International Journal of Interdisciplinary Research Methods
Vol.9, No.1, pp.27-37, 2022
Print ISSN: ISSN 2398-712X,
Online ISSN: ISSN 2398-7138

Social Activities and Academic Self-Concept of Secondary School Students in Uyo Local Education Committee

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ABSTRACT: *The study examined the difference in academic self-concept of secondary school students based on social activities in Uyo Local Education Committee. Two purposes of the study, three research questions and three hypotheses were formulated and tested at .05 level of significance and at 373 degree of freedom. Descriptive survey design was adopted, while the population of the study comprised 6,083 Senior Secondary Two (SS2) students in the fifteen (15) public secondary schools in Uyo Local Government Area of Akwa Ibom State. A sample size of 375 Senior Secondary Two (SS2) students which represents 5 percent of the study population was selected for the study using Taro Yamane sampling formular. Systematic random sampling technique was used to select 7 public secondary schools for the study, while hat and draw method random sampling was used to select the sampled respondents from each of the sampled schools. A self-structured questionnaire titled "Social Activities and Students Academic Self-Concept Questionnaire (SASASQ)" was used for data collection. Mean and standard deviation was used to answer the research questions and independent t-test was used to test the research hypotheses. Findings of the study showed a significant difference in academic self-concept of secondary school students based on field trip activities and group study activities in Uyo Local Education Committee. Conclusion was drawn from the findings and the researchers recommended among other things, that teachers should always enlighten the students on the needfulness of forming study groups so that they can have a re-defined and purposeful academic self-concept for better achievement.*

KEY WORDS: social activities, academic self-concept, secondary school, students, Uyo local education committee

INTRODUCTION

Social activities are considered credo to students developing their intellectual domain. Social activities are those curriculae and leisure (extra-curricular) activities meant to facilitate students' social interaction, proper literacy and behavioural development. When students take part in social activities, it can result in opportunities to explore interests, learn skills, develop friendships, have fun and participate actively as members of schools. Social activities refine students' behaviour and make them morally forthright by ensuring self-discipline, confidence, self-esteem, along with apt etiquette and essential life skills.

Social activities are an integral part of school educational programmes. As noted by Wagner, Cadwallader, Garza and Camete (2014), social activities inculcate interpersonal skills that foster

mutual cooperation, respect for authority and loyalty towards family members, friends and fellow students, with a sense of mutual responsibility. Students must be able to participate in social activities regardless of their developmental pace, religion, national origin, disability or sex. Social activities are expected to contribute to the educational objectives of the school and avoid interrupting its peaceful co-existence and instructional delivery by the teachers. Kariyana, Maphosa and Beginner (2017) stated that one of the major purposes of social activities is to provide students the opportunity to be involved in socialization and learn social skills. Social activities expand interaction among students; hence opportunities for accepting diversity are enhanced. In the process of engaging in social activities, positive academic self-concept of students is always strengthened.

Students' academic self-concept as used in this study is the perception of students in regards to their ability to attain academic success. Students with positive academic self-concept take academic tasks seriously, be committed to learning activities, acquiring knowledge, skills, habits, ideas and principles through learning for better achievement. Students' academic self-concept is very essential in students' development and improvement of skills, inculcation of right values and performance of a given task. According to Yahaya and Ramli (2009), students' academic self-concept involves either physical or mental activities. The physical activity involves activities of mussels, bone, sight among others, while the mental activities involve simple to complex or higher mental activities. Positive self-concept is required if students are to achieve better in school learning activities.

One of the social activities which may influence students' academic self-concept is field trips. Field trip or excursion is an activity organized by the school during which the students leave the school premises to engage in education adventures. For instance, students' excursion to university campuses may increase their love for academic work and by that add value to their learning experiences. As noted by Klemm and Tuthill (2013), field trip activities give students ample opportunity to witness new things, interact during lectures, learn new things from the university environment and foster in students self-confidence and a sense of hard-work that would make them aspire for higher educational advancement.

The learning experiences and shared interaction with worker and students in post secondary institutions can increase students' interest and motivation in learning. Greene, Kisida and Bowen (2013) observed that enriching field trips contribute to the development of students' critical thinking, with more knowledge about arts and exhibit increased desire to do more in academic work for the attainment of positive academic achievement. Students exposed to field trip activities may likely develop greater taste for the acquisition of advanced knowledge and skills in school subjects.

Group study activities may also influence students' academic self-concept. A study group is small group of people who regularly meet to discuss various fields of studies. Study groups can help students who face difficulty in understanding lesson materials to regularly meet and share ideas. As noted by Natalie and Williams (2010), group study skills enhance students' cooperative learning; build confidence in students in dealing with difficult academic tasks. It is observed here that effective study group may encourage active participation and commitment in academic work among students. It is on this premise that the researchers sought to determine the

difference in students' academic self-concept based on social activities in Uyo Local Education Committee, Akwa Ibom State.

Statement of the Study

Academic self-concept measures students' perception of their ability to attain academic success. Students with positive academic self-concept are always ready to take active part in the learning process because of the perception that they are capable to perform better in academic activities. Sadly, it is observed by the researchers that most students lack positive self-concept towards learning which has been one of the major causes of students' poor academic achievement. For instance, in Uyo Local Education Committee, it is commonly observed some students' jump out through the window on noticing their teacher is coming to teach.

Due to negative academic self-concept, some students usually leave their classes for irrelevant activities during school hours, while others feel reluctant to copy notes, concentrate and contribute positively during class discussion. These and many other obnoxious attitudes of students towards learning, often lead to poor academic achievement. These challenges often pose concern to the researchers, hence the resolve to determine the difference in academic self-concept of secondary school students based on social activities in Uyo Local Education Committee, Akwa Ibom State.

Purpose of the Study

The major purpose of the study was to examine the difference in academic self-concept of secondary school students based on social activities in Uyo Local Education Committee. Specifically, the study sought to determine:

1. The difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee.
2. The difference in students' academic self-concept based on group study activities in Uyo Local Education Committee.

Research Questions

The following research questions were answered in the study:

1. What is the difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee?
2. What is the difference in students' academic self-concept based on group study activities in Uyo Local Education Committee?

Research Hypotheses

The following research hypotheses were formulated and tested at .05 level of significance

1. There is no significant difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee.
2. There is no significant difference in students' academic self-concept based on group study activities in Uyo Local Education Committee

THEORETICAL AND CONCEPTUAL REVIEW

Self-Worth Theory by Covington (1992)

The idea of self-concept comes mainly from self-worth theory of Covington in 1992. This theory proposed that all humans have a capacity to build and keep constructive and optimistic self-image, sense of pride and self-worth. The theorist argued that children devote important part of their lives in acquiring education and remain under school/classroom evaluation process; so that they can easily come up with the potentials and competencies they hold within. Self-worth theory posited on the fact that in order to develop and conserve the optimistic self-worth, it is important to improve and uphold constructive academic self-concept, in such a way that all the students learn based on their own will. The students also show positive attitude towards gaining and acquiring knowledge without having a competitive environment. The self-worth theory is relevant to this work in that it shows the link between social activities such as group study learning and academic self-concept of students. It is understood from this theory that the cooperative learning atmosphere helps each and every student in the classroom to avoid failure in academics and hence promote ones understanding regarding one's own self. It is observed that the students' success and failure in academic work depends on their perceived abilities or the way they feel about their strengths, capabilities and potentials.

Academic Self-Concept

Academic self-concept is the perception that a student has about his/her own academic abilities. Positive academic self-concept facilitates positive academic performance and behaviour such as being persistent in academic tasks, positive academic studies educational aspirations and academic achievement. Academic self-concept is further defined as one's self assessment concerning academic capabilities and skills (Trautwein, Ludtke, Koller and Baumert, 2009). According to Mahammad and Mariam (2018), academic self-concept is the perception of individuals' capacity and competence level regarding his or her abilities within the academic settings.

Academic self-concept is a psychological construct mostly used to explain students' certainty and belief in their abilities regarding specific academic areas. Skaalvik and Skaalvik (2012) proposed that academic self-concept is well defined as individuals' awareness and understanding in the academic settings and how they feel about their capabilities and capacities for achieving better grades in academics. As noted by Trautwein, et, al. (2009), academic self-concept of the students can be increased and enhanced when they are engaged in the high achievers groups within the classroom situation and they adapted the characteristics of others in the group in order to understand and enhance their academic self-concept and hence achievement also.

Field Trip Activities and Students Academic Self-Concept

Taking students on excursion or field trip activities is essential in enhancing positive academic self-concept among students. Bowen (2014) reasoned that, sometimes students are taken by buses or any other transportation means, to visit a variety of cultural institutions, including art, natural history, and science museums, as well as theatres, zoos, and other numerous sites. The author added that most often, students have been taken on excursion or field trips so that they can acquire the basic knowledge and skills through practical viewing of objects and exploration of concepts. Olubusuyi (2009) noted that with field trips, public schools exposed students to

another learning environment where they can learn additional basic skills and acquire knowledge for self and societal development.

Patrick (2010) observed that field trip activities provide opportunities for students to view things for themselves and use their own senses to touch or feel materials that they had previously only heard about. The author added that during field trip, students always observed the social relationship and connectivity among members of the learning institutions, and that such students would likely be willing or anxious of learning in such environment. Outside the school premises is a social experience and that which provides a change of tempo and scenery for students. Alhila (2012) added that field trips increase students' academic self concept by serving as a source of motivation to students in the acquisition of more knowledge and skills for attaining academic excellence.

Field trip activities is usually organized to improve students' interest in learning, for collecting data, materials or objects for classroom lessons as well as to observe objects or phenomena outside the classrooms. Field trip activities are planned exercise, taking place outside the four walls of the classroom. It offers opportunity for learners to get firsthand information of people, places and things for the permanency of learning experiences (Omosewo, 2009). Using field trip in teaching and learning leads to teacher-learner interaction outside the classroom. These interactions take place in a new learning environment and result in a meaningful teaching and learning process.

Omosewo (2009) further explained that field trip activities can be used as a chance to collect data for later analysis, to generate artwork and stimulate discussion both at sites and back in schools and universities in tutorials, seminars and workshops. In a study conducted by Amosa, Ogunlade and Atobatele (2014), which revealed that students exposed to field trip activities (experimental group) had high tendency of developing positive academic self-concept and achievement than students not exposed to field trip activities. This finding is also in tandem with that of Mahgoub and Alawad (2014), which revealed that students who were exposed to field trips were most likely to aspire for and take to arts education in higher institutions than students who were not exposed to field trips. It is therefore observed from this finding that field trips increase students' academic self-concept by serving as a source of motivation to students in the acquisition of more knowledge and skills for academic excellence.

Group Study Activities and Students Academic Self-Concept

Working in small groups provides learners with opportunities to articulate ideas and understandings, uncover assumptions and misconceptions, and negotiate with others to create products or reach consensus (Ajaja and Mezieobi, 2018). Group activities enable students to discover deeper meaning in the content and improve thinking skills. Group learning activities involved a collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products, and making meaning of abstract concepts. Jacobson and Baribor (2012) reiterated that group works arouse students' learning interest, cultivate their exploring ability, improve creativity, their team spirit and social communication skills. Group work can help students become more active in their learning. When working with peers in a group, students are encouraged to articulate their ideas and question the ideas of others.

According to Simek, Byilar and Kucuk (2013), group learning activity is the process aimed at facilitating the achievement of a specific task or objective through people working together in groups. Similarly, Ruel and Bastiaanas (2013) noted that learning activity is a method of instruction that allows students the inter-dependence of the use of mental processes to contribute to knowledge. Naseem and Bano (2013) believed that when students of different cognitive, intellectual and physical levels are exposed to solving a given task, they have the opportunity to interact and work as a team; hence, building up their academic self-concept positively. In a study conducted by Aransi (2020), the author found a significant different in students academic self-concept and achievement in Economics based on students group study activities. Adegoke (2011), also found that group study activities increase ability to learn concepts in a team or having the competence of learning along with others in a group. The author further added in his finding that students who are involved in group learning activities are most likely to develop positive academic self-concept than those who are not involved.

RESEARCH METHOD

Research Design

The study adopted the descriptive survey design. The descriptive survey design is a design which describes the present condition of a particular event. It is a self-report research that enabled a researcher to collect data from respondents through the use of questionnaire. Nworgu (2006) asserted that descriptive survey design is the one in which groups of people are studied by collecting and analyzing data from a representative sample of people or items considered for the entire group. This design is applicable to this work in that it enabled the researcher to describe the difference in academic self-concept of secondary school students based on Uyo Local Education Committee.

Population of the Study

The population of this study consisted of all the 6,083 senior secondary Two (SS2) students in the fifteen (15) public secondary schools in Uyo Local Government Area of Akwa Ibom State (Secondary Education Board, Research and Statistic Division 2020).

Sample and Sampling Technique

A sample size of 375 Senior Secondary Two (SS2) students which represents 5 percent of the study population was selected for the study using Taro Yamane sampling formular. In the selection of sampled schools, systematic random sampling technique was used to select 7 public secondary schools for the study. According to Udoh and Joseph (2005), a systematic sampling is one in which every second, third or fifth or tenth is selected. Hence, schools in the study area were arranged numerically from 1 to 15 and thereafter, every even-numbered school was selected for the study. The sampled respondents were duly selected from each of the seven sampled schools using hat and draw method of random sampling.

Instrumentation

A self-structured questionnaire titled “Social Activities and Students Academic Self-Concept Questionnaire (SASASQ)” was used for data collection. The items were framed in line with the research questions and hypotheses. The instrument had two parts. Section (A) contained 15 items, that is, 5 items on each variable measuring social activities while section (B) contained 8

items measuring students' academic self concept. The respondents were required to tick from a list of options as individuals.

Validation of the Instrument

To ensure the face validity of the instrument, two copies of the instrument were given to two validates from the Department of Educational Foundation, Guidance and Counselling, University of Uyo, to assess the suitability or otherwise of the items in the instrument. The inputs and corrections made by the evaluators were used to form the final copy for administration.

Reliability of the Instrument

To establish the reliability of the instrument, Cronbach Alpha reliabity technique was used. Here, the instrument was administered 40 SS2 students in a selected school not included in the population sample. The instrument was administered and data were collated. Data was subjected to correlation and Cronbach Alpha statistics was applied for test of internal consistency of the instrument. This yielded the overall reliability co-efficient of .79 for social activities and .84 for items measuring academic students self-concept respectively. This index according to Udoh and Joseph (2005) is a high reliability index since the reliability co-efficient is above .50. Therefore, the instrument was deemed reliable for use in the study.

Method of Data Analysis

Mean and standard deviation statistics were used in answering the research questions, while independent t-test was used to test the null hypotheses at .05 level of significance. In answering the research questions, the criterion mean of 2.50 was used. For the research hypotheses, the standard for decision was to reject the research hypotheses when the calculated t-value is greater than or equals to the t-critical and retained when the calculated t-value is less than t-critical.

RESULT AND DISCUSSION OF FINDINGS

Research Question One

What is the difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee?

Table 1: Mean and standard deviation on the difference in students' academic self-concept based on field trip activities

Field Trip Activities		n	Mean	SD	Mean Difference
Positive	182	37.23	5.10		
Students Academic Self-Concept	Negative	193	28.39	4.17	8.84

The result in Table 1 indicates the mean of students' academic self-concept based on field trip activities in Uyo Local Education Committee. From the Table, the mean of students' with positive academic self-concept based on field trip activities was 37.23 while that of students with negative academic self-concept was 28.39. The mean difference between the two groups was 8.84 in favour of students with positive academic self-concept. This is an indication that

students differ in their academic self-concept based on field trip activities. The implication of this result is that students who gain exposure through field trip activities are most likely to develop positive academic self-concept than other students who lack such exposure

Research Question Two
What is the difference in students' academic self-concept based on group study activities in Uyo Local Education Committee?

Table 2: Means and standard deviation on the difference in students' academic self-concept based on group study activities

Group Study Activities		n	Mean	SD	Mean Difference
Students Academic Self-Concept	Positive	192	41.72	4.91	2.89
	Negative	183	38.83	4.88	

The result in Table 2 indicates the mean of students' academic self-concept based on group study activities in Uyo Local Education Committee. From the Table, the mean of students' with positive academic self-concept based on group study activities was 41.72 while that of students with negative academic self-concept was 38.83. The mean difference between the two groups was 2.89 in favour of students with positive academic self-concept. This is an indication that students differ in their academic self-concept based on group study activities. The implication of this result is that students who are involved in group study activities are most likely to develop positive academic self-concept than other students who are not involve in group study activities.

Hypotheses Testing

Hypothesis One
There is no significant difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee.

Table 3: Independent t-test analysis on the difference in students' academic self-concept based on field trip activities

Field Trip Activities	Mean	SD	df	t-cal	t-crit	Decision
Students Academic Self-Concept	37.23	5.10	373	13.21	1.960	Rejected H_o
	28.39	4.17				

* = Significant at 0.05 level of significance

This result in Table 3 shows that the t-calculated value of 13.21 is greater than the t-critical value 1.960 at the degree of freedom of 373 and .05 level of significance. Therefore, the null hypothesis was rejected while the alternate hypothesis was retained. This implies that there is a significant difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee.

Hypothesis Two
There is no significant difference in students' academic self-concept based on group study activities in Uyo Local Education Committee.

Table 4: Independent t-test analysis on the difference in students' academic self-concept based on group study activities

Group Study Activities	Mean	SD	df	t-cal	t-crit	Decision
41.72 4.91						
Students Academic			373	12.59	1.960	Rejected H_o
Self-Concept	38.83	4.88				

* = Significant at 0.05 level of significance
This result in Table 4 shows that the t-calculated value of 12.59 is greater than the t-critical value 1.960 at the degree of freedom of 373 and .05 level of significance. Therefore, the null hypothesis was rejected while the alternate hypothesis was retained. This implies that there is a significant difference in students' academic self-concept based on group study activities in Uyo Local Education Committee.

DISCUSSION OF THE FINDING

The findings of the study are presented according to the research questions answered and null hypotheses tested. Results from research question one and hypothesis one showed a positive and significant difference in students' academic self-concept based on field trip activities in Uyo Local Education Committee**.** This finding is in conformity with the finding of the study conducted by Amosa, Ogunlade and Atobatele (2014), which revealed that students exposed to field trip activities (experimental group) had high tendency of developing positive academic self-concept and achievement than students not exposed to field trip activities. This finding is also in tandem with that of Mahgoub and Alawad (2014), which revealed that students who were exposed to field trips were most likely to aspire for and practice arts education in higher institutions than students who were not exposed to field trips. It is therefore observed from this finding that field trips increases students' academic self-concept by serving as a source of motivation to students in the acquisition of more knowledge and skills for academic excellence.
Results from research question two and hypothesis two showed a positive and significant difference in students' academic self-concept based on group study activities in Uyo Local Education Committee**.** This finding is in conformity with the finding of the study conducted by Aransi (2020), who found a significant different in students academic self-concept and achievement in economic based on students group study activities. This finding also conform to the finding of the study conducted by Adegoke (2011), who found that group study activities increases ability to learn concepts in a team or having the competence of learning along with others in a group. The author further added in his finding that students who are involved in group learning activities are most likely to develop positive academic self-concept than those who are not involved. Hence, it is observed from this finding that group study activities has significant role to play in improving the academic self-concept of students.

CONCLUSION

Based on the findings of the study, it was concluded that students are most likely to develop positive academic self-concept if they are actively involved in field trip and group study activities.

Recommendations

The following recommendations were made based on the findings of this study.

1. Teachers should always take the students on excursion or field trip in other to foster positive academic self-concept of students', which is measured by their interest and motivation towards learning.
2. Teachers and school counsellors should always enlighten students on the needfulness of forming study groups in order for them to have a re-defined and purposeful academic self-concept for better academic achievement.

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