as a significant difference in the academic performance of students in English language. This result is in line with the study by Aransi (2019) who reported that school location

could be regarded as determinant of academic performance. The researcher also stated that school location occupied a prominent position when academic performance of the students is to be taken into consideration. However, Macmillan (2012) indicated that there was no significant difference between rural and urban students' academic achievement in physics even when Computer Assisted Instruction (CAI) was used for students in both location. The findings of this study was not in line with the findings of Essien (2004) who asserted that school location has no significant effect on students' academic achievement in social studies.

The finding of this study shows that dating is a relative contribution to academic performance. It was found out that there is significant effect of dating on the academic performance of Human Kinetic and Health Education Students. The findings of this study are in line with the study of Nwosu (2017) on dating and academic performance. The researcher postulated that there was a statistically significant relationship between dating and academic performance of students in mathematics. Awe, Akinyemi, Omolayo, and Balogun (2018) conducted a study on dating status and sociability as predictors of academic performance among University Students. The researchers concluded that dating status was not a significant effect on academic performance of undergraduate students.

The finding of this study revealed that lack of adequate educational materials is a relative contribution to academic performance. The study concluded that factors responsible for low implementation / usage of educational materials for academic purposes in school by both teachers and students include the unavailability of the educational materials.

Based on the findings of the study, the university should have a functioning library, equipped with various types of educational materials for teaching and learning.

The finding of this study shows that school discipline is a relative contribution to academic

performance. Mukamusana, (2017) conducted a study on school discipline and academic achievement of students in boarding secondary schools. The researcher reported that there was a significant correlation between the school discipline and student academic achievement in public boarding secondary schools in Gasabo district, Rwanda. The studies by Duckworth and Seligman (2006) on Grade 8 students in the United State of America and Zhao and Kuo (2015) on students of grade 10 in China are in line with the present study. The researchers reported that discipline plays a significant role in students' academic performance by showing that self-discipline is strongly related to and predicts students' academic achievement. University authority or government should provide good accommodations in or around school location and government should increase the education budget to meet the need to purchase educational resources, develop infrastructure, train. and recruit adequate teachers.

Conclusion

Socio-demographic factor had a significant contribution as a predictor of the academic performance of Human Kinetic and Health Education students in Olabisi Onabanjo University.

Conflict of interest

The authors hereby declared that there is no competing interests'

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Authors' Contribution

Conceptualization, A.O.A.; and E.A.A; Methodology, A.O.A., O.J.I. and K.A.S.; Formal Analysis, A.O.A. and E.A.A.

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