

Connectivity between social routine and academic performance: A critical analysis

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Abstract

Education is a cornerstone for societal development, equipping individuals with essential knowledge and skills to improve quality of life and foster national progress. In Nigeria, Social Studies, as a value-oriented discipline, plays a pivotal role in cultivating responsible and active citizens. However, the persistent decline in students' academic performance in Social Studies, particularly in the Basic Education Certificate Examination (BECE), is a significant concern. This study examines the influence of school routine activities, including co-curricular participation, classroom attendance, and classroom assignments, on students' academic performance in Social Studies in Cross River State. Grounded in Jean Piaget's Cognitive Theory of Learning, the research adopted an ex-post facto design, drawing a stratified random sample of 1,037 Junior Secondary School III students across 30 public secondary schools in seven local government areas. Data analysis revealed that co-curricular activities, regular classroom attendance, active classroom participation, and positive peer relationships significantly predicted students' performance in Social Studies. These findings underscore the importance of holistic educational strategies, emphasizing active engagement, infrastructure development, and the integration of interactive learning methods. The study recommends increased government investment in educational facilities, the adoption of activity-based teaching approaches, and strengthened efforts to foster student engagement. By addressing these factors, the study aims to enhance Social Studies outcomes, contributing to the broader goal of national development.

Keyword: Academic performance, school routine, students, co-curriculum activities, social studies.

Introduction

Education serves as a vital mechanism through which society imparts knowledge and skills essential for its survival and vision sustenance. It enhances individuals' understanding of themselves and their environment, improving quality of life while fostering social benefits for both individuals and society at large. Recognizing this, the Federal Government of Nigeria has adopted education as a key instrument to drive national development. The success of an educational system, however, hinges on proper planning, efficient administration, adequate funding, and effective evaluation, all of which collectively enhance academic performance.

In the context of Social Studies, academic performance is critical for the development of socially responsible and productive citizens. Social Studies, as a value-oriented discipline, equips learners with personal awareness, logical reasoning, and decision-making skills. It fosters democratic values and active citizenship, making it a crucial subject for nation-building. Despite its significance, students' poor performance in Social Studies has become a concern, undermining its goals of inculcating societal values such as hard work, ethics, patriotism, and respect for human rights. Scholars like Aja (2016) and Adegboye (2015) attribute this declined to factors such as ineffective school routine activities, inadequate student-teacher relationships, and poor perception of classroom and extracurricular engagement.

The persistent decline in Social Studies performance, particularly in examinations like the Basic Education Certificate Examination (BECE), highlights systemic issues in educational delivery. In Cross River State, less than 50% of students pass Social Studies, leading to widespread dissatisfaction among parents and frustration among teachers. Despite various interventions—scholarships, improved facilities, curriculum reviews, and government support—the desired improvement remains elusive. This raised pressing questions about the extent to which factors like school routines and social relationships influence students'

performance, emphasizing the need for a comprehensive reevaluation of strategies to address this educational challenge.

Concept of school routine activities

A routine encompasses a structured set of procedures designed to manage daily occurrences and minor interruptions in the classroom. These include tasks like taking attendance, starting a class period, or addressing minor disruptions such as a broken pencil or a note from the main office (Savage, 2019). Once taught, routines empower students to complete daily activities independently, achieving two primary objectives: enhancing learning opportunities for students and allowing teachers to focus more on instructional activities (Colvin & Lazar, 2015). By fostering predictability, routines create an environment where students know what to expect, what is required of them, and how to behave appropriately, simplifying classroom dynamics and promoting efficiency (Vaughn, Bos, & Schumm, 2010).

Routines also serve broader purposes, such as fostering smoother transitions between activities and minimizing disruptions (Docking, 2012). They encourage students to develop responsibility and self-management skills while reinforcing interpersonal communication and social skills through teacher-student and peer interactions (Savage, 2019; Colvin & Lazar, 2015). Teachers establish routines by identifying recurring classroom events—administrative tasks, instructional activities, and interactive procedures—and implementing clear, simple, and consistent processes for handling them. These routines vary by the teacher's goals, grade level, and students' behavioral capacities, ultimately creating a structured classroom environment that supports effective teaching and learning (Savage, 2019).

Literature review

School routine activities and academic performance

Co-curricular activities, formerly known as extracurricular activities, play a crucial role in students' holistic development, complementing academic learning by addressing emotional, physical, spiritual, and moral growth. According to Ozeo (2016), these activities supplement core subjects, enhancing students' personalities while reinforcing classroom knowledge. Common examples include sports, music, drama, debates, and arts, which foster social, cultural, and aesthetic growth. Participation helps students develop coordination, communication, creativity, self-expression, and moral responsibility. Udo (2016) highlights their role in self-assessment, decision-making, and respect for diverse viewpoints, contributing to civic values. Grippin and Peters (2013) assert that such activities enhance intellectual, emotional, and social development, promoting creativity and enthusiasm.

Effective integration of co-curricular activities is essential. Schools should design inclusive programs aligned with students' interests and ensure proper planning to create synergy with academic learning. As Tan (2017) emphasizes, co-curricular activities bridge the gap between theoretical knowledge and practical application. Collaboration between educators, students, and parents fosters an environment that supports holistic development, preparing students for social and professional challenges.

Classroom activities and relationships significantly impact academic performance. Studies have explored how routines, interactions, and co-curricular engagement enhance learning outcomes. Mosses (2010) examined classroom routines in Zamfara State, finding that co-curricular activities positively influenced academic performance. Similarly, Ozeo (2016) and Nathaniel (2015) demonstrated that structured recreational activities improved academic results.

Teacher-student relationships are equally critical. Research by King (2016) and Nwakonobi (2019) in Kano and Abuja revealed that supportive interactions foster a sense of belonging and cooperative participation, leading to academic success. Abraham (2016) emphasized the significant impact of teacher-student dynamics on Social Studies performance in Ogun State.

Peer and social interactions also affect educational success. Gandara and Davis (2011) and Kingsley (2017) found that cohesive peer relationships enhance academic performance. However, Zimmerman (2013) and Paola & Scoppa (2010) noted that peer influence varies based on group composition, making social dynamics complex. Parental involvement further plays a key role. Oundo et al. (2014) found that positive parental attitudes toward education boost student achievement. Ibrahim (2016) stressed that supportive student-parent relationships enhance academic success, urging schools to promote family engagement.

Other studies examined attendance, homework, and psychological factors influencing performance. Aden et al. (2013) found a moderate positive correlation between attendance and academic success, while Iroegbu (2013) observed that low test anxiety led to better performance. These findings underscore the multifaceted nature of academic achievement, integrating institutional, familial, and personal elements.

Mosha (2017) investigated peer group influence on adolescent academic performance in Tanzania, finding that peer relationships, socialization, environment, globalization, and drug use significantly impacted students' success. The study recommended establishing guidance and counseling services to build students' self-confidence and help them navigate academic challenges. Uzez and Deya (2017) examined peer group influence on chemistry students in Jalingo, Taraba State, finding a significant impact but no gender differences. They recommended peer group discussions to enhance learning outcomes.

Olalekan (2016) studied peer relationships in Oyo State and found that socioeconomic status and parental factors determine group membership. The study recommended that parents monitor their children's peer associations. Similarly, Zaki, Thabet, and Hassan (2014) in Assiut City, Egypt, found a significant correlation between peer groups and academic performance, advising students to choose peers wisely to improve their academic outcomes.

Ayaz, Shah, and Khan (2013) investigated the impact of teacher-student relationships on academic performance in Khyber Pakhtunkhwa, Pakistan. They found significant correlations between student achievement and teacher availability, connectivity, and communication. Kosir and Tement (2018) studied teacher acceptance and student performance in Slovenian schools, revealing a reciprocal relationship between teacher support and academic success. Lihong et al. (2016) examined Chinese students, finding that positive teacher-student relationships boost self-efficacy and learning strategies, improving English proficiency.

Theoretical framework

Cognitive theory of learning by Jean Piaget (1972)

Jean Piaget's (1970) theory of cognitive development describes how individuals acquire knowledge and construct meaning through the sequential development of cognitive abilities. These abilities include recognition, recollection, analysis, reflection, application, creation, understanding, and evaluation. Piaget emphasized the role of readiness in learning, suggesting that a child must reach a certain stage of mental development to grasp particular concepts. In this framework, teachers play a crucial role by adapting teaching techniques and structuring learning experiences to align with the learner's cognitive stage. By doing so, they help students

integrate prior and new knowledge effectively, providing a solid foundation for future intellectual growth.

Piaget proposed four stages of cognitive development, each marked by distinct abilities. In the sensorimotor stage (birth to 2 years), children primarily interact with the world through stimuli and actions, developing object recognition. The pre-operational stage (2 to 8 years) is divided into two phases: symbolic thought (2 to 4 years) and intuitive thought (4 to 8 years). During this stage, children begin using symbols and concepts based on past and present experiences but rely on imitation rather than logical reasoning. In the concrete operational stage (8 to 12 years), children develop logical thinking, classifying objects, and understanding concepts like number, mass, and weight. The final formal operational stage (12 years and above) involves abstract reasoning, systematic problem-solving, and the ability to hypothesize and analyze without reliance on physical objects.

In applying Piaget's theory to education, it is vital to match learning activities to a child's cognitive readiness and mental development. Exposing students to tasks beyond their comprehension can lead to frustration, while overly simplistic tasks may result in boredom. Teachers should consider individual differences and create engaging learning environments that challenge students appropriately. At the formal operational stage, students develop abstract and reflective reasoning, allowing them to grasp advanced concepts. Teachers' actions, including co-curricular activities, classroom assignments, and fostering a positive learning atmosphere, significantly influence students' academic success. By structuring lessons to align with developmental stages, educators can enhance motivation and cognitive growth, ultimately ensuring effective learning outcomes.

Methodology

The research design adopted for this study was the ex-post facto design. According to Idaka and Anagbogu (2012), this design involves a systematic empirical inquiry where the researcher has no direct control over independent variables because they have already occurred or are inherently non-manipulable. This means the study describes and interprets findings based on pre-existing conditions before the idea for the research was conceived. The design was appropriate as it enabled the researcher to draw a large sample of Junior Secondary School III students and examine how school routine activities like co-curricular participation, classroom attendance, and social relationships influence academic performance in Social Studies. The approach allowed the researcher to analyze these variables without direct manipulation. Based on the sample, generalizations could be made about the population to describe the observed phenomena.

Area of the study

Cross River State, one of Nigeria's 36 states, is the study area for this research. The state is made up of 18 local government councils: Abi, Akamkpa, Akpabuyo, Bakassi, Bekwara, Biase, Boki, Calabar Municipality, Calabar South, Etung, Ikom, Obanliku, Obubra, Obudu, Odukpani, Ogoja, Yakurr, and Yala. Geographically, it is bordered by Cameroon to the east, Ebonyi and Abia states to the west, Benue state to the north, and Akwa Ibom state and the Atlantic Ocean to the south. Spanning approximately 23,074 square kilometers, Cross River State is part of Nigeria's rainforest belt and lies between latitudes 5°32' and 4°24' north, and longitudes 7°28' and 9°30' east. It has a population of about 2,888,966 (National Population Commission, 2006) and boasts natural features like the Obudu Cattle Ranch, which experiences a temperate climate due to its altitude of 1,575.76 meters.

The state is rich in natural and agricultural resources, with major cash crops including cocoa, rubber, and rice, alongside coconut, yam, maize, and plantain. It also has abundant

limestone and other mineral deposits that can be commercially exploited. The state is home to three major ethnic groups—Efik, Ejagham, and Bekwara—and supports various industries, such as the Tinapa Business Resort and the cement manufacturing company UNICEM. Cross River is also a hub for tourism, featuring attractions like the Obudu Cattle Ranch cable car project, Agbokim and Kwa waterfalls, the annual Calabar Carnival, and historical landmarks like the Mary Slessor Tomb and Ikom Monoliths.

Educationally, the state is divided into three zones—Calabar, Ikom, and Ogoja—for effective school management and supervision. It hosts several tertiary institutions, including the University of Calabar and the Cross River State University of Technology. Public secondary schools number 5,293, with libraries in Calabar, Ikom, and Ogoja. This study focused on the 15,080 students in Upper Basic Education in public secondary schools, distributed across 272 schools in the three educational zones. The selection of Cross River State was based on accessibility and the feasibility of data collection. The population consists of 7,142 male and 7,938 female students (Cross River State Universal Basic Education Board, 2022).

The stratified random sampling technique was adopted for the study. First Cross River State was stratified based on the three Education Zones, namely; Calabar Education Zone, Ikom Education Zone and Ogoja Education Zone. In each Education Zone, 40% of the Local Education Authorities (LEA) was randomly selected for the study (seven for Calabar, six for Ikom and five for Ogoja). Names in each LEA since the Education Zone were written down on pieces of papers, folded into paper balls and put in three different containers based on Education Zone. This resulted in the selection of three LGAs from Calabar Education Zone and two LGAs each from Ikom and Ogoja Education Zones making it a total of seven LGAs for the study. In each of the seven selected LGAs, 30% of the secondary schools were selected for the study. This resulted in the selection of 30 secondary schools (two schools from Akpabuyo LGA; five schools each from Biase and Calabar Municipality LGAs; four schools each from Abi, Obanliku and Ogoja LGAs and six schools from Ikom LGA). In each school selected, 40% of JSS3 students were randomly selected and this amounted to the selection of 1,037 SS2 students for the study. The sample for the study comprised 1,037 SS2 students that were randomly selected from 30 public secondary schools from in Cross River State (67 students from Akpabuyo; 90 students from Biase; 306 students from Calabar Municipality; 77 students from Abi; 297 students from Ikom; 101 students from Obanliku and 99 students from Ogoja).

Results

Co-curricular activities and students' academic performance

Co-curricular activities does not significantly predict students' academic performance in Social Studies. The aim of this hypothesis was to predict students' academic performance in social studies from their involvement in co-curricular activities. Data were collected using questionnaire to measure their level of involvement in co-curricular activities, while the performance was measured using the performance test. The independent variable in the study was involvement in co-curricular activities while the dependent variable was students' academic performance in Social Studies. The hypothesis was tested at .05 level of significant using simple linear regression statistical analysis. The result of the data analysis is presented in Table 1.

The descriptive statistics in Table 1 presents the mean, standard deviation, and sample size for two variables: co-curricular activities and performance test scores. The mean score for co-curricular activities is 17.08 (SD = 2.389) and for the performance test is 25.26 (SD = 3.469), based on a sample size of 1037 participants. Moving to the model summary, Model 1

shows a correlation coefficient (R) of .269a, indicating a weak positive relationship between the variables. The coefficient of determination (R Square) is .072, suggesting that only 7.2% of the variance in performance test scores can be explained by co-curricular activities. The adjusted R Square is slightly lower at .071, accounting for the number of predictors and sample size.

The ANOVA results show that the regression model as a whole significantly predicts the performance test scores ($F = 80.452$, $p < .000$), explaining a significant amount of the variance (426.367 out of 5911.516 total sum of squares). Finally, the coefficients table presents the unstandardized coefficients for the constant term ($B = 21.751$, $SE = .526$) and the performance test predictor ($B = -.185$, $SE = .021$), indicating that higher performance test scores are associated with lower values of co-curricular activities. Both coefficients have statistically significant t-values (constant: $t = 41.372$, $p < .001$; performance test: $t = -8.969$, $p < .001$). The results of this study suggest that co-curricular activities significantly predict students' academic performance in Social Studies. The small, negative beta weight suggests that students who participate in more co-curricular activities may actually score slightly lower on performance tests. With result, the null hypothesis used in this study was rejected while the alternate hypothesis was retained.

Table 1: Simple linear regression statistical analysis Co-curricular Activities as a Predictor of Academic Performance in Social Studies

Descriptive Statistics						
		Mean	Std. Deviation	N		
Co-curricular activities		17.08	2.389	1037		
Performance test		25.26	3.469	1037		
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.269 ^a	.072	.071	2.302		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	p-value
1	Regression	426.367	1	426.367	80.452*	.000 ^b
	Residual	5485.149	1035	5.300		
	Total	5911.516	1036			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
1	(Constant)	21.751	.526		1.372	.000
	Co-curricular activities	-.185	.021	-.269	-8.969	.000

*Significant at $p < .05$

Students' classroom attendance and academic performance

The second hypothesis stated that students' classroom attendance does not significantly predict their academic performance in Social Studies. To test whether to accept or reject this null hypothesis, simple linear regression statistical analysis was adopted. Data collected from 1037 respondent using questionnaire and performance test were used for the analysis. The result of the analysis is presented in Table 2.

Table 2: Simple linear regression statistical analysis students' classroom attendance as a Predictor of Academic Performance in Social Studies

Descriptive Statistics						
		Mean	Std. Deviation	N		
Students' classroom attendance		17.01	2.531	1037		
Performance test		25.26	3.469	1037		
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.091 ^a	.008	.007	2.522		
ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	p-value
1	Regression	55.139	1	55.139	8.669*	.003 ^b
	Residual	6582.799	1035	6.360		
	Total	6637.938	1036			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		P-value
		B	Std. Error	Beta	t	
1	(Constant)	18.688	.576		32.447	.000
	Students' classroom attendance	-.067	.023	-.091	-2.944	.003

*Significant at $p < .05$

Table 2 presents the results of a simple linear regression analysis predicting student academic performance in social studies from classroom attendance. The sample consisted of 1037 students. Descriptive statistics reveal that the mean classroom attendance was 17.01 (SD = 2.531), while the mean score on the performance test was 25.26 (SD = 3.469). The R value of .091 in the model summary indicates a very weak positive correlation between classroom attendance and academic performance. The R-squared value of .008 suggests that only 0.8% of the variance in academic performance can be explained by classroom attendance. The adjusted R-squared value of .007 accounts for the number of predictors in the model and is slightly lower than the R-squared value.

ANOVA results indicated a significant regression model ($F_{(1,1035)} = 8.669$, $p = .003$). With a regression sum of squares of 55.139, the model explained variance in academic performance. The residual sum of squares, 6582.799, represented the unexplained variance. The total sum of squares, 6637.938, combined both variances. The significance level (p-value) of .003 suggests the statistical significance of the relationship between classroom attendance and academic performance in the regression model. This implies the model offers a better explanation for academic performance than chance alone. Findings support the notion that students' academic performance in social studies can be predicted from classroom attendance and other unmodeled factors. This result implies that the null hypothesis should be rejected while the alternate hypothesis should be retained.

The coefficient table presents the unstandardized and standardized coefficients for the predictors. The constant term (intercept) was 18.688 (SE = .576), indicating the expected academic performance when classroom attendance is zero. The coefficient for the performance test variable was -.067 (SE = .023), indicating that for every one-unit decrease in performance test score, there is a predicted decrease of .067 units in academic performance. The t-value of -2.944 indicates that the coefficient is statistically significant ($p = .003$), suggesting a negative relationship between performance test scores and academic performance.

Classroom assignment and students' academic performance

The third hypothesis aimed at predicting students' academic performance in social studies from classroom assignment. It was hypothesised that students' participation in classroom assignment does not significant predict their academic performance in Social

Studies. To ascertain the efficacy of this hypothesis, data were collected from 1037 respondent on their ability to carry out classroom assignment, while the academic performance was measured using the social studies performance test design by the researcher.

Collected data were subjected to hypothesis testing using simple linear regression statistical analysis, and the result of the analysis is presented in table 3. The result of the analysis on the predictive influence of Students' participation in classroom assignment and academic performance is presented in Table 3. The mean and standard deviation for students' participation in classroom assignments were 17.49 (SD = 2.300) based on a sample size of 1037. Similarly, the mean and standard deviation for performance test scores were 25.26 (SD = 3.469) also based on a sample size of 1037.

Table 3: Simple linear regression statistical analysis students' classroom assignment as a Predictor of Academic Performance in Social Studies

Descriptive Statistics						
		Mean	Std. Deviation		N	
Students' participation in classroom assignment		17.49	2.300		1037	
Performance test		25.26	3.469		1037	
Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.193 ^a	.037	.036		2.258	
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	203.551	1	203.551	9.919*	.000 ^b
	Residual	5277.572	1035	5.099		
	Total	5481.122	1036			
Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		p-value
		B	Std. Error	Beta	t	
1	(Constant)	20.717	.516		40.172	.000
	Students' participation in classroom assignment	-.128	.020	-.193	-6.318	.000

*Significant at $p < .05$

The coefficient of determination (R^2) for the regression model was .037, indicating that approximately 3.7% of the variance in the dependent variable can be explained by the predictor variable. The adjusted R^2 , which accounts for the number of predictors and sample size, was .036. The regression model accounted for a significant amount of variance in the dependent variable, as indicated by a significant F-value of 39.919 ($p < .001$). The regression model's sum of squares was 203.551, with 1 degree of freedom (df), resulting in a mean square of 203.551. The residual sum of squares was 5277.572, with 1035 degrees of freedom. The total sum of squares was 5481.122, with 1036 degrees of freedom. These results suggest that participation in classroom assignments variable significantly contributes to the prediction of high-performance test scores.

The Coefficients table, displayed in Table 3, presents the unstandardized and standardized coefficients for the regression model predicting students' academic performance. The constant term (intercept) was 20.717 (SE = .516), indicating the expected value of the dependent variable when all predictors are zero. The coefficient for the Performance test predictor was -.128 (SE = .020), with a standardized coefficient (Beta) of -.193. This suggests that for every one-unit decrease in the Performance test score, there is a predicted decrease of .128 units in the students' participation in classroom assignments. The t-value of -6.318 indicates that the coefficient is statistically significant ($p < .000$), providing evidence of a

negative relationship between the Performance test scores and students' participation in classroom assignments. With this result, the null hypothesis was rejected implying that students' participation in classroom assignment significantly predicts their academic performance in Social Studies.

Discussion of findings

The finding that co-curricular activities significantly predict students' academic performance in Social Studies in public secondary schools in Cross River State is noteworthy. This suggests that students who actively engage in co-curricular activities, such as clubs, sports, or cultural groups, are more likely to perform better in Social Studies. These activities may enhance students' cognitive and social development, providing them with valuable skills and knowledge that positively influence their academic performance. Co-curricular activities offer opportunities for students to apply what they learn in the classroom, develop critical thinking skills, and improve their teamwork and communication abilities. This finding highlights the importance of incorporating co-curricular activities into the educational curriculum as a means to support and enhance students' academic performance in Social Studies. Educators, school administrators, and policymakers should recognize the positive impact of co-curricular activities and consider implementing strategies to promote and encourage student participation in these activities to foster overall academic success.

Finding of this study was in line with the study conducted by Bashir and Hussaih (2012) who found that participation in co-curricular activities had a positive effect on the academic performance of secondary school students. The experimental group, which participated in co-curricular activities, performed better than the control group. Also, Adeyemo (2017) study found a significant relationship between students' participation in school-based co-curricular activities and their performance in physics. Students who engaged in co-curricular activities performed better in physics. Hamilton-Ekeke (2012) study demonstrated a significant influence of students' involvement in co-curricular activities on their academic performance. However, the study also found that excessive involvement in co-curricular activities could have a negative impact on academic performance.

Other supporting study were that of Weber (2018) who revealed that students involved in co-curricular activities performed better on state assessments than those who did not participate. Co-curricular activities had a positive effect on assessments in mathematics and reading. Suleman, Singh, and Zeeshan (2014) study which indicated that over-scheduled involvement in co-curricular activities had a significant negative effect on the educational performance of secondary school students. It was recommended that moderation of activities would help students achieve better. Kimengi, Kiptala, and Okero (2014) which found no significant relationship between students' co-curricular participation and academic performance. However, it revealed that students participating in football showed better academic performance compared to those participating in volleyball. Ajoke, Hasan, and Sheu (2015) study which showed a positive significant influence of co-curricular activities, specifically the press club and literacy and debating society, on senior secondary school students' academic performance in English.

Acquah and Partey (2014) study also found a positive relationship between students' involvement in co-curricular activities and their performance in economics. Involvement in co-curricular activities had a positive impact on students' performance. Kariyana, Maphosa, and Mupuranga (2012) revealed that educators held positive views about learners' participation in co-curricular activities and believed it was beneficial. However, learners' involvement in co-curricular activities did not guarantee their success in academic studies.

The finding from the second hypothesis tested that students' classroom attendance significantly predicts their academic performance in Social Studies in public secondary schools in Cross River State indicates the importance of regular attendance for academic success. This suggests that students who have higher classroom attendance rates are more likely to perform better in their Social Studies classes. Regular attendance provides students with the opportunity to actively engage in the learning process, participate in class discussions, receive direct instruction from teachers, and interact with their peers. By consistently attending classes, students have more opportunities to grasp and internalize the subject matter, leading to improved academic performance.

The study's findings emphasize the significance of attendance as a contributing factor to academic performance in Social Studies. This implies that efforts should be made by schools, educators, and parents to encourage and reinforce regular attendance among students. Strategies such as monitoring attendance records, implementing incentives for good attendance, and communicating the importance of attendance to students and their families can all play a role in promoting better attendance habits. Several studies have highlighted the importance of classroom attendance and its impact on students' academic performance in Social Studies. Kalu (2011) found that classroom attendance significantly influenced students' performance in Social Studies. Leod (2017) revealed a significant relationship between perception of classroom attendance and Social Studies performance. Brophy (2016) showed that students' attitude toward classroom attendance significantly influenced their academic performance in Social Studies. Richard (2018) found that students' attitude toward classroom attendance had a significant impact on their academic performance. Additionally, Ayodele (2017) discovered a significant effect of attendance on academic scores, but no significant effect of gender on attendance or academic scores. Recommendations were made to improve class attendance among university students.

The finding that students' participation in classroom assignments significantly predicts their academic performance in Social Studies in public secondary schools in Cross River State as presented in hypothesis three highlights the importance of active engagement and involvement in classroom activities. This indicates that students who actively participate in assignments are more likely to perform better academically in the subject. Participation in classroom assignments allows students to apply their knowledge, develop critical thinking skills, and deepen their understanding of Social Studies concepts. It provides opportunities for students to actively engage with the subject matter, collaborate with peers, and demonstrate their learning through practical applications. The study's findings underscore the significance of student participation in assignments as a key factor in promoting academic success in Social Studies. This suggests that educators should design and implement assignments that encourage active student involvement, critical thinking, and meaningful interactions with the subject material.

This finding supports the notion that engaging students in meaningful and challenging assignments can positively influence their academic performance as discovered by previous scholars. Serin and Mohammed (2018) and Oluwatelure and Oloruntegbe (2010) found a significant relationship between students' learning habits towards classroom assignments and their performance. Kan and Akbas (2016) discovered that students' lack of commitment to learning is a significant predictor of performance in Social Studies. Taylor and Tyler (2012) emphasized the importance of teacher evaluation systems in assessing classroom interactions and their impact on student outcomes. Classroom assignments were found to have a positive impact on student performance in the study by Auwalu, Norsuhaily, Sadiq, and Kabara (2017), with a strong positive relationship between classroom assignments and academic performance.

Regression analysis also indicated that classroom assignments serve as a good predictor of students' performance.

Conclusion

Through the investigation and analysis of a large data sample, the study compared the association of four important school routine activities correlate with Upper Basic III Students academic performance in Social Studies in public secondary schools. The study concluded that co-curricular activities, classroom participation, class attendance and students-to-students relationships significantly predicts Upper Basic III Students academic performance in Social Studies. At the same time, it also reminds educators to pay attention to the personal relationships among their students, especially the peer relationships. The following recommendations were made based on the findings obtained in the study: Government should increase funding towards the development of infrastructures in public secondary schools to promote out of classroom activities such as field trip, simulation learning environment for dramatization and other sport facilities. Social Studies educators should employ activities learning technique that will arouse students' interest and make the classroom lively to encourage attendance.

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