

EFFECT OF SOCIAL CLUBBING ON STRESS MANAGEMENT AND ACADEMIC SUCCESS AMONG HUMAN KINETICS AND HEALTH EDUCATION STUDENTS AT THE UNIVERSITY OF LAGOS, NIGERIA

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Abstract

Unmanaged stress among university students remains a significant concern, particularly in high-demand academic environments characterised by overcrowded classrooms, limited faculty support, and intense coursework. This study investigated the effect of social clubbing on stress management and academic success among Human Kinetics and Health Education students at the University of Lagos, Nigeria. A pre-test-post-test control group experimental design was adopted. Eighty-four undergraduate students were purposively sampled from the Department of Human Kinetics and Health Education. The Perceived Stress Scale (PSS), a validated 10-item instrument developed by Cohen, Kamarck, and Mermelstein (1983), was used to measure stress levels before and after an eight-week social clubbing intervention. Data were analysed using both descriptive statistics, including means and standard deviations, and inferential statistics, specifically the paired sample t-test, at a 0.05 level of significance. Results revealed that while post-test mean stress scores (20.524) were numerically higher than pre-test scores (18.143), reflecting a mean difference of -2.838, the calculated t-value (-0.054) did not exceed the critical t-value (2.086) at 20 degrees of freedom. Consequently, the null hypothesis was not rejected, indicating that social clubbing produced no statistically significant effect on stress management and academic success among the

sampled students. The study concludes that social clubbing, as structured over an eight-week period, may be insufficient as a standalone leisure intervention for stress reduction. Alternative interventions including sports participation, mindfulness-based programmes, and creative arts engagement are recommended for future investigation.

Keywords

Stress Management, Social Clubbing, Academic Success, Leisure Intervention, University Students

INTRODUCTION

In Nigeria, the pressures associated with higher education are further compounded by systemic challenges, such as limited resources and high student-to-faculty ratios, which heighten students' stress levels (Togunloju & Ajewole, 2025). The National Universities Commission (NUC) recommends a student-to-faculty ratio of 1:30, yet many Nigerian institutions, including the University of Lagos, operate with much higher ratios due to increasing enrollment rates and limited resources. This results in overcrowded classrooms, reduced access to academic support, and greater competition among students, all of which contribute to high stress levels and poor academic success.

Although considerable research has explored the factors contributing to stress among university students, most focus on identifying stressors rather than evaluating specific interventions. For example, studies by (Lator, 2023), (Beiter et al. 2015) and (Togunloju et al. 2025) primarily assess the prevalence of stress and its impact on students' performance but offer insufficient solutions. Therefore, there is a significant lack of empirical evidence on the role of leisure programs in stress management and academic success among Nigerian university students, particularly in the Department of Human Kinetics and Health Education, where coursework can be intense. This research aims to highlight the positive effects of leisure programs, not only as interventions for stress management but also as significant contributors to a deeper understanding of how structured leisure programs can support educational environments. Without targeted interventions, unmanaged stress can result in anxiety, academic burnout, and diminished academic achievement, ultimately preventing students from reaching their full potential. As a consequence, students may

turn to ineffective coping strategies, which can adversely affect their mental health, academic performance, and engagement in their studies.

Purpose of the study

1. Social clubbing on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos

Research Question

1. What effect will Social Clubbing have on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos?

Research Hypothesis

1. Social Clubbing will have no significant effect on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos.

Methodology

This study utilized a pre-test-post-test control group experimental design. The population comprised undergraduate students in the Human Kinetics and Health Education program at the University of Lagos. Eighty-four participants were purposively sampled from the Department of Human Kinetics and Health Education. The Perceived Stress Scale (PSS), a validated 10-item instrument by Cohen, Kamarck, and Mermelstein (1983), was used for data collection. Both descriptive statistics (frequency counts, means, and standard deviations) and inferential statistics (ANOVA) were employed to analyze the data and test research hypotheses at the 0.05 significance level.

Hypothesis Testing

Hypothesis three states that there is no significant effect of Social Clubbing on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos. The above stated hypothesis was tested using the paired sample t-test.

Table 1.1: Paired Sample t-test result of the effect of 8 weeks of Social Clubbing on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos.

Variabl e	N	Mean	Std.De v	Mean Diff	Std.De v Diff	DF	T-cal	T-crit	Decisio n
Pre-test	21	18.143	4.715	-2.838	9.547	20	-0.054	2.086	false
Post-tes t	21	20.524	7.284						

Table 1.1 displays the result of the paired sample t-test for testing the impact of Social Clubbing on Stress Management and Academic Success among Human Kinetics and Health Education students at the University of Lagos. The data include pre-test and post-test scores, the difference in means, and the t-statistics necessary for evaluating the hypothesis.

The result from the paired t-test shows that the pre-test mean score was 18.143, with a standard deviation of 4.715, while the post-test mean was 20.524, with a standard deviation of 7.284. The mean difference between pre- and post-test scores was -2.838, indicating a numerical increase in stress management levels following participation in Social Clubbing activities.

However, the calculated t-value (T-Cal = -0.054) is less than the critical t-value (T-Crit = 2.086) at a 0.05 significance level and 20 degrees of freedom. Therefore, the null hypothesis is not rejected, indicating that the observed difference is not statistically significant. Since the calculated t-value does not exceed the critical value, it is concluded that Social Clubbing did not have a statistically significant effect on Stress Management and Academic Success among the students in this sample.

Conclusion

Social clubbing showed no significant effect on stress management and academic success among Human Kinetics students, suggesting alternative leisure interventions may be more effective.

Recommendations

1. Investigate other structured leisure activities such as sports participation, creative arts programs, or mindfulness-based interventions that may prove more effective in reducing stress and improving academic outcomes among Human Kinetics students.
2. Consider implementing longer intervention periods beyond 8 weeks with more frequent sessions, as the current timeframe may have been insufficient for participants to experience measurable benefits in stress reduction and academic performance.
3. Future studies should employ qualitative approaches alongside quantitative measures to understand students' experiences with leisure programs, identify barriers to effectiveness, and explore why social clubbing did not yield significant results in this context.

Reference

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