

Chapter One

Introduction

1.1 Background to the Study

Social Studies is a subject that prepares secondary school students for the world of information and equip them with acumen needed for economic ventures. This is not unconnected to the identified stated objectives of Social Studies as a subject in the Nigerian secondary school system. The study essentially develops students for the roles of business enterprises such as entrepreneurial orientation, risk taking and other competences necessary for survival in the business world, promoting sales and self-employment. Social Studies is considered as the key agent of economic and technological development either as a way of developing human capacity or increasing the shield of workforce for modernization, industrialization, and environmental development. It ensures personal freedom and empowerment of the populace including women and vulnerable groups in the society¹.

Social Studies is also the study of people in relation to one another and to their world. It is an issue focused and inquiry-based interdisciplinary subject science that draws upon history, geography, ecology, economics, law, philosophy, political science and other social disciplines. Social Studies in Nigeria and even in Africa is a superlative. It is seen as a corrective discipline whose emphasis is on the school child's understanding of human interaction with culture, social and physical, development of necessary skills and positive attitude expected of a good citizenry. Social studies is seen as a discipline that helps students become responsible citizens in a culturally diverse, democratic society within an interdependent world².

Social Studies foster students' understanding of and involvement in practical and ethical issues that face their communities and humankind. It is a subject that is integral to the process of enabling students to develop an understanding of who they are what they want to become and the society in which they want to live. It also develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world.

Be it as it may, it was observed that these goals are yet to be achieved because the subject is faced with the problems of experts (Social Studies professional teachers) who could teach the fundamentals of the subject. Right from inception, social studies has been faced with problem of un-qualified teachers and lack of infrastructural facilities among others³. This is so, because, in some junior secondary schools, there are still some school authorities, who would just ask geography, economic or government teachers to teach the subject. Whereas, the aforementioned teachers are not professional in the subject area (Social Studies), they can only teach an aspect of the subject and not everything about the subject. It should, however, be noted that the qualitatively trained Social Studies teacher is an asset and strategic figure in the effective implementation of Social Studies curriculum at the upper basic level in Nigeria.

Experts opinions tend to suggests that there are many non-professionally trained social studies teachers teaching the subject at the upper basic education level among others⁴. This is the reason Social Studies is not effectively implemented to achieve its transformative objectives of producing functional citizens into values, skills, attitudes and cognition for realizing integrated, collaborative and interdependent national development.

Moreso, some of the schools are still using youth coppers, N’power volunteers or any teacher to teach Social Studies. It needs to be stated that the above-mentioned teachers can only teach ten percent (10%) of what an expert (professional teachers) of the subject will teach because it is not the area of their specialisation and some are not trained teachers. This, they will not know the technicalities of the subject to dish out the quality expected in the subject, this is why the result in Social Studies is not encouraging.

The rate of development in Nigeria has been very low despite different development plans put in place from independence by successive governments⁵. Education in Social Studies given to a child in an educational environment from 6 to 15 years of age, which is from primary to junior secondary school, is, therefore, a priority. This is because it’s an integrated topic that grows in the learner the skill of problem-solving and critical thinking⁶. It is at this stage of education where ideals can be instilled into a child’s life, and it is possible to identify and correct future maladaptive behavior and/or any abnormality in the pupil from the core. One of the subjects in the junior secondary curriculum that can help people achieve moral, societal, and educational objectives is Social Studies. Students can be incorporated into citizenship education through Social Studies, which provides them with the information, skills, and attitudes that will enable them to be capable and responsible citizens who can contribute to their communities and demonstrate moral and civic excellence⁷.

In order to meet the goals, needs, and ardent desires of their countries, a large number of countries around the world adopted Social Studies. For example, after the First and Second World Wars, the British government incorporated Social Studies curriculum into their educational system to solve social issues, pacify citizens’ consciences to follow constituted authority, and contribute positively to community growth⁸

Based on the above, the level of academic achievement of junior secondary school students in most subjects especially Social Studies is worrisome. For instance, while interacting with Social Studies students in the study population, the researcher observed that students had not achieved up to expectation in their Social Studies, it was also reported that students academic achievement in Social Studies was on the wane⁹. Similarly, level of academic achievement of junior secondary school students in Social Studies and other related subjects were reported very low¹⁰.

Academic Achievement of student is a key feature in education. It is considered to be the centred around which the whole education system involves. Academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals¹¹. Academic achievement is commonly measured through examination or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important - procedural knowledge such as skill or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement¹².

Academic achievement of students especially at the elementary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance. This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning. Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. The major goal

of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents¹³.

It is, however, imperative that Social Studies teacher education should be updated and enhanced in view of sporadic dynamic changes in all the states of Nigeria and the globe at large.

Therefore, Impact of teacher's behaviour also plays an important role in the academic achievement of students. A teacher is an important figure in teaching and learning process, because he/she follows the curriculum so that throughout the year all the important knowledge is provided to the students. Moreover, high rates of failure will be unexpected when the teachers and their teaching are very positive, and the results obtained contradict their input. It is unwanted when effort by the teacher is not strong enough to bring about expected success¹⁴.

In addition to the foregoing, observation of low level or total absence of necessary business skills and orientation among secondary school leavers was an indication that something was fundamentally wrong with either the input, process or both, of teaching and learning Social Studies in junior secondary schools in Oyo State. To this end, this study is being carried out to explore the root cause of identified poor academic achievement of junior secondary school students. For instance; school environment was identified as major determinant of student's academic achievement in social science subjects¹⁵.

In the same vein, home background variables were identified as determinants of junior secondary school student's interest towards learning. Also, it was posited that peer group influence was another major determinant of secondary school student's academic achievement. Moreover, one

needs to state that there are no or limited studies on infrastructural facilities and teachers indices as determinants of academic achievement among Social Studies students, the few available literatures on factors influencing students academic achievement in Social Studies focused on other factors apart from the research topic..

To assess the cause and effect of academic performance level of students, scholars also considered certain variables of the school as the instruments that can tailor performance. The variables are the school size, school type, school structure, school location and school ownership, which are deemed relevant in influencing students' academic achievement. Hence, the school variables remain as significant aspects that should be studied and managed well to enhance the academic performance of students¹⁶. These provisions of public facilities must be planned based, equally distributed, accessible, safe, provide interaction and must be properly designed. All these school facilities must be adequately provided for and managed¹⁷.

However, it was observed that school infrastructural facilities and teachers' indices on students' academic achievement in Social Studies calling to question the level of availability, adequacy and usage of school's library and Social Studies workshop as well as teacher qualification, sex and years of teaching Social Studies in junior secondary schools in Oyo State. However, one would expect that school infrastructural facilities and teachers indices ought to be two important influential factors of academic achievement of junior secondary schools. At this stage it was noted that secondary schools faced a lot of problems in the areas of infrastructural facilities and teachers' indices. In line with the observation of the researcher, a poor state and shortage of infrastructural facilities was observed in Nigerian Junior secondary school¹⁸. At the same time, the researcher had premonition of what would be the end results of negligence towards Junior Secondary Schools infrastructural facilities and teachers' indices, hence, the necessity for this

study. In line with the observation, a poor state and shortage of infrastructural facilities was observed in Nigerian Junior secondary schools¹⁹.

Furthermore, availability, adequacy and usage of School libraries and Social Studies workshops in the right quantity and quality were not attended to as vital in educational process. While it is noted that, the chief purpose of a school library is to make available to the students easy access to all books, periodicals and other reproduced materials which are of interest and valuable to him/her but which are not provided or assigned to him as basic or supplementary test books²⁰. Therefore, it was argued that over the past 30 years, researchers worldwide have built an extensive body of evidence indicating that higher academic achievement in students is linked to good school library programmes²¹. Library therefore, supports all functions of school teaching and provides service and guidance to its readers²².

As such, Social studies students were in an uncomfortable position to learn and thus hindering the fulfilment of educational objectives. A great number of Junior Secondary Schools had problems in the areas of library facilities and Social studies workshops. Social studies could have been agent of economic and technological development and way of building vocational skilled capacity if there were no inherent problems. Also, Social studies should be the shield of manpower for entrepreneurship and empowerment of the populace.

Hence, the school variables remain as significant aspects that should be studied and managed well to enhance the academic performance of students²³.

Conceptually, the learning environment refers to diverse components and activities within which teaching and learning occur. Hence, it takes into consideration several variables that directly and indirectly affect students. Productive teaching and learning require the blending of many factors which include the classroom seats and sitting arrangement, painting and lighting of

classroom. The study proved that learning environment is a vital key factor for academic accomplishment²⁴.

It is again noted that age of school building has significant impact on students' behaviours and achievements. The age of building has to do with building conditions such as temperature control, lighting, support facilities, sound control, laboratory condition and aesthetic values. As school building age, the building not only gives hurdles for both teacher and student, but older building that had been found can cause loss of instructional time²⁵. It was also stated that new facilities can influence higher achievement of student. Physical condition of facility also can give impact positively and negatively for teachers in effectiveness in the classroom, attire school, morale and personal safety²⁶. More often than not, the facility which is in poor condition may give high rates of teacher absenteeism, reduce effectiveness on teaching, low morale and reduce job satisfaction.

The better condition of facilities will come out with better attitude of students and teachers²⁷. The physical facilities can help students to enhance their motivation on learning. The physical facilities like laboratory, library, toilet facilities, canteen, classrooms, field and computers may increase students' interest to learn in many ways²⁸.

The surrounding and physical environment can give impact on the students' behavior which can become discipline problems. As it was said that classroom with thermal environment can be important to children well-being²⁹. Then, lighting is one of the most important factors for a positive learning environment³⁰. The benefits of natural daylight are increasing students' and teachers' attendance, increasing achievement rates, reducing fatigue factors, and improving student health and enhancement of general development³¹.

The ultimate goal of adding Social studies in school curriculum is not limited to enabling Junior Secondary School leavers work in the offices but also to be self-reliant. This aim was yet to be achieved in Oyo State Junior Secondary School education. This was so at the commencement of this study due to the deplorable condition of schools' infrastructural facilities. In Oyo State, some school buildings, part of which could have been used for schools library and Social studies workshop were noticed to be dilapidated, some were with cracked walls, not cemented; some were without ceiling, windows and doors. Schools infrastructural facilities are not the only influential factors for Social Studies students in Oyo State. Teachers' indices are also of paramount importance for Social Studies students' academic achievement, teachers' competence which some Junior Secondary Schools in Oyo State, seem to lack could be one of the varieties of variables affecting students' academic achievement. In terms of teachers, there are 426,132 teachers in both private and public primary representing 45% which implies a short fall of 55% of teachers in Nigeria' schools. Similarly in JSS there are 170,628 teachers across the nation representing 43% at a ratio of 1:26 students which is grossly inadequate³². The teacher has a responsibility to shape students to become better citizens of the nation. This is essentially so, in subjects of economic development like Social Studies. The aforesaid statement was not realistic as at the commencement of this study. As at the start of this study, Social Studies teachers in Oyo State Junior Secondary Schools could not effectively use the inputs to improve teaching and learning process. In Oyo State, little or absolutely no importance was attached to teachers' qualifications, sex and years of teaching Social Studies. Most Social studies teachers were handicapped in terms of qualification, sex and years of teaching Social Studies.

Education is an indispensable instrument for the development of any nation. Teachers are the implementers of the educational programme and they are responsible for the translation of

educational theories into practice. For teaching to be effective, it has to be rooted in an understanding of how students learn³³. While in Oyo State, majority of Social Studies teachers were not competent enough to meet the needs of students achievement in the process of delivering their worth and class teaching capabilities. The competence was not only restricted to the educational qualifications but also extended to the sex of the teachers and years of teaching Social studies. In Oyo State, some secondary schools management engaged contract or adjunct teachers through “parents and teachers associations” (PTA) system to handle Social Studies. Those teachers were with less teaching experience, professional and academic qualifications coupled with indiscriminate teachers’ sex ratio. As such, Social Studies students could not learn with ease to achieve academic success. All round-quality teachers were not handling Social Studies teaching procedure. It is no gainsaying that teaching and learning of Social Studies cannot exceed the quality of Social studies teachers.

The preparatory stage for this study, the researcher; out of passion and empathy for Junior Secondary Schools Certificate leavers in Oyo State vividly looked into the recommendation of previous researchers. It was noticeable and very glaring that little or no concrete steps were taken in spite of their contributions to knowledge. The researchers’ inspiration to embark on the present study “(Infrastructural Facilities and Teachers’ Indices as Determinants of Academic Achievement among Social Studies Students in Oyo State.)” was triggered by the passionate and empathic consideration for the next or future generation of Junior Secondary Schools Social Studies students.

Previously, research activities were carried out on schools facilities and students’ performance³². Unfortunately, there had been no improvement or positive actions and reactions on the state of library and Social Studies workshop that were in confusion in Oyo State Junior Secondary

Schools. Previously, studies were also carried out on Secondary Schools Principal Perception of Social Studies teachers teaching effectiveness³³.

Today, most of the school facilities which are supposed to promote and enhanced teaching, learning and extra-curricular activities in secondary education are absolute and thereby, creating serious challenges to the 21st century educational needs of the learners. Others were dilapidated and not suitable to motivate secondary students to learn. School/Educational facilities were otherwise referred to as school facilities. The school facilities are the physical facilities provided for in the school, such as the school site, the buildings and equipment. These facilities were likened to capital in any industrial settings. In understanding the national goal of developing the educational system so as to provide a satisfactory flow of men and women, capable of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings were needed to shelter staff and students, sports/games facilities were needed to develop the mental, social and physical aspects of the students. School facilities were made up of the school land all the physical structure on it. It refers to the school building, the play grounds, the equipment and other material resources provided in the school for effective teaching and learning operations³⁴. The school facilities are the space interpretation of the school curriculum. Similarly, it was stated that school facilities include the fixed and mobile structure and materials in the school such as the classroom buildings, laboratory equipment, the furniture, and the chalkboard, audio and visual aids³⁵. School facilities mean all facilities and equipment within the school, which were used by the members of the school community.

It was asserted that no matter the strength of manpower resources in the system, educational processes must require conducive physical accommodation, libraries, furniture's and

playground³⁶. When these instructional facilities were lacking, it can affect negatively the productivity of the teachers. Learning takes place better and faster in a school environment with high level of buildings, accommodations, furniture's, and equipment, than in an environment where all these items were lacking.

The success of a school is measured by the quality of students it produces. The success of any educational institution is measured by the performance of its students in both academic and non-academic tests³⁷. This is supported by another writer while contending that the performance should not only be based in terms of test and examination results and student ability to apply what is learnt and the rate at which students move on to higher institution of learning, but should include other areas such as whether the students have acquired the survival skills³⁸. In spite of that, the use of students' achievement in academic work to assess the teacher's effectiveness has gained ground. The measure of academic performance as a symbol of school success can be traced way back from the Victorian period. Since then, academic performance has been used to grade schools and most importantly to determine ones career paths.

Against this background, the present research, however, seeks to examine the infrastructural facilities and teachers' indices as determinants of academic achievement among Social studies students. Also, the focal point is on teachers' indices (Teachers' qualifications, gender and years of teaching experience) in teaching and learning of Social Studies in the Junior Secondary School. Scholars and researchers generally seemly agree on connection between infrastructural facilities, teacher's indices and academic achievement, surprisingly, there had not been in-depth researches on infrastructural facilities and teachers' indices as determinant of academic achievement among social studies students in thirty-three (33) Local Areas of Oyo State.

1.2 Statement of the Problem

Social Studies is one of the subjects in Upper Basic Education which provides vocational skills to students. It is regrettable that there is a public outcry due to poor achievement of students in Social studies which was as a result of lack of infrastructural facilities in schools in Oyo state and in Nigeria⁴². Researchers believed that over the years, Nigeria has suffered poor infrastructural development, which has affected its economic growth. There have been many conversations around infrastructural development and several presentations of blueprints for mega projects by successive governments with little or no action in reality⁴³. This has led to shortage of capacity for utilizing practical skills to solve problem and this made students unable to live up to the expectation of contributing meaningfully to the society rather they constitute miscreants in the society⁴¹. Given all of the above, it was apt to conclude that the challenges of infrastructure development in Nigeria and Oyo state are many. The demand for these facilities far surpasses the supply and the requisite financial wherewithal that will stimulate rapid provision is absent. Scholars also argued that the physical condition of most of the existing air, water, rail, and road infrastructure in Nigeria is a worrisomely polluted, dilapidating, and disheartening⁴⁴. This is due to the wide gap between provisions and needs. Several factors contributed to these inadequacies. They range from lack of political will, poor leadership commitment, challenges of infrastructure financing, bribery, and corruption, inarticulate legislation, mismanagement of resources, the challenge of Insecurity, political instability to economic recession, and so on. It was as a result of the increase in enrolment in junior secondary schools in Oyo State which were yet to be adequately complemented with necessary physical infrastructure needed to improve Social Studies students' academic achievements, that propelled the investigation into Infrastructural Facilities as measured by its availability, adequate usage and

teacher indices as Determinants of students' academic achievement in Social studies among Junior Secondary schools in Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study was to examine the influence of some identified school infrastructural facilities and teacher indices on junior secondary school students' academic achievement in Social studies in Oyo State.

Specifically, the study intended to:

1. examine the level of infrastructural facilities in junior secondary schools in Oyo State;
2. examine the extent of teachers indices in junior secondary schools in Oyo State;
3. ascertain the level of academic achievement in social studies among junior secondary schools in Oyo State
4. investigate the joint influence of infrastructural facilities (school library and social studies workshop) and teachers' indices (gender, qualification and year of teaching experience) on academic achievement in social studies among junior secondary school students in Oyo State
5. investigate relative influence of school infrastructural facilities(school library and social studies workshop) and teachers' indices (genders, qualification and year of teaching experience) on academic achievement in Social Studies among junior secondary school students in Oyo State.

1.4 Research Questions

The following questions were raised to achieve the stated objectives of the study:

1. What is the level of infrastructural facilities in junior secondary schools in Oyo State?
2. What is the extent of teachers' indices in junior secondary schools in Oyo State?

3. What is the level of academic achievement in social studies among junior secondary schools in Oyo State.?

1.5 Hypotheses

H₀₁: There will be no significant joint influence of infrastructural facilities (school library and Social Studies workshop) and teachers' indices (Qualification, Gender and Years of teaching experience) on academic achievement in Social Studies among junior secondary school students in Oyo State.

H₀₂: There will be no significant relative influence of infrastructural facilities, (school library and Social Studies workshop) and teachers' indices (Qualification, Gender and Years of teaching) on academic achievement in Social studies among junior secondary school students in Oyo State.

1.6 Significance of the Study

The study contributed to the subject area, as a thorough review of literatures confirmed that nothing has been done on the research topic. It would therefore close the gap in knowledge and contribute to literature in the subject area which also makes it a reference point to researchers who may want to carry out researches on the subject area.

The studies added to the existing knowledge in the field of Social Studies and also fill the existing gap in knowledge. The search for literature in this study will also reveal new areas that have not been explored before.

The study facilitated the interest of sponsors and donors to junior secondary education. It could also foster private-public partnership in the provision of modern school facilities.

And again, this study enlightened schools, government and other stakeholders in education to improve educational provision and reduce wastage in order to encourage quantitative and qualitative formal basic education for all children of school age. More so,

The study will be of additional importance to all stakeholders in education. For instance, if the finding of the study is considered, it will help the students understand the roles of school infrastructures and teachers' indices in their academic achievement.

The study will, therefore, be a reference point to educational researchers and others who wish to carry out studies related to the subject matter.

Teachers will be able to give their responses on the extent of availability, adequacy and usage of the necessary infrastructural facilities to teach social studies in secondary schools so as to ensure proper comprehension of the teaching of social studies.

Similarly, policy makers will also benefit from the findings of the study as the necessary steps to be taken to ensure necessary qualifications will be considered for teacher recruitment.

And again, the findings will help reveal the level of gender differences in the number of teachers available in Nigerian junior secondary schools so as to bridge any perceived discrepancies.

The study will contribute to knowledge when the project is finally published and it could be cited by any researcher.

1.7 Scope of the Study

The scope of the study covered the influence of the two independent variables (infrastructural facilities and teachers' indices) and the dependent variables (Academic Achievements in Social Studies) in junior secondary schools in Oyo State. Junior secondary education is a three year programme that covers the three classes of junior secondary schools in Nigeria. The geographical scopes of the study covered all the 33 local government areas in Oyo state.

1.8 Limitations to the Study

Fund is one of the serious limitations while writing the paper because of its inadequacy. To conduct study in secondary schools across six Local governments in Oyo State could be very

expensive and it requires a lot of money. Grant from research funding bodies was the priority but unfortunately, grant was not awarded. And again, it is very hard to get true data that represents the real situation from our Nigerian public schools due to several confounding factors influencing actions and reactions in Nigerian Institutions. Also, transportation problem to some schools in the rural area due to bad road, we were in the rainy season when mud could hold vehicle tires and slippery ground could cause accident even during dry season, such places were fairly motor able, therefore, the researcher will need to trek a long distance. Finally, non availability or irregularity of electricity also caused a lot of delay in the production of the project. Often time, while working with electricity, the light would just went off and might not be restored back for a week or even more than that.

1.9 Operational Definition of Terms

Academic Achievement: In this study, academic achievement was referred to as the level at which junior secondary school students achieve objectives of social studies as specified in the syllabus

Social Studies: Is a school subject that refers to what develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

Students: These are junior secondary school two (JSS 2) students in secondary schools in Oyo State.

Influence: In this study, influence was referred to what motivate and inspire students to become active and responsible individuals

Infrastructural Facilities: As used in this study, infrastructural facilities refers to school infrastructural facilities (library and social studies workshop) in junior secondary schools in Oyo State

Teachers' Indices: This refers to (Qualification, Gender, teaching methods and Years of teaching) of junior secondary school teachers in Oyo State.

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Endnotes

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Chapter Two

Review of Related Literature

All these reviews were done under the following sub-heading:

2.1 Conceptual Review

- 2.1.1 Concept of Academic Achievement
- 2.1.2 Determinants of Academic Achievement
- 2.1.3 Causes of Academic Underachievement or Failure
- 2.1.4 Factors affecting Academic Achievement
- 2.1.5 Concept of Social Studies
- 2.1.6 Concept of Infrastructural Facilities
- 2.1.7 School Library
- 2.1.8 Concept of Teachers' Indices

2.2 Theoretical Review

- 2.2.1 Self-Determination Theory
- 2.2.2 Social Learning Theory

2.3 Empirical Review

- 2.3.1 Studies on Infrastructural Facilities on Academic Achievement
- 2.3.2 Studies on School library and Academic Achievement
- 2.3.3 Studies on Social Studies Workshop and Academic Achievement
- 2.3.4 Studies on Teachers' indices and Academic Achievement
- 2.3.5 Studies on Teachers teaching experience and Academic Achievement
- 2.3.6 Studies on Teachers qualifications and Students Academic Achievement
- 2.3.7 Teacher gender and Students' Academic Achievement

2.4 Conceptual Framework

2.5 Summary of the review of related literature

2.1 Conceptual Review

2.1.1 Concept of Academic Achievement

Education competence in the present world is interwoven with the progress of every society. Educationists have sensitized people in comprehending that education serves as knowledge inputs, for the individual to use his potentials as a vital resource, in the direction of progress to meet the demands of the society. The most significant agency of education is school, where an individual should learn not only academics but also to be more familiar with the environment in specific and society at large. Education is the best legacy a nation can give her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of the human resources. Much then is said that formal education remains the vehicle for social, political, economic development and social mobilization in any society¹.

Education is crucial in any type of society for the preservation of the lives of members and the maintenance of the social structure. Under certain circumstances, education also promotes social change. The greater proportion of education is informal, being acquired by the young from the example and behaviour of elders in the society. Under normal circumstances education grows out of the environment, the learning process being directly related to the pattern of work in the society. Education has been universally accepted as the bedrock and engine of growth. It is a child's passport out of poverty². The highly prized possession that anyone can have is education. It is the foundation for higher living standards and an important tool in the long term eradication

of poverty. Education provides individual with knowledge and information which in turn brings about desirable changes in the way people think, feel and act. The importance of education cannot be over-emphasized¹.

Education is the imparting of knowledge, positive judgments and well developed wisdom. Education has one of its fundamental aspects, the imparting of culture from generation to generation. Education was defined as a relatively permanent change in behaviour as a result of experience. Education is the instrument for economic empowerment and development of sustainable economy³. It was stated that Education is often the best tool for creating wealth and happiness. Education can help long-term economic prospects and help people to obtain, keep, and maintain a home or business in the future⁴.

Academic achievement refers to the performance, result or outcome of learning and test conducted in a term or school year. Academic achievement can be said to be the knowledge attained or degree of competence in school assignments and activities. The poor or low level of academic achievement in school makes the provision of quality assurance indicators very necessary. It has been argued that the students' ability to study independently, the school climate and parents' ability to monitor the academic work of their children account for the performance of the students more than the provision of quality assurance indicators³. At the level of educational administration and planning designed to guarantee improved students' academic achievement, quality assurance indices imply all the efforts being made by government, non-educational agencies, education planners and school authorities to provide quality education. It is the provision of tools that can be used to establish confidence that activities which centre on knowledge articulation and transformation of students are carried out with optimum standards in

school. It therefore speaks of the provisions and effectiveness of methods that ensure quality teaching and academic achievement among students⁵.

Academic achievement refers to the degree of success attained in some general specified area. It is an end product of learning which its level and permanence are affected by various conditions existing at the time of learning as well as condition intervening between learning⁶. Achievement as the extent of success attained with effort and skill. In this study, good academic achievements are scores from 40 to 100 percent⁴. Good academic achievement is important to parents. In education institutions, success is measured by the degree of academic achievement. As career competition grows ever fiercer in the working world, the importance of students doing well in school cannot be over emphasized.

The quality of students' performance remains at top priority for educators and the society at large. It is meant for making difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to quality of academic achievement of learners. For instance who affirmed that the academic achievement is the fundamental premium upon which all teaching-learning activities are measured using some criteria of excellence.⁷ He cited further that this means the academic achievement of the students can be determined based on the student's ability and the lecturers levels of understanding of that particular course also the methodologies involved in teaching of the subjects.⁸

Academic achievement refers to the scholastic achievement of students, which describes how brilliantly or poorly a student has performed or is performing in the tests and examinations he has been exposed to.⁸ Academic achievement could also be referred to as the end product of academics. Academic achievement (most especially of secondary school students) has been

largely associated with many factors. Most students in secondary schools in Nigeria today are daily confronted with challenges of coping with their academics under serious emotional strains occasioned by long walk to school, poor school environment, and been taught by unmotivated teachers. Coupled with this, is an 'uncooperative' to study attitude of parents who more often than not toil to provide for the needs of the family.⁹

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject.¹⁰ It is the level of academic achievement in school subject as exhibited by an individual.¹⁰ In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subject. Test scores or marks assigned by teachers are indicators of this achievement. It is the schools evaluation of the pupils class work as quantified on the basis of marks or grades,⁹ these marks assigned by school could either be high or low, which means that academic achievement could either be good or bad

The rate of poor academic achievement of student in Nigeria had resulted to economic and social wastage and this have become a great concern to all stakeholders in education. Apart from the general poor academic achievement referred to above, there appeared to be difference in academic achievement from one school to the other. It may be argued that such variation in academic achievement is unavoidable,⁸ although, the incidence of poor academic achievement appears to be more common in public secondary schools, private schools are not free from the declining trend. The consequence of mass failure in public examination is the inability of learners to proceed to higher educational institution. As a result of this poor academic achievement, stakeholders in education are curious to know the causal factors associated with the problem. Adolescents with depression are vulnerable¹¹ to educational underachievement.¹² Also, using information based on a resource allocation model of the effect of a depressed mood on

cognition, students with symptoms of depression are predisposed to focus their attention on interfering, irrelevant thoughts, leaving little sustained attention available for cognitive tasks which then leads to academic failure.¹³

Academic achievement is an important indicator of school success. It is not only associated with high school completion, but also the ability to successfully transition into adult roles, to achieve economic self-sufficiency, and to become a productive member of the community. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. Many things determine the academic achievement of an individual among which are: student's home background, factor resident in the child, school background could contribute both negatively and positively to the academic achievement of an individual.¹²

There are some factors that explain this. These factors are: nature of home discipline, the way an individual is being trained matter a lot. It is associated with the socialization and eventual achievement of adolescence in school discipline, in the home could be authoritarian permissive or democratic.⁶ Harsh authoritarian discipline produces a child that is insecure, inquisitive and lacking in initiative. These traits affect negatively the school performance. Students who have been exposed to permissive or lax discipline are those who in practical terms have not been exposed to any control or strictness at all, such children have low moral development since there is no yard stick for them to develop, and such a child gets into constant trouble at school where he / she attempts to behave accordingly to his personal whims and caprices.⁹

All these affect the child's academic achievement because he/she must conform to the school rules and regulations, failure of which attracts punishment which in turn negatively affects his concentration on his studies and consequently poor academic performance.⁴ He reported that students who receive democratic type of discipline are better adjusted to their school work

because they are emotionally stable, law abiding, more motivated to pursue school work without duress and therefore achieve better academically.⁴ Other factors under family or home background are: family relationship, level of cognitive stimulation lack of role model, available financial and medical facilities etc. The factors resident in the child include: basic cognitive skills, physical and health factors, psycho-emotional factor, lack of interest in school work or poor study habit continuous failure etc.⁵ Factors resident in the school include: deficient school environment in terms of school location, school building, school topography, quality of teaching staff, existence or non- existence of teachers, evaluation of learning, poor condition of service, inadequate curriculum. Factor resident in the society are: ethnic and inter-tribal wars, class differences, inadequate medical facilities and so on.⁶

Academic achievement are significant decisions that often resolve the identity problem and the much perceived pertinent question “who am I” it is equally a reflection of self- worth and a practical understanding of the self. Students too, in the course of passing to the next level by all means go for available courses not minding the consequences, thus, many student ends up being redundant and useless to their academic achievement and to the society at large. Many studies have been conducted regarding locus of control.⁷

2.1.2 Determinants of Academic Achievement:

1. Students’ home background: this includes all the human and material resources present at the home that affects the student’s education and living, such as the parent’s level of education, their occupation, socio-economic status and socializing facilities available in the house. Thus, the home is the basic institution for providing the child’s primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and significant others

at home is most likely to have a highly significant and dominant effects on the behaviours of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child's success or failure at school. Even though, environment also plays a very remarkable role in the life and educational success of every individual. As a result of the need to train the young people, the Federal Government of Nigeria in 1976 produced a document – National Policy on Education (NPE) to guide and help the home and schools in bid to achieve this great task.

2. **Lack of initiative:** student that does not have a new way of approaching his academic or that does not have different learning strategy may perform woefully which will in turn affect such student not to have self-esteem and feel disconnected from school activities due to inadaptability to school climate.
3. **Permissive or lax discipline:** students who have been exposed to this kind of discipline are those who in practical terms have not been exposed to any control or strictness at all, such children have low moral development since there is no yard stick for them to develop, and such a child gets into constant trouble at school where he/she attempts to behave according to his personal whims and caprices.
4. **Peer group influence:** Peer pressure may be defined as the insistence and encouragement of the same age group of individuals to make or force the individual to do something.³ Pressure coevals is associated with wrong decisions, rebellion and humor fluctuations, which will lead to a poor academic performance, because of the fact that adolescents are not cooperative in the process of learning outcomes and as a result their school results fall weakly.⁶ Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble.⁵ Positive peer influence on academic achievement depends on

adolescent self-identity, self-esteem and self-reliance. The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parents to talk with school counsellors and professionals to help with the problem. Author has found that peer groups are influential regarding changes in students' intrinsic value for school (i.e. liking and enjoying) as well as achievement (i.e. report card grades).⁸ The peer group is not, however, influential regarding changes in students' utility value for school (i.e. importance and usefulness). It was found that associating with friends who have a positive attitude toward school enhanced students' own satisfaction with school, whereas associating with friends who have a negative attitude toward school decreased it.¹ He states that an adolescent's expectancy of success was the primary predictor of academic effort and grades. A sense of belonging and support of a peer group was also significantly associated with these outcomes. Peer influence on athletics, dating, and sexual behaviour, as well as alcohol, drug, and tobacco use have been shown to be important to friendship choice in adolescence.² For some adolescents, other interests may compete with or take charge over similar academic motivation and engagement as criteria for selecting a peer group. This could put an adolescent's motivation and engagement in school in a precarious position. Through selection, some adolescents may place themselves in peer group situations that support or foster their achievement-related beliefs and behaviours. Others may place themselves in contexts that weaken achievement-related beliefs and behaviours⁵. The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parents to talk with school counsellors and professionals to help with the problem. On the contrary, found negative peer pressure had less effect on students' academic performance.⁶ Peer pressure refers to the influence exerted by a peer group in encouraging a

person to change his/her attitudes, values in order to conform to group norms.⁷ While most educators believe that peer pressure has an influence on children's academic performance, He observes that few studies have been done to prove this believe. Peer groups are an important socialization agent.⁸

5. **Prevailing circumstances of study habit of learner:** the way and manner student study can greatly determine academic achievement and also student's poor attitude towards learning is an indicator of academic performance. A child's personality development is shaped through the beliefs and behaviours that family members impart to the child. People can enrich their lives by learning about the cultural Back-grounds of others and about what each person has in common with society as a whole. The influence of your peers greatly impacts the development of your personality. You do not, however, have to conform to the choices of your peers. Your choices should be your own. A positive educational environment can help children develop a sense of themselves as learners. An appreciation for learning can benefit a person's personality development throughout life. Every generation develops within its own set of environmental conditions.
6. **Availability of academic facilitators for learners' consult:** a very important element for learners' academic achievement is facilitator and not just anyhow facilitator but a very competent one, if this is available, it will enhance students' performance to achieve students' academic aspiration. The facilitator must be readily available at all time for students' consultation so as to guide them in their studies.

All these affect the Childs' academic achievement because he/she must conform to the school rules and regulations, failure of which attracts punishment which in turn negatively affects his concentration on his studies and consequently poor academic performance. Several decades of

research have been documented that secondary school students in Nigeria experience academic problems that manifested itself in the form of poor academic performance.⁹

2.1.3 Causes of Academic Underachievement or Failure

It is pertinent to note that different discipline or professions require proficiency in certain school subjects for admission to pursue such careers in institution of higher learning. Thus the overall academic achievement of a student can be regarded as poor if the student has distinctions in all the irrelevant subjects and fails in the few subjects (social studies) which are very critical to his future educational aspirations. Even more practically, if a child is aspiring for a course in computer science at the university level and earns an ordinary pass and not credit in the ‘O’ Level examinations, this would be regarded as a poor academic achievement.

Author submitted that the search for the causation of poor academic achievement is unending.⁶ He then analyse that this has made the subject matter to enjoy flowering research attention. Some of the factors responsible for poor academic achievement include: Motivational orientations, self-esteem or self-efficacy, learning approaches, anxiety, intelligence quotient, emotional problems, study habits, teacher consultation, poor interpersonal relationship etc.

A. Causations resident in the Students /Child

The individual student is the centre of academic action and decision. His quality of academic acquisition, retention and output is measured along some criteria of excellence determined by significant others (teachers, examiners, parents etc. and institutional bodies (school/university, West African Examination Council, National Examination Council etc.) In the course of the individual student’s acquisition, retention and recall of instructional matters he/she is confronted with some intervening factors they include:

i. Basic cognitive skills: The importance of this to the overall success cannot be over emphasized. There are six basic cognitive skills⁹.

- Perception
- Conception
- Memory
- Language
- Reasoning
- Creativity

A student must sequentially acquire these skills in succession for him to do well in life.

(ii) Physical and health factors: Right from the conception till birth and subsequent physical development, any physical and physiological accidents almost could affect an individual's cognitive ability. A damage to the central nervous system (CNS) or peripheral nervous system (PNS) could be counterproductive cognitively i.e. a child that is delivered through force delivery could have brain damage.

(iii) Psycho-emotional factors: A child that is raised in an emotionally barrier environment as a result of constant quarrel between the parents or parental separations could end up to be failure academically.

(iv) Lack of interest in school programme: For a child to succeed in a school programme, he has to be well motivated. Absence of this may necessitate truancy, gangsterism, and cultism, night clubbing and other social vices which are anti-academic achievement.

(v) Poor study habits: The first step in supporting the chronically failing client in improving his study is an extensive assessment. In doing this an individual is trying to identify the areas of weakness and strength of the client in terms of his study skills.

B. Causations Resident in the Family

There are some factors inherent in the family. The role a family plays in the academic life of an individual is not quantifiable.

(i) Cognitive stimulation: The breast milk given to the young infants protect them from diseases and develop the infant jaw and mouth muscles. The brain's development changes with an average about 75% of it is final adult weight by age two and by age five, it has about 90% of final adult weight. The implication of this could be enormous. It could have effect on his brain development and stimulation in the classroom if the child is not well breastfeed.

(ii) Type of discipline at home: Research works have shown that the nature of parental discipline affects academic output of children. Parent in their bid to discipline their children have been found to be authoritative, democratic or permissive. Children whose parents are authoritative more often than not live in constant fear, of such a fear to significant others in the school environment such children have low self-worth, insecurity and may find it difficult to consult with teachers. It was found that the degree of self-efficacy and anxiety manifest by learners determine their academic achievement⁹. So, children from permissive homes are too complacent, unmotivated and lack personal will to succeed.

(iii) Lack of role model: In homes where children do not have good role models, their quest for academic success may be jeopardized. Presence of educated role model like professors, medical doctors, engineers, lawyers may inspire children to greater academic heights in families

(iv) Finance: Non availability of financial resources in a family is a factor that could cause academic failure in the children, when there is little or no money to purchase the basic needs of the child like books and other relevant items, it all means that the child would be disadvantaged and therefore handicapped to achieve optimally.

C. Factors Resident in School

The location of the school is an important factor that could affect learning and academic achievement. When schools are located in noisy environment it affects the academic achievement of student since most students are prone to distraction, for example, busy roads, highways, market and refuse dumping area and so on, all these kind of interference can affect learning negatively. Similarly, the entire topography of the school can equally affect the academic achievement of students.

- (i) Interpersonal relationship: Healthy interpersonal relationships among the personnel in the school setting will help to promote conducive environment for teaching learning situation.
- (ii) Quality of teaching staff: He remark that no profession in Nigeria has suffered reversal of fortune than teaching; this affected the commitment expected of the teachers. This affected the commitment of service rendered by an unmotivated teacher which could affect academic achievement of learners.⁴
- (iii) Evaluation of learning: The essence of evaluation is to ascertain the efficacy of the teaching process as well as the effectiveness of learning, therefore educational psychologist always recommend that the teaching process should end with the evaluation of learning so as to foster academic success in students. However there are instances in

which when students are examined the feedback will not be given to the students in due time.

- (iv) Inadequate teaching equipment's and facilities: Such as laboratories, no microscope or apparatus, library even in that library no books, audio visual teaching aids etc. all these are factors which could affect schools in their functional ability.

D. Factors Resident in the Society

What a society looks like and what operates therein could affect academic achievement of learners positively and negatively.

- i. Multifarious crises: No meaningful learning can take place in a society plagued with crises. It could be ethnic, for example, Ife-Modakeke faces off in Osun State. Urmobo-Itshakiri warfare in Warri, Ijaw-Ilaje feud in Ondo State, activities of militant groups e.g. Odua people's congress, the Arewas, the Bakassi boys and more recently the Boko Haram insurgency which has led to closure of schools in the Northern part of Nigeria for over eight months etc. it leads to closing of school and the consequence is not the best interest of education.
- ii. Anti-intellectual disposition of groups in the society: Academic failure would likely thrive where members placed emphasis on materialism and when there is emphasis on acquisition and accumulation of wealth and materials. The virtue of hard work is relegated to backyard and people celebrate mediocrity and materialism. School in such society will not receive government attention or fancy education.
- iii. Social class differences: Sociology usually identifies the classes, upper, middle and lower class. People in these classes have different philosophy of life style, education, financial.

It means that children of the three classes are exposed to academic opportunities differently.

- iv. Inequitable distribution of resources: This phenomenon is both physical and emotional. Emotionally students attending schools in the society where resources are not available will feel like second class citizen. This could affect the emotional wellbeing and school going self-esteem. For a student using candle and lantern to read in comparative to where there is generator, definitely there should be differences.

2.1.4 Factors affecting Academic Achievement

Academic achievement or performance in different subjects has always been an issue of great concern to students, teachers, parents, and specialists in education as well. Many reasons are behind the desire to achieve academic performance. Some students, for example, seek self-satisfaction or want to demonstrate their competences while others try to attain high academic achievement to satisfy their parents or teachers by showing them that they are making efforts and working hard.¹⁴ In the same way, parents desire and encourage their children to aspire to outstanding academic achievement while teachers adopt different strategies to ensure effective teaching and learning so that their students get good grades and perform well. As a matter of fact, there are many factors which contribute to high or low academic achievement of students.

These factors include, among others, the role of the students, teachers, family, society, the school environment, and the educational system. Another factor that is assumed to have a considerable effect on students' academic achievement is gender. Indeed, differences in how both males and females perform academically have been noticed but need scientific confirmation. Hence, the present paper attempts to study academic achievement in relation to gender. First, the concept of

academic achievement will be clarified according to the scholarly literature. Then some studies, which have dealt with academic achievement in relation to gender, will be described.¹⁴

In the same vein, academic achievement as knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or unit based on pupils' performance. Academic achievement is commonly measured by continuous assessment and examinations.¹⁵ It is, actually, the results of these examinations that have been used for the purpose of the present research. It is worth mentioning that students' academic achievement is affected by a host of factors. Among these are factors classified¹⁶ as student factors, teacher factors, environmental factors, and economic factors. First, academic achievement is generally affected by students' personal characteristics, namely their conscientiousness, personal efforts and motivation in addition to their intellectual abilities, learning strategies and awareness of academic goals. Moreover, family support, social economic background, family income, parents' education, family participation and involvement and siblings in school have also a considerable effect on the academic success or failure of students.

Additional factors involve institutional support, institutional environment, effective teachers, teachers' expectations and behaviors, quality of lecturers and their instructional strategies, and class size.¹⁷ A determinant element that is closely related to all the previous factors and that is discussed in the present study is gender. The gender gap in academic achievement is an important issue to explore as it is an significant aspect of educational inequality.

2.1.5 Concept of Social Studies

Social studies is a core subject in Junior Secondary Schools and part of requirements for admission into Senior Secondary Schools in Nigeria. In line with the National Policy on Education objectives, Social Studies teaching and learning provide learners with the

opportunities to reflect critically upon events and issues in order to examine the present, connect the past to the present, and postulate into the future. It also assists learners to understand their roots, comprehend their immediate environment, recognise the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habit of thoughtful analysis of the real world. Social Studies by its nature can be very effective in promoting critical thinking.¹⁸

This is simply because the contents are common features of the society wherein students inhabit. Contents of the syllabus of Social Studies entail features of everyday life of man and his environment and this enables teachers to relate with students based on facts and realities extracted from the society such that students are assisted to relate the classroom explanations with factual occurrences in their immediate environments. In the same vein, it was observed that contents of Social Studies are designed to provide Nigerian students with necessary information that would make the good citizens. This buttresses the fact that the inculcation of Social Studies in the curriculum of Basic Education in Nigeria would in return help build minds void of social ills and promote the spirit of unity among citizens.¹⁸

Results released by examining bodies revealed that performances of students of Junior Secondary School in Basic Education Certificate Examination in Social Studies are inconsistent over the years. This inconsistency achievement has generated a great deal of concern among the stakeholders in education sub-sector in Nigeria, resulting from the fact that Social Studies is vital to the survival of the society in general and to individuals in particular. It exposes learners to challenges of survival and how individuals relate within the society. It also assists the learners to understand their roots, comprehend their context, recognize the commonality of people, appreciate the delicate balance of rights and responsibilities in an open society and at the same

time develop the habit of thoughtful analysis of the real world. Several researches have attempted to identify factors responsible for the inconsistency students' achievement in junior secondary school Social Studies, but it seems there is dearth of experimental study considering brainstorming and project methods at teaching Social Studies in Junior Secondary School and majority of the literature reviewed buttress the fact that teaching method applied by subject teachers may be the major factor behind the inconsistency in students' achievement.¹⁸

Social studies have been variously described as value laden and controversial. This is because most of the curriculum content is derived from different cultures which change from time to time with places. Most social studies concepts are drawn from the field of social sciences. These problems become compounded when it is realized that these concepts are only taught at the junior secondary school (JSS) levels and re-emerges at the tertiary level. Social Studies deals with people's interactions with their environments which involve reciprocal relationships to tackle societal challenges. By its design, Social Studies should enable people to tackle societal challenges by helping environment adapt to the ever-changing environment they live in through the acquisition of relevant knowledge attitudes, values and practical skills.¹⁹

Thus Social Studies was designed to provide functional and social education to Nigerian children and youths who are rich in the knowledge of Social Studies concepts and facts but deficient in expected values, attitude and behaviour that characterize socially responsible citizens. Hence, Social Studies as part of the school's general education programme which is concerned with the preparation of citizens for participation in a democratic society. He went further to say that Social Studies are not, then, simply an off shoot of social sciences, with content to be dictated by the interests, desire of academicians on the social sciences and history. Also sees Social Studies

as an integrative fusion curriculum which borrows concepts, contents and methods from the social sciences and humanities.¹⁹

Social Studies is a specialized area of study that deals with the study of man and his environments and how they interact with each other. According to him, environment in this content connects social, political, physical, cultural and technological aspect of man¹⁸. While Social Studies as an electric distillation of social phenomena for socio-civic living or behavior. Added to this point, Social Studies as the study of how man influences his environment and how he is in-turn influenced and affected by the various aspects and ramifications of his environment including the physical, social, political, religious, economic, psychological, cultural, scientific, and technological.¹⁸

The meaning of Social Studies as an organized integrated study of man and his environment both physical and social, emphasizing cognition, function or skills and desirable attitudes and actions for the purpose of creating and effective citizenry²⁰. He saw Social Studies as the study of man and everything that affects him in life including physical, mental and social activities.²⁰ Social Studies touch on all aspects of human life. Lastly, Social Studies is an aspect of learning which deals with how to get on (get along) with one's environment, physical as well as human, and how to develop those skills, knowledge, attitude and values that characterize a respective and responsible citizen in a free society.²⁰

Social Studies can be formalized, correlated or integrated study of man and his environment which imbibe the learners with the cognitive skills, values, attitudes, abilities and competences that will make him become an informed, rational, analytic participative and functional citizen. In line with the above definitions, the general objectives of the Social Studies education are as follows:

- i. Create awareness and sensitivity to man's environment
- ii. Influences men's attitude positively to social, cultural, economic, political value and total environment.
- iii. To enable men to acquire skills for solving societal and environmental problems.
- iv. To equip with knowledge of the total environment.
- v. Social studies as a corrective tool is intended to achieve the following objectives at the JSS level, taking into cognizance the goals of the national education.
- vi. Develop the capacity to learn and acquire basic skills including those of listening, reading, speaking, writing and calculation together with those of observation, analysis and inference essential for the formation of sound judgment.
- vii. Ensure the acquisition of the relevant body of knowledge and information which is an essential pre-requisite to personal development and to the making of positive contribution for the betterment of the society.
- viii. Create an awareness and understanding of the physical environment and emerging social and cultural processes.
- ix. Develop the ability for a national utilization of the cultural, spiritual and national resources and their conservation for national development.
- x. Appreciate the diversity and inter-dependence of all members of the local and national communities and the need for cooperation, for national and international understanding.
- xi. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

The scope of social studies is the level, coverage, quantity and quality of content which varies depending on the level that one wants to consider. He affirmed the general pattern of content which

arrangement follows a spiral or expanding horizon format. Man is put at the centre and all the environmental attributes are arranged around him.

2.1.6 Concept of Infrastructural Facilities

Infrastructure is an integral component of the learning and teaching context. This is because a school's infrastructure enables students and teachers to access a wide range of tools, services and resources to support learning and teaching. For instance information technology through the use of computers could be useful for teaching, learning and administrative purposes. However, lack of electricity for instance renders the virtues of information technology useless in such a context. The lack of resources is a critical factor in education because it may negatively affect the learning and teaching processes within the classroom. It is reported on the one hand, that lack of facilities and under resourced schools are directly associated with the academic failure of learners.²¹

On the other hand, factors militating against rural learners' academic success have been identified as poor infrastructure, poverty, and lack of supportive academic discourse.²² To illustrate how the physical environment affects learning it is argued that while infrastructure backlogs of classrooms may be addressed, if sanitation meanwhile is not catered for, then learning and teaching problems will still persist²³. In a related manner, it is pointed out that the realities of rural life related to poverty, lack of basic facilities and infrastructure in schools also play a negative role in attracting suitably qualified teachers²³.

The problems related to infrastructural development were inherited from the bad leadership. In that system, all developmental issues related to African people in particular were either minimal or non-existent in many areas of life. This means that those who were in rural areas, including schooling, were even more neglected by that system. In fact it is pointed out that most problems

experienced in historically disadvantaged schools in Nigeria are traceable to the bad governance and leadership problem.²³

Schools are established for the purpose of transmitting what is worthwhile into the learning through a medium known as teaching. This explains the fact that it is expedient to make sure that the teachers and learners are properly accommodated to facilitate effective teaching and learning in the school. This is the essence of the school infrastructural facilities. Therefore school infrastructural facilities are the space interpretation and physical expression of the school curriculum.²⁴ In the opinions, schools that have adequate infrastructural facilities do great work because of the influence it have on the teaching and learning²⁵. It was posits that for a teacher to equip students with good education as well as impact positive knowledge in them, he/she requires proper infrastructure²⁶. This is clear that the school infrastructural facilities seem not only to ease the work of teaching but also enable the students understand better.

School infrastructural facilities influence the teaching and learning process and are central concern of educational planners. Infrastructural facilities are the physical facilities used to facilitate teaching and learning in schools.²⁷ They include school buildings, classrooms, assembly hall, laboratories, libraries, students' hostels, staff quarters, health centres and sports facilities.²⁸ The infrastructural facilities give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities and the environment portray the quality of the institutions in terms of their staff and students' friendliness, attraction to outsiders, aesthetics, healthy, safety, currency and relevance.²⁹

The infrastructural development in secondary schools involves provision of buildings, classrooms, hostels, staff quarters, workshops, laboratories, Information Communication Technology centres, libraries, health centres and sports facilities. They contribute greatly in

influencing effective teaching and learning.³⁰In the opinions, good school facilities like library and laboratories generally provide a conducive/healthy enabling environment for students' learning process.³¹ The level of students' concentration gets high which paves way for a more effective teaching and learning process as well as serve as a motivating factor or force for teaching and learning. He further stated that school infrastructural facilities serve as an aid to better understanding on the part of the students as well as help the teachers to communicate better, a suitable relaxation centre that eases tension on the part of both the staff and students hence encourage academic achievement and help the students in developing their mental alertness which largely enhance academic achievement.

The quality of education that children receive bears direct relevance to the availability or lack thereof of infrastructural facilities and over-all atmosphere in which learning takes place³². He further states that infrastructural facilities consist of all types of buildings for academic activities and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing slot, security, transportation, Information Communication Technology, cleaning materials, food services, and special facilities for the physically challenged persons.³²

These facilities play pivotal role in the management of every level of education particularly junior secondary schools in Oyo State mostly in helping to actualize educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. However, the problem of overcrowding and inadequate funding has always been pointed out as factors responsible for decline in quality of education in Nigeria³³. More to that is the breakdown and deterioration of facilities, shortage of new books, current journals in libraries,

supply of laboratory equipment and learning facilities, the infrastructure and facilities remain inadequate to cope with a system that is growing at rapid pace. This tends to create a lot of difficulty in effective management of educational institutions.

2.1.7 School library

Library is an essential factor in teaching-learning process. It forms one of the most important educational services. The educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks. Library must be up-to-date and at the same time allow access to older materials.³⁴ It must be properly supported financially to fund materials and services among others. While itemizing the types of libraries, opined that secondary school library in whatever form, has replaced the traditional method of 'chalk and talk' in imparting knowledge to students that its effect on academic achievement need not to be overemphasized. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standard.³⁵

In his words, reiterated that school libraries may not be effective if the books therein are not adequate and up-to-date as its impact may only be meaningful if the library could be opened to the students always for a considerable length of time in a school day³⁶. Moreover, it was identified a school library as an instructional resource which may significantly influence pupils' achievement after controlling for pupils' family background. He found that effect of library size and its activity have been positive³⁷. Also, in his study on the relationship between instructional facilities and academic performance. Another scholar discovered that library correlates with

academic achievement and those schools with well-equipped library normally maintain high academic achievement.³⁸

In his study on raising school quality in developing countries, he noted that collection of books kept for reading in the library is related to academic performance³⁷. Another scholar indicates that the condition of school buildings is an important aspect in the learning process. For example, teachers are able to leave their teaching aids in classrooms with lockable doors and windows for as long as they wish. Those who are forced to pull them down at the end of every day feel unmotivated to use them.³⁹

The provision of school library in a school is a major effort at making the school system to work. Facilities constitute a unique aspect of quality assurance indices. They are service equipment in the laboratory, equipped school libraries, spacious classrooms for students, offices for the principal and every other staff, resource materials for teachers, fans, air conditioners and even computers and cabinets that help to make work easy. In fact, school library facilities make up the infrastructures in the school. He furthered stated that these facilities need to be adequately provided in the school if teaching and learning must go on effectively.³⁸

Commenting on the issue of school library, the library remains the power house of educational institutions and that an education institution without a library is like a motor car without an engine and a body without a soul. It was opines that the school library is the backbone of functional education without which academic excellence cannot be achieved. Obviously speaking, both the library and the school are inseparable firms that one ceases to function well without the other. On the other hand, the school library offers opportunities for productive, cooperative interaction among students and with the teacher that have the potential to promote an especially positive environment. The school learning environment and the management depends

markedly on the nature of the school activities conducted in the laboratory. Similar in agreement with the finding, it was observed that school library is very important in the teaching and learning of science. It makes it easier for management to expose the child to alternative instructions and practical as well as learning through improvisation. Several studies such have shown that a close relationship exists between the infrastructural facilities and the academic achievement of students.³⁸

The school library was an important part of elementary, middle and high school programs without which students would not thrive academically and invariably find it most difficult to conduct academic research before they reached college level. He highlighted the aims of school library among them being a source of subject information centre and support the school curriculum. It was asserted that school library was very important in shaping students habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life.

2.1.8 Concept of Teachers' Indices

Teachers are the hub of the educational system in the world generally and particularly in Nigeria. Teachers therefore constitute a great percentage of the working population and are in the forefront of the battle for national development. Their roles in the development of manpower and in the achievement of national educational goals are outstanding. Teacher's education shall continue to be given major emphasis in all educational planning and development. More so, the policy stipulated the purpose of teacher education is to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. It is in the light of this that that the seven cardinal goals of education are intellectual, emotional, physical, moral, aesthetic, vocational and social development.

Teaching is geared and should be focused on human sustainable development and effective growth. If the educational training of teachers is well built, there would be room for effective teaching among the learners as well as educators. For effective teaching to be brought to limelight, teachers must be able to give room for creativity, intellectualism, love, hospitality, love for wisdom and the ability to understand the theme of individual differences. The extent of the competence of teachers, the level of adaptation, the strength of understanding of the teachers and many more have to be well understood. If teaching would be meaningful and effective, the teacher must demonstrate high level of intelligence, skills and knowledge in line with pedagogical delivery.⁴⁰ One of the main differences in the junior Secondary School (JSS) and Senior Secondary School (SSS) curricula is the fact that teachers must be able and ready to demonstrate high level of mastery of the subject to be taught. Teachers must be well grounded in the subjects that have been trained to teach the learners. Such virtues as classroom evaluation, assessment of content learnt and many more should not be put aside in the teaching profession. Teachers should allow for effective classroom interaction as a way of build and evaluating the extent to which learners have learnt.⁴¹

Teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students.⁴² Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher.⁴³ Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of

secondary school students in public secondary schools, one wonders if the high failure rates and the failure of the students especially in external examinations is not a reflection of the instructional quality in the schools. Therefore, the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation⁴⁴. The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic achievement has been the subject of several studies.⁴⁴ The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance.

Other factors that may contribute to teachers effectiveness include; relationship between the students and the teacher; teachers' teaching experience and qualifications. The prevailing conditions would definitely show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students. It was concurred that improving the quality of the teaching force in schools is the key to raising student achievement, consequently the scholar claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.⁴⁵ It was stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improve the system.⁴⁵ Although teachers' strong effect would significantly influence students' academic

achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and precious instructional quality have been found to also influence students' examination score⁴⁶ either positively or negatively. To this end, it was stated that students' grades and test scores are not good indicators of the quality of teachers' instruction⁴⁶. In support of this view, Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.⁴⁶ Since students' academic scores are not the only predictors of teachers' effectiveness, and researches have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness⁴⁶. Despite the fact that there are researches reports in support of students' rating of their teachers' effectiveness, scholar warned that students rating should be one of a comprehensive evaluation system and should not be the only measure of teachers' effectiveness⁴⁷. However, opined that students' success depends on the amount of learning that takes place in the classroom. The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied.⁴⁷

The term "teacher characteristics" can be referred to as qualities that can be measured with tests or derived from their academic or professional records. They indicate that teacher characteristics does not generally refer to the direct observation of their influence on students' learning in terms of either students' test performance or teaching behaviors. Rather, the approaches dealt within the scope of this research are those that fall traditionally into the province of personnel

psychology or personnel selection. This review deals with those characteristics of teachers that might be identified and used in the initial hiring of teachers to increase their students' achievement. Scholar indicates that these characteristics could include qualities of teachers that are viewed as personal – such as mental ability, age, gender – or as “experiential” – such as certification status, educational background, previous teaching experience and the like.⁴⁸ Some characteristics are combinations – in unknown amounts – of personal and experiential qualities, for example; candidates' performance on teacher-certification tests such as the national teacher examinations and state-mandated tests.

It was noted teacher characteristics influenced teaching and learning in classrooms. He was establishes that there was relationship between teachers characteristics and pupils performance.⁴⁹ The explanations for good or poor student's academic achievement have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality. It was asserts that availability of qualified teachers determined the performance of students in schools⁵⁰. He emphasizes that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training. The teacher's attitude contributed significantly to student attention in classrooms whereas illustrates that student attitude was related to teacher characteristics⁵¹. This therefore meant that teacher's attitude directly affected students' attitude. On teacher personality, contend that teachers' characteristics are strong determinants of students' performance in secondary schools. Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables. The important role of the teachers in the learning is

unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their students' performance in the subject. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching. There has been no consensus on the importance of specific teacher factors, leading to the common conclusion that the existing empirical evidence does not find a strong role for teachers in the determination of academic achievement⁵¹.

Teacher qualification

There is growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny⁵². What the teacher does, influences, the whole process of learning. Effective teacher produces better performing students⁵³. It was maintained that professional development of teachers can be effective and sustainable,⁵⁴ if certain conditions are met⁵⁵. Besides, the analysis was suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models.⁵⁴ While hiring of qualified teachers is encouraged for improvement of academic performance, theories from the study it was caution that policies to remove ineffective teachers should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that facilitate good teaching⁵⁶.

Scholars maintained that all teachers must possess instructional/ intervention skills to maximize the learner's outcomes.⁵⁷ Policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the learning and

teaching and capacities that teachers bring to their work⁵⁸. In South Africa, the criteria for the recognition and evaluation of qualifications for employment in education based on the norms and standards for educators are stipulated in the National Education Policy Act.

Scholar maintained that there is a significant correlation between teacher's knowledge and attitude towards Social studies⁵⁸. The researchers demonstrated that the quality of a teacher is crucial in teaching and learning. For instance, the variation in teacher quality is an important contributor to student achievement⁵⁹. The relative importance of various college characteristics to students that influence their college choice and found that teacher attributes are the first that the applicants ranked higher in terms of importance among the list of college characteristics investigated⁵⁹. On the other hand, discovered that there are large differences in teacher quality across the school district, but measured teacher characteristics explain little of the difference.⁵⁹ Teachers have powerful effects on reading and social studies achievement, though little of the variation in teacher quality is explained by observable characteristics such as education or experience.⁵⁹

The quantitative analyses indicated that measures of teacher preparation and certification are by far the strongest correlates of student in reading and social studies⁵⁸. The poor qualifications of teachers are a major problem in African Schools⁶⁰. He further mentioned that in the past, education system reinforced the social structure by disempowering teachers and pupils alike. Teachers were poorly qualified, knew little about creative style of teaching and had few alternatives other than to cooperate with a conservative authoritarian system, and this restrictive environment encouraged an authoritarian teaching style⁶⁰. Even with the classroom space planned to maximize learning potential, child-centered, long range planning, and selected and sequenced learning materials, an uninformed teacher could still do his/her own thing while the

children do none of theirs⁶¹. A teacher who is well trained and in command of his/her subject matter will be able to identify the weakness and strengths of his/her learner, thereby making learning and teaching simpler. To embark on a satisfactory and effective public education reform, it is essential that most human resources (teachers) be comprehensively and adequately developed.⁶¹

The importance of experienced teachers in schools has been highlighted by many researchers. Researchers have also given different opinions about teaching experience and students' learning outcomes in schools. Their arguments were centered on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years. In investigating possible differences in teaching strategies, teachers are grouped into three levels of teaching experience (3-6; 7-10 and more than 10 years). His findings revealed that experienced teachers' perception of their teaching objectives were significantly more subject-oriented than were those of first-year teachers. Hence, effective teaching could be measured by the level of a teacher's subject matter competence which regarded as a prime predictor of student's learning. However, teachers' theories about teaching are being guided by their previous experience as learners and as teachers.⁶¹

The importance of experienced teachers in schools has been argued as being necessary for school's effectiveness. Notwithstanding, poor teaching process exhibited by inexperienced teachers are among the many problems of educational development in Nigeria. This suggests that many experienced teachers might have left the school system probably as a result of better job prospects in other sectors of the economy. However, the desire by government to engage more teachers of long years standing is perhaps hampered by the cost of funding. Hence, Adeyemi the more experienced teachers in a school system, the higher would be the recurrent cost of

education. As such, there is need to involve retired teachers because of their long years of teaching experience to teach in Nigerian schools.⁶¹

2.2 Theoretical Review

2.2.1 Self-Determination Theory

The self-determination theory (SDT) describes that individuals who act for intrinsic motivation and extrinsic motivation integrated and identified regulations have high levels of perceived autonomy, whereas individuals who engage in tasks for extrinsic motivation external regulation and extrinsic motivation interjected regulation have low levels of autonomy. In educational contexts, the self-determination theory (SDT) suggests that high academic achievement is a function of a student's sense of autonomy or self-determination.

That is, students who perform their works independently without the control of external factors have higher levels of academic achievement compared to those students whose works are constrained by external factors. In other words, the different types of achievement motivation discussed above have differential effects on students' learning and academic achievement. Empirical research has confirmed that autonomous types of motivation (i.e., self-determined motivation) result in positive outcomes such as achievement⁶², whereas controlled types of motivation and a motivation result in negative outcomes such as dropping out of school.⁶²

In sum, self-determination theory proposes that people have an inborn predisposition toward the internalization and integration of their behaviours and activities into a coherent sense of self.⁶³ However, the extent to which the behaviours and activities can be internalized and integrated depends upon social and intra-individual factors that either assist or obstruct this process. That is, the environmental conditions that provide people with important psychological support essential for growth, independence, competence, and optimum development of a person instil more

autonomous or self-determined types of behavioural regulations. In contrast, intra-individual and social factors that impede the fulfilment of these basic psychological needs result in less internalized (that is less self-determined), more controlled types of behavioural regulations. That is, when an individual's reasons for engaging in his/her activities stem from his/her inner motives, his/her resulting behavioural regulations are characterized by self-determination, while when an individual feels pressured to engage in a task, he/she will have little or no self-determination or autonomy. In the present study, self-determination theory of motivation is adopted as the guiding theory of achievement motivation.⁶³

Thus, SDT is grounded in the notion of development and personal "drive" or motivation, including the suppositions that human needs are inherent, psychological and operational, a learning theorist,⁶³ influenced with his belief that there are specific needs which are absolutely vital for achieving optimal human functioning, though the needs delineated by differed slightly from those that the SDT researchers would eventually outline⁶². Also influential was the work of Murray, which states that human needs are psychological in nature. He paved the way for defining human needs as psychological concepts, though lacking the emphasis that Ryan, Deci, put on such needs as absolutely essential for functioning. A final influence on SDT's categorization of needs comes from behaviour and motivation theorist.⁶²

Deci and Ryan drew from White's idea that needs are operational, that is, that they serve some purpose for a human being. White believed that behaviours serve not only to interact with, but also to enhance one's environment, a notion he felt was lacking in preceding theories of behaviour and motivation⁶³. From these theorists' ideas about what constitutes a basic psychological need, they induce three constructs essential for optimal psychological functioning: autonomy, competence, and relatedness.⁶³ Autonomy is defined as a sense of self-regulation and

control over the events of one's life; competence as an individual's feeling that he or she is capable and competent in at least some area, providing a sense of confidence and self-respect; and relatedness as a feeling of deep connectedness to the world in which the individual lives.⁶³ When these three basic psychological needs are met, they posit, humans are able to participate in the on-going search for improved psychological well-being. SDT asserts that the satisfaction of the three basic psychological needs allows an individual to be intrinsically motivated to perform pro-social and productive activities.⁶³

Based on the above premise, SDT can be a means to fulfilling academic achievement needs in addition to academic self-efficacy needs related to the attainment of enhancing achievement in social studies. This informs this study on possibility of enhancing and fostering achievement in social studies in adolescents.

2.2.2 Social Learning Theory

According to social learning theory, children learn behaviours through the modelling of their parents⁶⁴. Within the context of marital conflict, it is assumed that children learn aggressive behaviours from their parents through observational learning. Through modelling, children may directly imitate parents' conflictual behaviours, acquire scripts or rules for engaging in verbal or physical aggression, or have reduced inhibitions about aggression⁶⁵. Two specific tenets of social learning theory describe situations in which children are most likely to imitate their parents. First, it is assumed that children are more likely to model behaviour of their parents when they have a warm relationship with a parent⁶⁴. Thus, social learning theory would predict that children are more likely to model the parent they have a closer relationship with, be that aggressive behaviour or constructive conflict behaviour. Second, children are predicted to model behaviour that is more likely of the same-sex parent as they learn gender scripts⁶⁴. Thus, in a

social learning perspective children are likely to mimic the positive or negative reactions to conflict of their same-sexed parent, or parent with whom they have a warm relationship. These reactions, in turn, are predicted to be utilized by children in their relations with others.

The early learning theorists were interested in child learning. It has in common with them a fundamental assumption that environmental contingencies play an important role. Social learning theory especially the one introduced by authors have enormous direct and indirect impact upon educational systems and parenting beliefs, their relevance to development was largely superseded.⁶⁴

Social Learning of Retention

Not all modelled events are equally comprehensible, and sometimes difficult to understand, we are less likely to encode, retain and reproduce it. Whether or not we use memory strategies (organization, rehearsal) has competencies for what individual retain.

Social Learning of Production

Even if we attend to and retain a modelled performance, we may lack the skills necessary for its reproduction. This is why a Wimbledon championship is not on the agenda for most of us, and more generally why many actions produced by older individual are not immediately replicable by many children.⁶²

Social Learning of Motivation

The key motivational processes, according to Bandura, are reinforcements, which may be direct external consequences, vicarious reinforcement or self-reinforcement. Notice that these processes can be applied by any human learner in almost any learning situation. The outcomes will be influenced by individual competence and age-related abilities but the potential for acquiring new information and enacting new performances is not dependent upon being at a

certain stage of development. In other words one of the distinctive features of social learning theory is that, it predicts the lifelong ability of the individual to learn.⁶²

2.3 Empirical Review

2.3.1 Studies on Infrastructural Facilities on Academic Achievement

A study was carried out on effect of improvised and infrastructural facilities on junior secondary school students' academic achievement in social studies in Ilorin Nigeria. The sample of the study consisted of selected secondary schools in Ilorin metropolis of Kwara State. The researcher employed a quasi – experimental design of pretest-posttest, non-randomized designed and tested at 0.05 level of significance. From the analysis, they concluded that there was a significantly difference between students taught with infrastructural facilities and those taught with standard instructional materials. This study revealed that infrastructural facilities have great effect on the academic achievement of students in secondary schools.⁶⁶

In the same vein, a study was investigated the effect of instructional resources on the academic achievement of students in Ogun state. Five secondary schools in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subject he examined. He collected WAEC examination result for five years and compared achievement of students in schools with adequate material resources. He found a significant difference with achievement of two sets of students.⁶⁷

However, another study was carried out a study on the effect of instructional resources on the academic achievement of secondary school students in Social studies. For the purpose of the study, she collected data from five hundred and five (505) form IV history students, eleven (11) History teachers and seven (7) principals in eleven (11) selected secondary schools in Ogbomoso

North and Central local government areas of Oyo state. In her study, teachers and student in the sampled schools were administered, an investigator constructed questionnaire. Social studies achievement test was also administered on the students in the selected schools. Result of the study indicated that adequate teachers, quality and materials resources in History showed superiority in achievements on the history test than schools without adequate teacher quality and material resources.⁶⁸

Also in her study on the Impact of Projected Still Visuals on the Academic achievement of Junior Secondary School Students in Social Studies in Zaria, Inspectorate Division in Kaduna State. The sample of the study consisted of selected junior secondary schools in Zaria. The researcher employed Quasi – experimental design of pre-test – post test, the researcher population was 250 students, purposive designed, and the data was analysed and tested at 0.05 level of significance. From the analysis, it revealed that projected still visual materials has greater effect on the academic achievement of social studies students in Junior Secondary Schools.⁶⁹

In Philippines, a study was carried out a study on investigating the relationship between school facilities and academic achievements through geographically weighted regression. The study results revealed that schools with basic facilities have performed better than schools with poor facilities therefore basic facilities are important. The previous study was general on learners in schools while the current study was carried out on special category of learners, that is, learners with infrastructural facilities since learners with infrastructural facilities may have more diversified needs.⁷⁰ Also, the previous study was conducted in a developed country while the current study was conducted in a developing country Kenya which would enable comparison of cross-cultural similarities and differences if any.⁷⁰ Another study was carried out on impact of

facilities on academic achievement of students with special needs in mainstreamed public schools in southwestern Nigeria. The study results revealed that there were no handrails, instructional materials, adapted toilets; and the available few were in poor condition such as of type writers, resource rooms, and wheelchairs. The study found out that there was a significant relationship between availability of facilities and academic achievement of students with special needs; and, inadequate provision of facilities and materials to mainstream public schools would lead to poor academic achievement of students with special needs.⁷¹ The previous study was carried out in Nigeria while the current study was carried out in Kenya since each country may have its own unique needs. Also, the previous study was carried out in a school with different types of disabilities while the current study was carried out on learners with a specific type of disability since their physical needs may vary.⁷¹

In Bauchi state in Nigeria, a study was conducted on impact of school facilities on students' academic achievement. The results revealed that there was no statistically significant relationship in the area of school facilities and students' academic achievement as measured by the TLEA at 0.05 levels. The samples used for the previous study was smaller and only involved 84 principals. This limited generalizability of the findings and had possible statistical errors. The current study therefore involved the head teachers, teachers, and learners with infrastructural facilities who are the consumers of the services with a bigger sample of 168 to fill the gaps left out by the previous study.⁷²

A study was conducted on factors influencing academic achievement of students with special needs in institutions of higher learning in middle colleges in Machakos County Kenya. The study results revealed that physical facilities such as adapted classrooms, extra notes and handouts among others influence academic performance. The previous study only used quantitative data

hence lacked qualitative data that would record attitudes, feelings and behaviors, and could create openness and encourage people to expand on their responses as well as opening up new topic areas not initially considered. The current study therefore also used qualitative research that would fill the gaps left by the previous study.⁷³

In Kobauni Division Machakos County Kenya, was conducted a study on influence of school infrastructural environment on academic achievement in Kenya Certificate of Secondary Education. The study results found out that schools do not have adequate physical facilities such as classrooms, laboratories, libraries and dormitories among others which negatively affect their academic performance. The previous study was conducted in secondary schools while the current study was conducted in primary schools. The previous study did not use qualitative data hence lacked qualitative dimension that would allow respondents to express their views or feelings, while the current study used interview schedules and observation checklist to gather more rich, in-depth and detailed information for data analysis.⁷⁴

Most of these studies used either quantitative or qualitative approaches only, hence either lacked quantitative dimension which is useful for generalization or lacked qualitative dimension hence could not provide participants a chance to express feelings and expressions. Some studies also left out the relationship between physical facilities and academic achievement of learners with infrastructural facilities in public primary special schools, which the current study captured.⁷⁴

2.3.2 Studies on School library and Academic Achievement

In Scotland, a study carried out on the influence of school libraries on learning, revealed that school libraries had influence on exam scores resulting in academic attainment; effective curriculum implementation or learning outcomes (academic achievement), including IL practice, good project work development, and positive attitudes towards learning.⁷⁵ Similarly, in The

Netherlands, a study was carried out a study to compare students from schools with an enriched/equipped school library, that is, one with more up-to-date resources with students from schools with a typical (not well equipped) school library.⁷⁶ They verified impacts of an equipped school library on reading motivation and academic skills reading frequency. Students in schools with well-equipped libraries scored higher on a standardized reading comprehension test than students in control schools⁷⁶. With the revelation of studies from one can easily conclude that a well-resourced school library is one of the most important factors that determines students' performance in schools.⁷⁶

A study investigated the impact of school library services and library utilization on student academic achievement in Eastern Hararghe, Ethiopia. The study determined that school library utilization does impact students' academic achievement positively. He recommended broadening the range of information sources and services provided in school libraries through equipping them with enough current and relevant information sources and services in addition to employing adequate qualified library staff⁷⁷. In Tanzania, a study was carried out a study to determine the influence library services have on students' performance in the Certificate of Junior Secondary Education Examination (CJSEE) in Mtwara Mikindani Municipality. The students from junior secondary schools with well-equipped libraries performed better in the CJSEE than students from secondary schools without school libraries. The availability of well-equipped school libraries encouraged learning habits and strengthened students' study skills which ultimately resulted in better performance of the students in the CJSEE.⁷⁸

In Nigeria, as in other countries around the world, the dissenting opinions that the education standard has fallen have seriously brought about arguments of what could be responsible for the decline⁷⁹. Various factors responsible for this decline in education standards have been debated

by researchers and scholars. However, at the centre of these arguments, school libraries have not been strongly recognized by researchers and scholars as one of the significant and viable educational vehicles for national development. Based on the importance of the library as highlighted by the NNPE, good standard education cannot be achieved in isolation from school libraries.⁷⁹

Another scholar studied school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria, and employed an inventory as the instrument of data collection for the study, which contained information about the level of school library development and secondary school students' learning outcomes in the State. The findings showed that the level of development of school libraries in the state was low, while school library conditions were poor⁸⁰. However, with just an inventory as the instrument of data collection, the findings of the study could not be subjected to the parameters of validity since there was no opportunity for data triangulation⁸⁰. A study was carried out on school facilities and secondary school academic achievement in agriculture in Ekiti State, Nigeria. The study population was final year students, and the data collection method was the West African Senior School Certificate Examinations (WASSCE) results conducted between the years 2015 and 2020 in some secondary schools in the state. In this study's findings there were no significant differences in the students' performance in social studies between rural and urban schools in the state.⁸¹

A study was investigated on the "influence of availability and teachers' utilization of library media resources on the cognitive achievement of junior secondary school students in social studies subjects in Oyo State" and reported that providing library resources in the required quantity and quality would influence the students cognitive achievement in social studies subjects in junior secondary schools.⁸²

An effective educational system depends substantially on the accessibility and utilization of library resources and services.⁸³ In this regard; a school library is providing information resources and services for teaching, learning and research. A school library is supporting and encouraging adopting new methods of teaching and learning, for instance, collaborative studies, group projects, group study, inquiry-based learning and team work. Many studies were carried out on the utilization of a school library. For example, in a study carried out on the utilization of library resources by students in Ghanaian schools revealed that the majority of the students utilize library resources and services to complement their class notes, do their assignments and helped them in the preparation for examinations.⁸⁴

In Nigeria, a study was conducted separate studies on the utilization of school libraries, and both revealed inadequate funds and materials (that is, materials not in line with curriculum), exclusion of library hours from the school timetable, lack of professional staff to manage the library as the major problems hindering teachers and students from effectively utilizing school library resources and services in the country. Both their findings recommended programmes like seminars and on the job in house training that promotes library use education for librarians; considerable provision of funding for libraries, employment of qualified library personnel, formulation of school library standards with provisions of adequate funds by all concerned stakeholders and encouraging the orientation of teachers about the benefits of better information seeking behaviour with library resources.⁸⁵

A study was conducted on a strategy for the effective utilization of school library resources in Karim Lamido Local Government Area of Taraba State, Nigeria, and revealed that textbooks were the major resource utilized to a high extent in secondary schools in the local government, while televisions and computers were utilized to a low extent. The low level of utilization could

be attributed to either inadequate or unavailable resources. The study recommended seminars and programmes to enlighten students on the relevance of the utilization of school library resources and services as this would help in enhancing the library resources utilization level; and school authorities should look inward to internally generate funds for equipping the school libraries by engaging the communities they serve through the Parent Teachers Association (PTA). Therefore, to achieve successful implementation of curriculum content in any school, a functioning library needs to be in place.⁸⁶

The review revealed that many studies, most especially from some African have examined the influence of the school library on academic achievement as well as predictors of science students' performance in secondary schools. Countries such as the USA, UK and Australia have long understood that textbook is no longer library resources but classroom necessity and that utilization of school libraries have a positive impact/influence on the academic achievement of students in secondary schools.⁸⁶ However, it seems some of African countries, in theory, tend to agree with this but in practice they are far behind. There seems to be varied factors predicting academic achievement in secondary schools. This could be as a result school library standard in various secondary schools in the nations of the world. From the literature emanating from Nigeria, it could be deduced that school libraries have not been strongly considered as one of the predictors of academic achievement of science students in secondary schools. However, it is glaring that school libraries in Nigeria have not been well funded, which has resulted to their poor condition.⁸⁶

Scholar observes that, school library constitute the major components of both direct and indirect elements in the environment of learning. According to him, the school library and facilities are materials designed to serve specific purposes. She suggested the followings as the need for plant

and facilities in schools, to provide opportunity for the firsthand experience, for experimentation and demonstration; for specific investigation, to provide diversity of thought; for observation and inquiry for development of scientific attitudes and skills, to protect the individual, provide comfort and to illustrate concepts; Although availability of school plant and facilities alone is not sufficient condition for good performance; it is clear that schools which are better equipped with adequate provision of plant and facilities are more likely to produce a higher level of learning and motivation among the learners as compared to others. The primary purpose of provision of school plant and facilities equipment is to provide for the educational needs of students, however, school plant and facilities must relate to curriculum.⁸⁷

A scholar discovered that, a very positive relationship between school library and students' academic achievement exists. He asserted that, schools endowed with more resources performed better than schools that are less endowed. Collaborating this, the scholar asserted that, private schools, because of the availability and adequacy of teaching and school library performed better than public schools. Another scholar posited that, the quality and quantity of these materials (school plant and facilities) have been identified as significant factors determining students' performance. He further stated that the relevance and appropriateness of these learning resources to the local environment are important to the achievement of the national objectives and goals. He identified school plant and facilities which promote education program as "didactic" materials.⁸⁸

On the other hand, scholar on his presentation, argue that the school library and facilities themselves hinder rather than enhance good teaching practices. According to him, school plant and facilities in most Nigerian schools today are opt to reinforce rote teaching methods and further hinder the student capacity for independent and creative thinking.⁸⁹ In contrary however,

scholar describe school library as the major school facility in the school and viewed it as the space interpretation of the school curriculum. He emphasized that, the curriculum find its physical expression in construction and arrangement of the school plant, which is a controlled.⁹⁰ Another scholar reported that the quality of school library and facilities has an impact not only on educational outcomes but also on the wellbeing of students and teachers.⁹¹ In the same vein, issues related to school facilities such as instructional facilities, other researchers like another scholar accepted the fact that, school library materials such as textbooks, magazines, journals, pictures, filmstrips, chalkboards, charts, bulletin board, posters, cartoons, school museums and archives go a long way in assisting teaching-learning process and invariably enhancing students' learning achievements.⁹²

2.3.3 Studies on Social Studies Workshop and Academic Achievement

Scholar found that teachers' training substantially improves students' test scores in social studies, and small class is more beneficial to low-achieving students within classes and to all students in low achieving classes.⁹³

Another scholar stressed that to facilitate and maximize the use of discovered new skills of teaching, teachers should undergo workshop training. According to him, this will enable teachers to acquire mastery of new skills and to be abreast with new knowledge.⁹⁴ In consonance with such an idea, it was reported that "workshop training of any kind is designed to expose officers to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency, effectiveness and improved performance of public officers". For Social Studies teachers to be competent in their area of specialization, there must be adequate provision for their workshop and in-service training.⁹⁵

A study was conducted a study on innovative workshop programme for the retraining of Social studies Teachers for effective integrated science teaching in Nigerian Secondary Schools. The subjects for the research were 126 N.C.E teachers who enrolled for the social studies sandwich degree programme at the University of Ilorin, Institute of Education. The instrument for the evaluation of the study was the prior qualification of teachers selected for the workshop training and their performance in their different subject components of the social studies core content. The result showed that teachers with prior qualifications in the Social studies Subjects performed better. It also revealed the need for workshop training of Social studies Teachers, if they must be effective in carrying out their duty.⁹⁶

A study was investigated into the effect of workshop training on teaching effectiveness in Maryland, Lagos. The sample consisted of 20 teachers drawn from different elementary schools. Ten (10) teachers receive workshop training and the other ten (10) did not receive in-service training. At the end of the workshop training, which consisted of 16 two-hour sessions, they were given an effectiveness questionnaire to fill. At a 0.05 level of significance, the Kruskal Wallis non-parametric one-way analysis of variance (ANOVA) showed a significantly different response from the teachers in the two groups⁹⁷. The groups that passed through workshop training performed better than those that did not receive workshop training. In their conclusions, that is that they opined that education should stimulate curiosity, raise questions, develop functional intellectual, interpersonal skills and confirm in each individual a concept of self-worth, self-esteem and self-confidence. This will be greatly enhanced if workshop training is made part of the school routine plan. This is in consonance in which it was stressed that pre-service and workshop programme component are inseparable from each other and enhance academic achievement. The policy emphasized that however effective the programme on pre-

service education of teachers may be, in-service education is very important to help teachers discharge their functions effectively and enhance academic achievement.⁹⁷

Scholar opined that workshop programme for teachers help to foster continued professional growth. They further stated that through teachers' meetings, seminars, workshops, training sessions and academic study circles, opportunities can be provided for teachers to keep abreast of new development in their field. They also suggested that teachers should be encourage to take leave of absence from teaching in order to pursue higher degree in order to increase competence in teaching and enhance academic achievement of students.⁹⁸

Another scholar discussing major modes of disseminating the philosophy, objectives and methods of curriculum innovation opined that in-service, workshop programme is adopted to ensure that teachers accept the philosophy, objective and method of the new curriculum. The scholar undertook a study to examine in-service education programmes for primary school teachers in Cross River State. The investigation touched on different areas of workshop programmes for primary school teachers in Cross River State. The investigation touched on different areas of workshop such as its planning and organization and teachers perceptions and attitudes towards workshop education.⁹⁹

Another scholar examined student and teacher related variables as determinants of junior secondary school student academic achievement in social studies in Epe and Ibeju-Lekki Local Government Areas of Lagos State, Nigeria, using questionnaire, and adopted an ex-post facto design. He found that teacher age, teacher gender, qualifications, and experience had direct causal effect on students' achievement in social studies.¹⁰⁰ Another scholar examined the relationship between utilisation of teachers and students' academic achievement in senior secondary schools in Ondo State, Nigeria, using questionnaire, descriptive survey, and ex-post

factor design. The results of the multiple regression analysis and t-test statistic revealed that the effective utilization of teachers rather than its mere availability impacts students' academic performance.¹⁰¹ Another study was examined on teachers' teaching experience and students learning outcomes in the secondary schools in Ondo State, Nigeria, using questionnaire. The result of the chi-square test, correlation analysis, and t-test statistic revealed that teachers' teaching experience was significantly related to students' learning outcomes.¹⁰²

2.3.4 Studies on Teachers' indices and Academic Achievement

A Similar study was carried out on who studied factors affecting achievement in social studies at the secondary school level in Kenya. This study established that the teacher's indices, quality of text-books, frequency of marking and interest among students are significant factors.¹⁰³ Other factors such as time spent on lesson preparation, team teaching and group work had no significant relationship with achievement in social studies. The studies carried focused on social studies only. However, the present study sought the same factors in relation to teaching and learning of economics in secondary schools¹⁰³. Another scholar observed that both the teacher's teaching experience (that is the number of years of teaching) and the professional qualifications are positively correlated to student achievement. However, he observed that such factors as age, attitude towards teaching, sex, socio-economic status and job satisfaction have been of some importance in some studies, but not consistently cross-validated. The study was concluded that teaching indices and teacher behavior on the whole appear to be marginally related to academic success. Some behaviour such as teacher enthusiasm, the degree of orientation of teacher task to achievement and the opportunity the student has to learn using media are significantly or consistently related to academic achievement. However, teacher's praise of students, which is a psychological reward, has not been shown to be associated with academic achievement.¹⁰⁴

Scholar reviewed the contribution of teacher quality of student achievement, indicates that the relationship between training and academic achievement in developing countries is inconsistent. In about half (54 %) of the twenty-four developing countries reviewed, a positive relationship between training and achievement was reported, while over one third (37%) reported null relationships and the rest (9%) negative associations¹⁰⁵. A review by scholar on research undertaken in Asia, South America and Africa also noted equivocal results regarding the correlation of the level of teacher qualifications and student achievement. Teacher qualifications were measured in terms of years of schooling and the possession of professional credentials.¹⁰⁶ Studies carried out by scholar in the Philippines, revealed positive correlation between teachers' qualifications and examination score. Negative correlations were reported from Kenya, Egypt, and Paraguay. From these studies on the influence of teacher characteristics on academic achievement, the revelation is inconsistent across the different countries. The present study sought to establish which of these factors applies to the Junior Secondary School system and in particular, the economics subject¹⁰⁷. Nevertheless, Scholar concluded ... the better trained teacher produces better results. While there may be evidence to suggest untrained teachers can effectively teach children literacy and numeral, the commutative findings of these studies strongly support the notion that trained teachers do make a difference for more advanced grades, especially for more difficult subject.¹⁰⁸

A study investigated perception of teachers' knowledge, attitude and teaching skills as predictors of academic achievement in Nigerian secondary schools. They found that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills were significantly related to students' academic performance. In an ongoing study related to teacher professional knowledge, Olasehinde-Williams, are investigating the comparative effectiveness of teaching

strategies (Collaborative, Critical thinking and Technology-integrated teaching strategies) in reducing secondary school students' failure in Senior School Certificate English Language Examination in Kwara State, Nigeria. Preliminary findings of the study suggest the superiority of each strategy over the traditional teaching strategy.¹⁰⁹ Studies have focused on the impact a single teacher variable on students' academic achievement¹¹⁰. He furthered investigated the impact of teacher variables on students' academic achievement in one subject only and they focused especially on Science subjects. Findings of most of the studies are generally inconclusive. Besides, most of the studies were conducted in other settings and as such their findings are not directly applicable to Nigeria because of socio-cultural differences. Thus, the apparent dearth of studies on the extent to which teachers' subject content knowledge and pedagogical knowledge relate to students' academic achievement in Nigeria made this study imperative.¹¹⁰

2.3.5 Studies on Teachers teaching experience and Academic Achievement

A study examined the impact of teacher-related variables on students' junior secondary certificate social studies results in Namibia using questionnaire, multi-correlation and regression analysis and found that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement in JSS social studies¹¹¹. Similar study was conducted on teacher variables and junior secondary students' achievement in social studies in Rivers State, Nigeria, reported that there is a significant relationship between teachers' method of teaching, teachers' attitude, teacher quality and students' achievement in social studies¹¹². Another study investigated teachers and students' academic achievement in Nigerian secondary schools and its implications for planning using

questionnaire, Anova and Spearman Rank Correlation coefficient and found that teachers' qualifications, years of experience, and teacher-student ratio were significantly related to students' academic performance¹¹³. In their study on "Student, Teacher and School Environment Factors as Determinant of Achievement in Junior Secondary School Social studies in Oyo State, Nigeria, adopted an ex-post facto research type and used four sets of instruments. They found that 7.2% of the total effect on achievement in social studies was accounted for by all the seven predictor variables when taken together. It was also revealed that only four variables, school location, library adequacy, teachers' attitude to social studies teaching, and teachers' attendance at social studies library had direct causal influence and significantly contributed to the prediction of achievement in social studies¹¹⁴. In a similar study of the relationship among teacher variables and adult learners' academic achievement in the part-time sub-degree programme of the University of Ibadan in Nigeria, it was discovered that there is a significant and positive relationship between teacher's qualification, age, years of experience, teacher-learners ratio, and adult learners' academic performance.¹¹⁵

In their study on the effects of selected teacher factors on the social studies achievement of urban primary school pupils in the state of Cambodia, used questionnaires and achievement test to construct an index of academic performance. The results of the stepwise regression analysis revealed that teachers' economic status, their years of teaching experience and job satisfaction have statistically significant relationships with the achievement of the pupils whose economic status had been held constant. However, these three teachers' variables explain only about 20 percent of the variance in the pupil learning achievement. In a similar study on the impact of different teacher and class characteristics on third graders' outcomes in Germany.¹¹⁶

In a study of the relationship between teachers' effectiveness and students' academic achievement in public secondary schools in Delta State, Nigeria, Scholars using correlation, simple regression, t-test, and single factor analysis of variance found that effective teachers produced better performing students. However the observed differences in students' performance were statistically not significant. In another study on teachers' perception of teaching as correlate of students' academic achievement in Oyo State, Nigeria, found that, the relationship between teachers' perception and students' academic achievement is positive and significant, and that qualification has no significant effect on students' performance.¹¹⁷

Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems.¹¹⁸ Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds.

Another study reported that teacher effectiveness improves rapidly over the first three years of teaching and reaches its highest point between the third and fifth year but found no substantial improvement after year five. In contrast, a small number of studies suggest that teacher experience effects may be evident for a longer period of time. They state that experience had a significant positive effect on elementary student achievement among teachers during their first seven years of teaching¹¹⁹. A study reveals that at the high school level, students taught by

teachers with more than nine years of experience had significantly higher test scores than students whose teachers had five to nine years of experience¹²⁰. Scholars suggest that teacher' effectiveness increases dramatically each year during the first ten years of teaching". In the extreme case.¹²¹

Another study found evidence of growing teacher effectiveness out to 20 or more years in their analyses of North Carolina teacher data, although more than half of the gains in teacher effectiveness occurred during the first few years of teaching¹²². A scholar asserted a positive relationship between teachers' verbal ability and composite student achievement, verbal ability has been considered an indicator of teacher quality. The basic logic is that teachers rely on talk to teach (explaining, questioning, and providing directions). What verbal ability means and how to measure it, it turns out, are not straightforward¹²³. He measured teachers' verbal ability with a 30-item sentence completion test. Thus, though talk about the importance of teachers' verbal ability persists, it is not a strong measure of teacher quality.¹²³

Several studies have found a positive effect of experience on teachers' effectiveness; specifically, the learning by doing" effect is most obvious in the early years of teaching¹²⁴. In measuring teachers' effectiveness, it was suggested three, parallel evaluation systems. These include an induction system for novice teachers with a focus on meeting performance standards; a remediation system for experienced teachers in need of remediation to correct deficiencies in performance and a professional development system for competent, experienced teachers pursuing excellence in particular areas of teaching¹²⁵. Notwithstanding in a study found that the pupil-achievement data could not tell teachers how to teach or distinguish between good and poor teachers¹²⁶. Another studies found certain deficiencies in the attempts to obtain performance measures of teachers: These deficiencies include the fact that the assessment

systems do not evaluate candidates in similar job settings and performance situations. Considering the foregoing, the objective of this study was to examine teachers' teaching experience in secondary schools in Ondo state, Nigeria and determine whether teaching experience had any relationship with students' learning outcomes.¹²⁷

2.3.6 Studies on Teachers qualifications and Academic Achievement

Empirical studies confirm relationships between qualifications of a teacher and learners academic achievement. A study examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students in Chemistry and discovered that there is a positive relationship between the variables¹²⁸. This was endorsed by the findings of scholar in the reports to analysis the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. The results show that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs¹²⁹. Another study explored that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement. They further elaborated that estimating the effect of teacher attributes using a value-added model predict that observable qualifications of teachers resulted in average improved achievement¹³⁰. To assess whether or not there is a statistically significant difference in teacher qualifications that might help to predict the academic achievement of middle school students on the mathematics portion of the Alabama Reading and Math Test (ARMT), a study indicated that a significant relationship does exist between teacher qualifications and student achievement. Specifically, the findings revealed that students with mathematics teachers who had 5 or more years' experience performed better on the math portion of the Alabama Reading and Math Test (ARMT).¹³¹

Another scholar suggested that if all mathematics teachers have a degree, are specialized in mathematics or mathematics education and have more than five years teaching experience, the students' achievement in mathematics would likely improve. He also concluded that if the teacher has a traditional secondary mathematics certification then students will tend to score higher on the ARMT compared to teachers with alternative certification.¹³¹

Another scholars are of the opinion that teacher's experience is consistently associated with achievement and these display a form of heterogeneity across students that may help explain why the observed form of teacher-student matching persists in equilibrium.¹³² This opinion is supported by scholar findings that indicated a significant positive relationship between students' academic achievement in mathematics and teachers' background such as teachers' qualifications and years of experience, especially from six years of teaching. Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom¹³³. A study of scholar indicated that teacher's teaching experience matters more for reading than mathematics. It is also not always obvious that teacher's qualifications make positive effect on academic achievement.¹³⁴ This was evidenced in the work of scholar whose study show that teacher's qualifications are almost entirely unable to predict value-added in learners performance.¹³⁵ another scholars concurred with the findings as they discovered that teacher's professional qualifications and teaching experience were not significantly related to academic achievement.¹³⁵ In examining whether teacher licensure test scores and other teacher qualifications affect high school student achievement, the results of scholar also showed large differences in teacher quality across the school district, but measured teacher characteristics explain little of the difference in academic achievement. They discovered that teacher licensure test scores are unrelated to teacher success in the classroom.

Similarly, student achievement is unaffected by whether classroom teachers have advanced degrees or not.

The study reveals that students in urban areas performed better than those in rural areas. The researcher suggests that the availability of enough qualified teachers must have been a determinant for students' performance. However, in Kenya, some schools in the rural areas have performed better than their urban counterparts¹³⁶. They conclude that there was significant correlation between teacher qualification and pupil performance in Kenya. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs. Scholar establishes that teachers who had graduated from Kenya Science Teachers College were more practically oriented than those who had degrees from public universities.¹³⁷ A study was reported that teachers with regular state certification receive higher supervisor ratings and student achievement than teachers who do not meet standards, but this observation was based on data with virtually no statistical controls having been imposed¹³⁸. In spite of the quantity of research on the benefits of teacher certification for student learning, little of the past research exercised controls over student "inputs" that would give the critical reader confidence in the findings. Another study was reported that the impact of certification status on student achievement in two large urban school districts in the United States of America. These school districts provided information about teachers hired for the 2018-2020 school years. Information included the school where they were currently teaching, the grade level taught, the teacher's certification status, highest degree earned, date and institution where it was achieved, age, and number of years teaching experience. It has been evidenced that in many countries, teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher

education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards. Findings related to teachers' academic degrees (for example; bachelors or masters among others) are inconclusive. Some studies suggest positive effects of advanced degrees. Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession. This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses¹³⁹. The evidence gained from different studies is contradictory. Several studies report a positive relationship between teachers' preparation in the subject matter they later teach and student achievement¹⁴⁰, while others have less unequivocal results. Another study reported that both positive and negative effects of teachers' in-field preparation on student achievement. He finds a positive relationship in social studies, but none in science. In addition, another scholar reported a positive relationship between student achievement and teachers' majoring in Social Studies. He observes that having a major in social studies has no effect and a significant negative effect of teachers with more coursework in social studies.¹⁴¹

2.3.7 Teacher gender and Students' Academic Achievement

The result reveals the main effect of gender was significant on students' achievement in Social Studies while the result is not significant on students' attitude to Social Studies. The findings are in consonance with the discoveries who reveals that gender has no effect on students' achievement¹⁴². Another study observed that there is a general belief that boys are superior to girls in terms of cognition and logical reasoning and even in academic performance.¹⁴³In a study reveal that more males are found to be achieving better in the fields of Mathematics than females

because of their ability to reason mathematically¹⁴⁴. In addition, we discovered that differences between males and females in academic achievement were not statistically significant.¹⁴⁵

However, scholar who considers issues and concerns in education and life asserts that a linear relationship exist between gender and students' achievement.¹⁴⁶ Another study revealed that gender was not a significant factor, concerning student success¹⁴⁷. Moreover, scholar explains that the influence of gender differences in academic achievement is a complex task, thus many studies appear to be contradictory¹⁴⁸. A tremendous amount of works have been done in an attempt to find out potential causes of differences between girls' and boys' academic performances in sciences and this has clearly demonstrated that male students are superior to their female counterparts in qualitative courses. The main effect of study habit was significant on students' achievement in Social Studies, but the result is not significant on students' attitude to Social Studies. The finding is in line with the discoveries of scholars who found significant correlation between study habits and academic performance.¹⁴⁹

In a study on students' personal variables as correlates of academic achievement in social studies in Lagos State, Nigeria, Fakeye (2011) investigated the relationship between students' personal variables and achievement in social studies. A sample of four hundred 400) Junior Secondary school students were randomly selected from five (5) secondary schools for the study. A correlation analysis and a t-test were run on the variables and the students' annual scores in social studies. The analyses revealed that the difference between male and female students' achievements in social studies was not significant¹⁵⁰. (T-value 0.305, degree of freedom was 398 and $p > 05$). There have been a number of other empirical studies on the same subject matter by different researchers in different places using different samples and methodology but still came

to the same conclusion that gender has no significant influence on academic achievement of students in social studies.¹⁵¹

Another scholars in their research work found that there was no significant gender difference in the achievement of students in number; numeration statistics and algebraic process.¹⁵²

In another research, they revealed that female students had a better understanding of science process skills when compared to the male students. They suggested that the view that seems to have established itself that boys are better than girls in science education needs to be approached and interpreted with great caution.¹⁵³ Similarly, another study in a research work involving four hundred (400) senior secondary (SS) 2 chemistry students found out that there was a positive correlation between gender and students' achievement in chemistry. Females tend to perform better in areas of standardized science assessment that address the human application of science such as life science.¹⁵⁴ Contrary to the findings above, Babalola and Fayombo (2009), found out that there was no statistically significant difference in the students' science achievement based on gender. Scholar opined that there was no statistical difference between boys and girls in the ability to manipulate the apparatus/equipment take observations, report/record results correctly, and compute/interpret/analyze result during chemistry practical and that both male and female student perceived interpreting/analyzing results to be most difficult skill to perform during social studies class practical.¹⁵⁵

Another scholar focused on identifying some of the factors, which influence learning and social studies achievement in junior secondary school in Kenya. The teacher and student characteristics were studied. Among the teacher characteristics investigated by this study, only three were found to be related to achievement in social studies where two were positively related and one was negatively related. The variables that showed positive relationship were sex of the teacher and

the availability of teachers' guides and student text-books.¹⁵⁶ In the case of the sex of the teachers, students taught by male teachers tended to score higher in social studies achievement than those taught by female teachers. It would appear that the sex of the teachers of social studies has some bearing in the performance of students in economics. Negative teachers' attitude towards social studies teaching was correlated with low achievement in social studies. The remaining teacher characteristics such as time spent on lesson preparation, team teaching, group work, professional qualification, in-service training, teaching experience, frequency of supervision and the use of teaching aids showed no relationship to achievement in social studies. It would appear that all these factors do not have any impact on students' achievement in social studies and by extension in social studies.¹⁵⁶

Another scholar in his findings found that though there are more female teachers in the school than male teachers, female teachers are still more absent in the school than the male teachers. This might be due to the fact that some of them are children that they attend to on the daily bases before finding their way to the school¹⁵⁷. However, another study revealed that more learners taught by female teachers perform more than learners that are taught by the male teachers¹⁵⁸.

Another scholar investigated the Gender Differences in Student Achievement and Teacher Training Characteristics in the Gulf Cooperation Council Countries. Gender differences in student achievement, and the inferred educational disadvantage of boys, was the context of the "crisis for boys" discourse in education. The researcher observed with great concern that there has been Boys' underachievement in the United Arab Emirates (UAE). The researcher argued that this could be attributed to the training characteristics of expatriate male teachers in boys' schools. The UAE is a member of the Gulf Cooperation Council (GCC) countries which also includes Bahrain, Kuwait, Oman, Qatar, and Saudi Arabia.¹⁵⁹

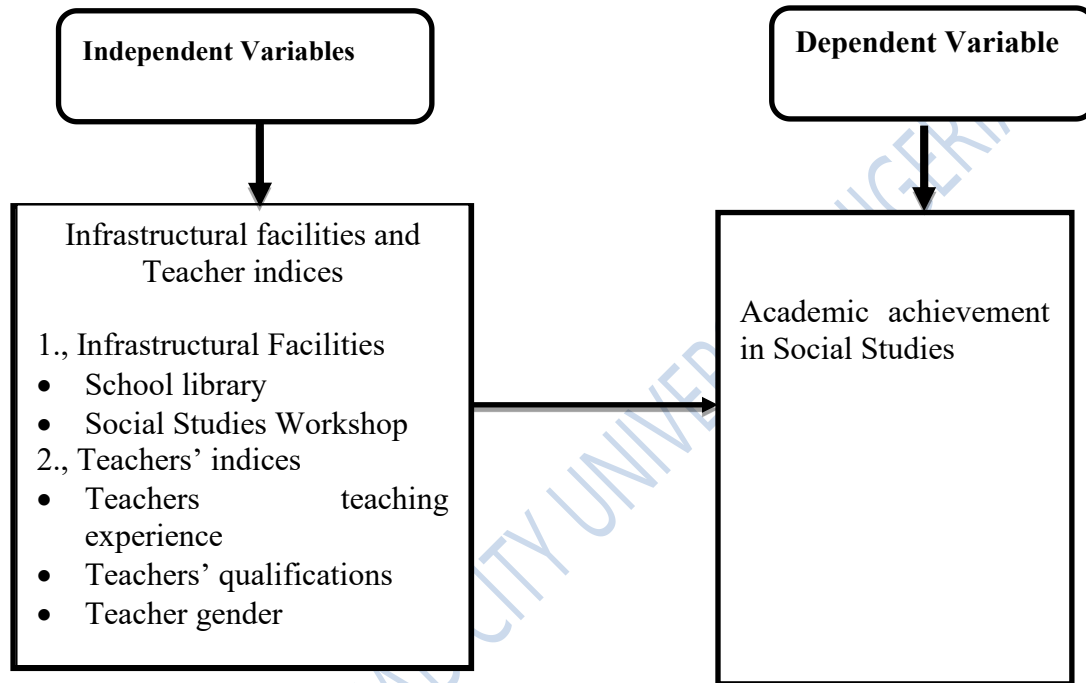
Study was reported that there was gender bias in Nigeria like in many African societies, a situation in which cultural beliefs and structural arrangement favoured men over women as was witnessed in many elective positions contestable by men and women. Electorates see women as always not fit to rule or govern since men are involved. The idea that women should be under and submissive to men have created a negative influence in the life of women. In support of this, he explained that the socio-cultural practices of the African societies have placed men on positions that give them domineering influence over women. Intrinsically, there is practically no significant difference in the intelligence between male and female that could be traceable to gender difference. The fact that men are even superior sex does not mean that they are artistically better than women.¹⁶⁰

The scholar revealed in their study in Kenyan secondary schools on effects of socialization as regards to gender roles on academic achievements of girls found out that there were myriad of factors to be blamed for the low academic achievement of female students. The gendered roles included domestic chores and biased upbringings that portrayed boys as superior to girls. The results of the study by authors linked female students' participation in domestic roles to their low participation in class which resulted in low academic achievements.¹⁶¹

Likewise, a study conducted a research from 2014 through 2019 using a meta-analytic model and found out a small but significant female advantage that was largest for social studies subject and smallest for math and science.¹⁶² In this vein, scholar stated, "Although gender differences follow essentially stereotypical patterns on achievement tests, for whatever reasons, females generally have the advantage on school marks regardless of the material." This implies that in spite of the stereotypical belief that boys perform better than girls in tests as far as social studies is concerned, we, as educators, observe a tendency from the part of females to excel in social

studies subjects which require culture and value. In fact, our study intends to confirm the extent to which this observation can be valid¹⁶².

2.4 Conceptual Framework



Conceptual Framework on Infrastructural Facilities and Teachers Indices on Academic Achievement in Social Studies

2.4.1 Researcher Explanation of Conceptual Model

The conceptual model for this study is composed of the infrastructural facilities and teacher indices, School library, Social studies workshop, teacher teaching experience, teacher qualification and gender on academic achievement in social studies. Though several factors could be considered in which they are capable of influencing the academic achievement in Social Studies in this study, the factors are School library, Social studies workshop, teacher teaching experience, teacher qualification and gender. This is because literatures have shown that these

have significant influence in academic achievement in social studies among junior secondary schools in Oyo State.

2.4.2 Model Specification

The model used in establishing relationships between the variables of the study has been specified in this section as:

$$Y = f(X)$$

Y = Dependent Variable

X = Independent Variable

Where:

Y = academic achievement(AA)

X = infrastructural facilities and teacher indices(IFTI)

$$Y = f(X)$$

X = (x1, x2,)

Where x1 =infrastructural facilities (IF)

x2 = teacher indices(TI)

In regression:

$$Y = f(x1)..... Equation 1$$

$$Y = f(x2)..... Equation 2$$

$$H01: Y = \alpha_0 + \beta_1x_1+ \mu_i Equation i$$

$$H02: Y = \alpha_0 + \beta_2x_2+ \mu_iEquation ii$$

$$Y = \alpha_0 + \beta_1x_1+ \beta_2x_2 + \mu_i... Equation v$$

2.5 Summary of Gap in Literature

This section shows the summary of the literature and gap in the literature in the area of infrastructural facilities and teacher indices as determinants of academic achievement among social studies students in junior secondary schools in Oyo State.

2.5.1 Summary of the Review of related literature

Under the review of related literature in this study, many concepts were defined and reviewed; such concepts include infrastructural facilities and teacher indices, teaching experience, teacher qualification, school library and gender. Measuring of Infrastructural Facilities and Teachers' Indices on Academic Achievement among Social Studies students in Junior Secondary Schools, the meanings of the concepts as they relate to this present study were equally given.

The importance of Social Studies education cannot be over emphasized. Social Studies is also the study of man and everything that affects him in life including physical, mental and social activities. Social Studies Education touches on all aspects of human life. Therefore, through Social Studies education, man is equipped with useful knowledge, skills, positive values and attitude to be sufficiently informal to tackle societal problems. The teaching of social studies can be more meaningful through the utilization of appropriate improvise resource materials so as to enhance achievement in social studies among students. Finally, the literature also showed that proper training and re-training of teachers of social studies will ring abut proper utilization of the improvise resources in teaching and learning situation which will in turn serve adequate purpose of imparting social studies knowledge to students.

Experts showed from the literature reviewed that social studies achievement as the extent of success attained with effort and skill. In this study, good academic achievements are social studies scores from 55 to100 percent. Academic achievement is important to parents. In

education institutions, success is measured by the degree of academic achievement. As career competition grows ever fiercer in the working world, the importance of students doing well in school cannot be over emphasized. The quality of students' achievement in social studies remains at top priority for educators and the society at large. It is meant for making difference locally, regionally, nationally and globally

This study also reviewed some factors on academic achievements i.e. what academic achievements, determinants of academic achievements, causes of academic achievements, factor affecting academic achievements. This study also reviewed the theoretical framework on which the present study was anchored. These theories include Self-determination theory and social learning theory. The literature reviewed showed that some researchers used descriptive survey research design in their studies. Some researchers used questionnaire as their instrument for data collection. Some used mean, t-test and frequency count in their data analysis. In this study the researcher used mean, percentage, correlation and ANOVA, for analyzing research questions and Correlation, for testing the hypothesis at 0.05 level of significant. The literature reviewed also described the empirical studies conducted on academic achievement in social studies in Nigeria, America, China, Europe, India, New York, Canada on related studies. Studies have been carried out in Nigeria on academic achievement in social studies in Oyo state south-western, Nigeria and the study is limited to infrastructural facilities and teacher indices as determinants of academic achievement among Social studies students in junior secondary schools in Oyo State, Nigeria

Table 2.1: Summary of Table Gaps in Literature

S/N	AUTHOR(S) & YEARS	TITLE	FINDINGS	GAP
1	S.A., Onasanya and E.O., and Mosewu (2016)	Effect of improvisation and standard Instructional Materials on Junior Secondary School Students Academic Performance in Social studies in Ilorin, Nigeria	This study revealed that infrastructural facilities have great effect on the academic achievement of students in secondary schools	The study has been done on academic performance of junior student only. The secondary data collected might not represent the actual fact on academic performance
2	O., Popoola (2017)	investigated the effect of instructional resources on the academic achievement of students in Ogun state	He found a significant difference with achievement of two sets of students	The article attempts to address the instructional resources on academic achievement but did not focus more on the more on primary data and most of the related theories were not used

3	A.A, Jekayinfa,(2019)	Effects of Instructional Resources on the Academic Performance of Students in Social studies in Nigeria	Result of the study indicated that adequate teachers, quality and materials resources in social studies showed superiority in achievements on the social studies test than schools without adequate teacher quality and material resources	Future research to replicate our finding in wider samples in academic performance of part of Nigeria. It is important to note that prior researches have ignored the link between Instructional Resources and Academic Performance
4	R., Boor (2016)	Impact of Projected Still Visuals on the Academic Performance of Junior Secondary School Students in Social Studies in Zaria	The result revealed that projected still visual materials has greater effect on the academic achievement of social studies students in Junior Secondary School	The current study was developed with the intention of filling the research gap
5	L.L., Figueroa, S., Lim and J,.	Investigating the Relationship between	The study results revealed that schools	The study has been done on little students

	Lee (2016)	School Facilities and Academic Achievements through Geographically Weighted Regression in Philippines.	with basic facilities have performed better than schools with poor facilities therefore basic facilities are important	within Philippines only. The secondary data collected might not represent the actual expected result
6	F.D., Oluremi and O.O. Olubukola (2015)	Impact of Facilities on Academic Performance of Students with Special Needs in Mainstreamed Public Schools in Southwestern Nigeria	The study found out that there was a significant relationship between availability of facilities and academic achievement of students with special needs;	The inadequate provision of facilities and materials to mainstream public schools would lead to poor academic achievement of students with special needs
7	W.Y., Ibra, H. A., Umar and C. Igbaji (2017)	Impact of School Facilities on Student's Academic Achievement in Bauchi State in Nigeria	The results revealed that there was no statistically significant relationship in the area of school facilities and students' academic achievement	This limited generalizability of the findings and had possible statistical errors

8	L.M., Maingi(2016)	Factors Influencing Academic Performance of Students with Special Needs in Institutions of Higher Learning	The study results revealed that physical facilities such as adapted classrooms, extra notes and handouts among others influence academic performance	The study only used quantitative data hence lacked qualitative data that would record attitudes, feelings and behaviors
9	J.K., Muendo (2016)	Influence of School Infrastructural Environment on Academic Performance in Kenya Certificate of Secondary Education	The study results found out that schools do not have adequate physical facilities such as classrooms, laboratories, libraries and dormitories among others which negatively affect their academic performance	The study did not use qualitative data hence lacked qualitative dimension that would allow respondents to express their views or feelings
10	D., Williams, C., Wavell and K.,Morrison (2015)	Impact of school libraries on learning: critical review of published evidence to inform the Scottish	The study revealed that school libraries had influence on exam scores resulting in academic	Future research to replicate our findings in wider samples in Scottish education community . It is

		education community	attainment	important to note that prior researches have ignored the negative effect of school libraries
11	M.J., Nielen and A.G., Bus (2015)	Enriched school libraries: A boost to academic achievement	The study indicated that there is significant relationship between school libraries and academic achievement	The link was limited to a specific geographical area. Future researcher should take note of this aspect of generalization
12	N., Yusuf (2015)	Impact of high school library service and library usage on student performance: the case of Eastern Hararghe	The study revealed that school library utilisation does impact students' academic achievement positively	The article attempts to address the impact of school library service and library usage but did not focus more library development and most of the related theories were not used.
13	L., Ida (2016)	Influence of library	The study revealed	The secondary data

		services on students' academic performance in an ordinary certificate of secondary education examination in Mtwara Mikindani Municipality, Tanzania.	that junior secondary schools with well-equipped libraries performed better in the academic achievement than students from secondary schools without school libraries	collected might not represent the actual fact on employee generation
14	C.N., Owate and O., Iroha (2016)	The availability and utilisation of school library resources in some selected secondary schools (high schools) in Rivers State	The availability of school library resources has effects on student achievement in social studies	The article only focus on availability and utilisation of school library resources and the researcher did not explain more on library resources policy
15	T.O., Adeyemi (2016)	The school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria	The study's findings revealed that school library had influence on learning outcomes among students	The researcher lose focus on the framework of the government of the day is tailored along the

				line of their principal agenda which posed effect on school library and students' learning outcomes
16	J.S., Owoeye and P.O., Yara (2016)	School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria	The study's findings revealed that there were no significant differences in the students' performance in social studies between rural and urban schools in the state	Many researchers in the field of educational sector have shown the insignificance of students school facilities in our junior secondary school
17	P.O., Olajojo (2015)	Influence of availability and teachers' utilisation of library media resources on students' cognitive	The study reported that providing library resources in the required quantity and quality would influence the students	This study was confined to library media resources using smaller sample size without considering other areas

		achievement in secondary school social science subjects in Oyo State, Nigeria	cognitive achievement in social studies subjects	
18	M., Jamil, R., Tariq and S., Jamil (2015)	Library resources: Utilization by teachers and students.	The study revealed school library is providing information resources and services for teaching, learning and research	
19	B.O., Agyekum and C.K. Filson (2017)	The challenges of school libraries after the implementation of the new educational reforms in Ghana	The study revealed that students utilise library resources and services to complement their class notes, do their assignments and helped them in the preparation for examination	
20	H.A., Moruf and J.O., Muhammed	The use of library resources by teachers	The study revealed inadequate funds and	

	(2015)	in Oyo State: a study of selected secondary schools in Akinyele L. G. A., Nigeria	materials (that is, materials not in line with curriculum), exclusion of library hours from the school timetable, lack of professional staff to manage the library as the major problems hindering teachers and students from effectively utilising school library resources and services in the country	
21	A.O., Omah and S.T., Uriewhu (2016)	The strategy for the effective utilisation of school library resources in Karim Lamido Local Government Area of Taraba State, Nigeria	The study revealed that textbooks were the major resource utilised to a high extent in secondary schools in the local government, while televisions and	To achieve successful implementation of curriculum content in any school, a functioning library needs to be in place

			computers were utilized to a low extent. The low level of utilisation could be attributed to either inadequate or unavailable resources	
22	I.P., Asiabaka (2018)	The Need for Effective Facility Management in Schools in Nigeria	There is positive effects of facility management on students' performance	
23	A.A., Adeogun (2017)	The school library and academic achievement of Public Secondary Schools in Osun State	The study revealed that there is positive relationship between school library and students' academic achievement exist	
24	A.D., Yinka (2017)	Modification of the School Physical Plant: A Catalyst for	The study revealed that school plant and facilities in most	

		the Learning Experience and outcomes	Nigerian schools today are opt to reinforce rote teaching methods	
25	F., Victor (2015)	Introduction to School library, Educational Administration, Planning and Supervision: Educational Trust Fund International 2014/2015	The finding revealed that school library and facilities themselves hinder rather than enhance good teaching practices	
26	E., Jago (2018)	Effects of the School Facility on Student Achievement-Visual (lighting and color): University of Georgia	The study revealed that quality of school library and facilities has an impact not only on educational outcomes but also on the wellbeing of students and teachers	
27	S.A., Oladipo (2017)	Geographical location and School	The study revealed that school library	

		library Facilities as determinants of Academic Performance of Secondary School Students in Lagos State	materials go a long way in assisting teaching-learning process and invariably enhancing students' learning achievements	
28	P., Bressoux (2017)	Teachers' training, class size and students' Outcomes: Learning from administrative forecasting mistakes.	The result showed that teachers' training substantially improves students' test scores in social studies, and small class is more beneficial to low-achieving students	
29	P.F. Silver (2018)	Educational Administration. Theoretical perspectives practices and research	The result showed that facilitate and maximize the use of discovered new skills of teaching, teachers should undergo workshop training	
30	P.O.,	Policy Guidelines for	The result showed	

	Omachukwu (2015)	in-service training courses	that workshop training of any kind is designed to expose officers to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing the efficiency, effectiveness and improved performance	
31	T.O., Okolie (2019)	Teacher competence and evaluation of instructional material programmes in Austere times. The case of social studies	The results showed that teacher competences posed positive effect on students performance	
32	J., Sacco and M., Marvin (2016)	Learning hierarchies improve teacher's attitude towards accountability.	The results revealed that learning hierarchies improve teacher's attitude	

			towards accountability	
33	E.E, Okon and A.L. Anderson,. (2018)	The School and Nigeria Society	The study showed that school plays important role on society adjustment	
34	A.E.O., Esu (2017)	In-service education for primary schools teachers in Nigeria: A case study of teachers in the Cross River State	The study showed that workshop enhance teaching quality and enhance academic performance among students of Cross River	
35	F.A., Abuseji (2016)	Students and teacher related variables as determinants of junior secondary school Students academic achievement in social studies	The study showed that that teacher age, teacher gender, qualifications, and experience had direct causal effect on students' achievement in social studies	
36	J.B., Ayodele and M.A., Ige (2017)	Teachers' utilization as correlate of	The result showed that revealed that the	

		students' academic achievement in junior senior secondary schools in Ondo State, Nigeria	effective utilization of teachers rather than its mere availability impacts students' academic performance	
37	M.O., Adeyemi (2016)	Teachers' teaching experience and students learning outcomes in the secondary schools in Ondo State, Nigeria	The result showed that revealed that teachers' teaching experience was significantly related to students' learning outcomes	
38	F.W., Kiragu (2017)	A study of factors that Affect Achievement for Social studies at Junior Secondary level in Kenya	The result showed that that the teacher's indices, quality of text-books, frequency of marking and interest among students are significant factors	
39	P.D., Cutance (2018)	Do schools consistently	The study showed that teaching indices and	The teacher's praise of students, which is a

		influence the performance of their students	teacher behavior on the whole appear to be marginally related to academic success	psychological reward, has not been shown to be associated with academic achievement
40	A.L., Husen (2016)	Teacher Training And Student Achievement In Less Developed Countries	The result showed that a positive relationship between training and achievement was reported	
41	B., Avalos, (2017)	Teacher Effectiveness: A Research in the Third World Highlights of a Review	The study reported that revealed positive correlation between teachers' qualifications and examination score	
42	G.S., Eshiwani. (2015)	Factors affecting performances	The results revealed there is significant factor correlates with academic performance	
43	L.J., Saha (2015)	Social structure and teacher effectiveness on academic	The study showed that social structure strongly support the	

		achievement: A comparative analysis	notion that trained teachers do make a difference for more advanced grades, especially for more difficult subject	
44	A.A., Adediwura and T., Bada (2016)	Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools	They found that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills were significantly related to students' academic performance	
45	S.K., Abell (2016)	Research on social studies teacher knowledge	The study showed that teacher variables on students' academic achievement	Findings of most of the studies are generally inconclusive
46	S.E., Akpo (2017)	The impact of teacher-related variables on	The study found that teacher educational qualifications,	

		<p>students' junior secondary Certificate social studies results in Namibia</p>	<p>teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement in JSS social studies</p>	
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Chapter Three

Methodology

This chapter describes the specific research methods and techniques used in carrying out the study. Specifically, the chapter presents research design, target population of the study, sample and sampling techniques, instrumentation, validity and reliability of the instrument, method of data collection and methods of data analysis.

3.1 Research Design

This study adopted the descriptive survey research design. It entailed the process of collection of data from a representative sample of population to produce a result that can be generalized to the whole population¹. The Descriptive Survey design was used for this study because the research was concerned with the collection of data for the purpose of describing and examining the influence of some identified school infrastructural facilities and teacher indices on secondary school students' academic achievement in Social studies in Oyo State. Since all students in secondary schools in Oyo State cannot be reached due to large population, the study was conducted using samples of students and teachers from selected secondary schools in the state such that the results obtained can be generalized to the entire population.

3.2 Population of the Study

The population of the study comprised all the students and teachers in all the public junior secondary schools in Oyo State, Nigeria. The total number of public junior secondary schools in Oyo State as at the time of the study was 324. These schools are distributed across the three (3) existing senatorial districts and thirty three (33) local government areas in Oyo state³. There were 11,732 teachers and 391,303 students respectively in all the public junior secondary school in

Oyo state. The statistics of the numbers of schools, school teachers and students was shown in the Table 3.1 presented below:

Table 3.1: Population for the study of 11,732 Teachers and 391,303 Students in Oyo State

S/N	Local Government Area	No. of Public Junior Secondary Schools	No. of Public Junior Secondary Teachers	Gross No. of Public Junior Secondary School Students
1.	Afijio	17	632	12,932
2.	Akinyele	35	900	19,326
3.	Atiba	16	410	7,254
4.	Atisbo	12	232	5,827
5.	Egbeda	30	582	11,743
6.	Ibadan North	42	981	19,652
7.	Ibadan North East	34	587	11,453
8.	Ibadan North West	13	262	7,279
9.	Ibadan South East	40	532	11,432
10.	Ibadan South West	36	1069	18,604
11.	Ibarapa Central	11	232	9,543
12.	Ibarapa East	11	336	9,826
13.	Ibarapa North	08	476	9,503
14.	Ido	21	600	10,742
15.	Irepo	06	263	7,432
16.	Iseyin	24	232	10,942
17.	Itesiwaju	11	201	10,740
18.	Iwajola	09	221	9,590
19.	Kajola	17	232	10,423
20.	Lagelu	26	200	19,065
21.	Ogbomoso North	16	312	16,654
22.	Ogbomoso South	16	243	18,803
23.	OgoOluwa	13	200	10,074
24.	Olorunsogo	04	86	6,986
25.	Oluyole	27	169	11,975
26.	OnaAra	33	331	15,954
27.	Orelope	08	112	9,543
28.	Oriire	18	232	8,053
29.	Oyo East	11	222	10,604
30.	Oyo West	11	116	11,045
31.	Saki East	10	100	10,543
32.	Saki West	21	205	16,843
33.	Surulere	22	195	10,917
Total		324	11,732	391,303

Source¹ (Ministry of Education and Planning, Oyo State, 2021)

3.3 Sample and Sampling Techniques

Multi-stage sampling procedure was used to select the respondents. At stage 1, Simple Random sampling was adopted to sample 25% of the local government areas in the study area making a total of 8 local government areas. The selected local government areas were shown in table 3.2.

Table 3.2: Selected Local Government areas for the study (n = 8 for LGAs, 68 for schools, 1,722 for teachers and 68,967 for students)

S/N	Local Government Area	No. of Selected Public Junior Secondary Schools	No. of Selected Public Junior Secondary Schools Teachers	Gross Selected Junior School Students
1.	Atisbo	12	232	5,827
2.	Ibarapa Central	11	232	9,543
3.	Ibarapa North	08	476	9,503
4.	Irepo	06	263	7,432
5.	Iwajola	09	221	9,590
6.	Olorunsogo	04	86	6,986
7.	Orelope	08	112	9,543
8.	Saki East	10	100	10,543
Total		68	1,722	68,967

Source: Field Work, 2021

The number of schools, teachers and students in the eight selected local government areas in Oyo State are 68, 1,722 and 68,967 respectively. At the second stage, Proportional Stratified Sampling Technique was used to select 25% number of Junior Secondary Schools in each local government area while Purposive Sampling technique shall be used to select only Social Studies teachers. The selection is shown in the table 3.3 that follows:

Table 3.3: Selected Number of Public Junior Secondary Schools’ Teachers and Public Junior Secondary Schools Students

S/N	Local Area	Government	No. of Selected Public Secondary Schools	Selected Junior Public Secondary Schools Teachers	No. of Selected Public Junior Secondary Schools Students
1.	Atisbo		3	27	1,176
2.	Ibarapa Central		3	27	1,162
3.	Ibarapa North		2	18	784
4.	Irepo		1	9	392
5.	Iwajola		2	18	788
6.	Olorunsogo		1	9	384
7.	Orelope		2	18	790
8.	Saki East		3	22	1,160
	Total		17	148	6,635

Source: Field Work, 2021

At the third stage, Proportional Stratified Sampling Technique was used to select 15% of the number of public junior secondary school teachers and public junior secondary school students respectively. The selected numbers were also shown in below:

Table 3.4: Sampled of Public Junior Secondary Schools Teachers and Public Junior Secondary Schools' Students

S/N	Local Area	Government	No. of Selected Public Secondary Schools	Selected Junior	No. of Selected Public Secondary Schools	Selected Junior Teachers	No. of Selected Public Secondary	Selected Junior School Students
1.	Atisbo		3		27			294
2.	Ibarapa Central		3		27			291
3.	Ibarapa North		2		18			196
4.	Irepo		1		9			98
5.	Iwajola		2		18			197
6.	Olorunsogo		1		9			97
7.	Orelope		2		18			198
8.	Saki East		3		22			290
	Total		17		148			1,661

Source: Field Work, 2021

Summary of Sample is presented below using Solvin's Formula:

$$n = \frac{N}{1 + \frac{N e^2}{148}}$$

$$n = \frac{148}{1 + 14.8 \times 0.05 \times 0.05}$$

$$n = \frac{148}{1 + 56.51}$$

$$n = \frac{57.51}{148} = 76$$

Also for Student's Sample

$$n = \frac{N}{1 + \frac{N e^2}{1661}}$$

$$n = \frac{1661}{1 + 1661 \times 0.05 \times 0.05}$$

$$n = \frac{1661}{1 + 1956}$$

$$n = \frac{782606}{1957} = 418$$

Table 3.5: Summary of Sampled Local Government, Public Junior Secondary Schools' Teachers and Public Junior Secondary Schools' Students

S/N	Local Area	Government Public Secondary Schools	No. of Sampled Junior Public Secondary Schools	No. of Sampled Public Secondary Schools Teachers	No. of Sampled Junior Public Secondary School Students
1.	Atisbo		3	14	75
2.	Ibarapa Central		3	14	73
3.	Ibarapa North		2	9	49
4.	Irepo		1	5	25
5.	Iwajola		2	19	49
6.	Olorunsogo		1	5	24
7.	Orelope		2	9	50
8.	Saki East		3	11	73
Total			17	76	418

Source: Field Work, 2021

3.4 Research Instruments

Two instruments were used for the study. The first instrument was a checklist to assess the level of availability, adequacy and utilization of infrastructural facilities in the sampled secondary schools. Secondly, a Social Studies achievement test (SSAT) was carefully drawn out from the standardised questions for junior secondary school Social Studies in Nigeria, thirdly, closed-ended questionnaire is prepared for the teachers and students in Social Studies and each item was rated using 4 Point Likert Scale. Separate instruments were used for the teachers and students. Teachers were expected to answer questions 1 and 2 while students answered questions 1 and 3. These instruments include:

(1): Infrastructural Facilities and Teachers Indices Questionnaires

Section A: Bio-metric data of teachers

Section B: Infrastructural facilities

Section C: Teachers indices

(2) Infrastructural Facilities and Academic Achievement

Section A: Bio-data of students

Section B: Infrastructural facilities

Section C: Teachers indices

Section D: Academic Achievement (Social Studies Achievement Test)

3.5 Validity of the Instruments

The validity of the instrument was carried out via face and content validity methods. For this purpose, the research instruments were scrutinised by the supervisors to ensure the items in the instruments were valid for the purpose of the study.

3.6 Reliability of the Instruments

An instrument is reliable if it measures under the same circumstances consistently what it was designed to measure. Therefore, for that purpose, a pilot study was carried out using a small proportion from the actual population of the study which was intentionally exempted from the actual population of the study. Cronbach Alpha Coefficient was used to analyse the result of the questionnaire while Kuder Richardson was used to ensure reliability of the Social Studies Achievement Test. The result of the reliability test gave $r = 0.91$ and $KR_{20} = 0.56$ meaning the instruments and achievement test are reliable.

3.7 Method of Data Collection

The questionnaires were administered by the researcher with the help of three (3) trained research assistants. Students were guided on how to fill the items of the questionnaire and they were also supervised in the conduct of the achievement test. All the questionnaires and test scripts were collected immediately.

3.8 Methods of Data Analysis

The data collected were analysed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. Secondly, the hypotheses were tested using inferential statistics of Multiple Regressions Analysis at 0.05 level of significance.

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⁴M. O. Mugenda & G. A. Mugenda: *Research Methods, Qualitative and Quantitative*

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Chapter Four

Results and Discussion of Findings

This chapter seeks to present the data collected from respondents that took part in the study. A total of 494 copies of the questionnaire were administered and a total of 475 copies of the questionnaire were retrieved and valid for this analysis which represents a return rate of 96.2%. Descriptive analysis with the use of simple percentage counts and tables was used to analyse the returned questionnaire, while the hypotheses were tested using inferential statistics of multiple regression at 0.05 level of significance based on the two hypothesis raised in this study.

4.1 Analysis and Presentation of Socio-Demographic Background of Respondents

Table 4.1.1: Gender Distribution of the Teachers

Variable	Option	Frequency	Percentage
Sex	Male	45	59.2%
	Female	31	40.8%
	Total	76	100.0%

Source: Field Survey 2021.

Table 4.1.1 presents the gender distribution of the teachers, it revealed that 45 (59.2%) of the respondents are male while 31 (40.8%) of the respondents are female. This implies that the male gender is more represented in the study than female.

Table 4.1.2: Age Distribution of the Teachers

Age	Less than 25 years	3	4%
	26-30 years	19	25%
	31-35 years	16	21.1%
	36-40 years	20	25.3%
	41-45 years	7	9.2%
	46-50 years	8	10.5%
	51-55 years	1	1.3%
	56-60 years	2	2.6%
	Total	76	100.0%

Source: Field Survey 2021

Table 4.1.2 presents age distribution of the teachers, the table revealed that 3 (4%) are less than 25 years old, 19 (25%) are between 26-30 years old, 16 (21.1%) are between 31-35 years old, 20 (25.3%) are between 36-40 years old, 7 (9.2%) are between 41-45 years old, 8 (10.5%) are between 46-50 years old, 1 (1.3%) was between 51-55 years old, while 2 (2.6%) are between 56-60 years old. This implied that majority of the teachers are between 36-40 years old, followed by 26-30 years old with 51-55 years old been the least.

Table 4.1.3: Teaching Experience Distribution of the Teachers

Teaching experience	Less than 5 years	5	6.6%
	6 – 10 years	25	33%
	11-15 years	7	9.2%
	16-20 years	11	14.5%
	21 -25 years	15	19.7%
	26-30 years	8	10.2%
	31 – 35 years	5	6.6%
	Total	76	100.0%

Source: Field Survey 2021.

Table 4.1.3 presents teaching experience distribution of the teachers, the table revealed that 5 (6.6%) are less than 5 years, 25 (33%) are between 6-10 years, 7 (9.2%) are between 11-15 years, 11 (14.5%) are between 16-20 years, 15 (19.7%) are between 21-25 years, 8 (10.2%) are between 26-30 years, while 5 (6.6%) are between 31-35 years. What this implies is that teachers with 6-10 years teaching experience had the highest frequency with the lowest been less than 5 years and 31-35 years.

Table 4.1.4: Marital Status Distribution of the Teachers

Marital Status	Single	25	33%
	Married	51	67%
	Total	76	100.0%

Source: Field Survey 2021

Table 4.1.4 presents the marital status distribution of the teachers, the table revealed that 25 (33%) of the teachers are single, while 51 (67%) of the teachers are married. This implied that majority of the teachers are married.

Table 4.1.5: Religion Distribution of the Teachers

Religion	Islam	32	42.1%
	Christianity	44	57.9%
	Traditional	-	-
	Total	76	100%

Source: Field Survey 2021

Table 4.1.5 presents the religion distribution of the teachers, the table revealed that 32 (42.1%) of the respondents are Muslims, 44 (57.9%) are Christians. Traditional religion did not record any response. Thus this showed that the majority of the teachers are Christians.

Table 4.1.6: Gender Distribution of the Students

Variable	Option	Frequency	Percentage
Sex	Male	215	53.9%
	Female	184	46.1%
	Total	399	100.0%

Source: Field Survey 2021

Table 4.1.6 presents the gender distribution of the students, the table revealed that 215 (53.9%) of the students are male, while 184 (46.1%) of the respondents are female. This implied that a majority of the respondents are male.

Table 4.1.7: Age Distribution of the Students

Age	10 years	101	25.3%
	11 years	98	24.6%
	12 years	120	30.1%
	13 years	60	15%
	14 years	20	5%
	Total	399	100.0%

Source: Field Survey 2021

Table 4.1.7 presents age distribution of the respondents, the table revealed that 101 (25.3%) of the respondents are 10 years old, 98 (24.6%) of the respondents are 11 years old, 120 (30.1%) of the respondents are 12 years old, 60 (15%) of the respondents are 13 years old, while 20 (5%) of the respondents are 14 years old. What this implies is that respondents that are 12 years old were the majority of the respondents while 14 years was the least.

Table 4.1.8: Class Distribution of the Students

Class	JSS 1	198	49.6%
	JSS 2	121	30.3%
	JSS 3	80	20.1%
	Total	399	100.0%

Source: Field Survey 2021

Table 4.1.8 presents the class distribution of the respondents, the table revealed that 198 (49.6%) are in JSS 1, 121 (30.3%) of the respondents are in JSS2, while 80 (20.1%) of the respondents were in JSS3. What this implies is that JSS 1 had the highest number of students.

Table 4.1.9: Religion Distribution of the Students

Religion	Christianity	165	41.4%
	Islam	200	50.1%
	Traditional	34	8.5%
	Total	399	100.0%

Source: Field Survey 2021

Table 4.1.9 presents the religion distribution of the respondents, the table revealed that 165 (41.4%) are Christians, 200 (50.1%) of the respondents are Muslims, while 34 (8.5%) of the respondents are traditional worshippers. This implies that a majority of the respondents are Muslims followed by Christians and finally traditional worshippers.

Table 4.1.10: Family Type Distribution of the Student

Family Type	Monogamous	184	46.1%
	Polygamous	117	29.3%
	Single Parenthood	98	24.6%
	Total	399	100%

Source: Field Survey 2021

Table 4.1.10 presents the family type distribution of the respondents, the table revealed that 184 (46.1%) are monogamous, 117 (29.3%) of the respondents are polygamous, while 98 (24.6%) of the respondents were from single parenthood. This implies that a majority of the respondents were from monogamous families, followed by polygamous family, while the least is single parenthood.

4.2 Analysis of Respondents Opinion to Research Questions

4.2.1 Research Question One

What is the level of Infrastructural Facilities in Junior Secondary Schools Students' in Oyo State?

Table4.2.1 Level of infrastructural facilities in junior secondary schools students' in Oyo State

Items	SA	A	D	SD	Mean	StD	Decision
The school building is in proper conditions	15 (3.2%)	21 (4.4%)	289 (60.8%)	150 (31.6%)	2.11	1.113	Low
There is provision of clean drinking water	9 (1.9%)	30 (6.3%)	121 (25.5%)	315 (66.3%)	2.04	1.121	Low
There is provision of restrooms	57 (12%)	71 (14.9%)	189 (39.8%)	158 (33.3%)	2.57	1.022	Moderate
The condition of classroom is well organised and there is provision of adequate furniture	151 (31.8%)	75 (15.8%)	112 (23.6%)	137 (28.8%)	2.29	1.119	Low
There is availability of playing ground facilities	175 (36.8%)	112 (23.6%)	88 (18.5%)	100 (21.1%)	2.68	1.033	Moderate
In my school there is provision of technology facilities in classroom	-	-	245 (51.6%)	230 (48.4%)	2.01	1.122	Low
There is availability of various updated book materials in our school library	-	-	123 (25.9%)	352 (74.1%)	2.15	1.171	Low
There is Social Studies laboratory	-	-	197 (41.5%)	278 (58.5%)	2.36	1.163	Low
There is provision of teaching-learning materials	-	-	151 (31.8%)	324 (68.2%)	2.45	1.156	Low
Electricity facilities with good lighting is available	-	-	171 (36%)	304 (64%)	2.08	1.128	Low
There is internet availability in my school	-	-	129 (27.2%)	346 (72.8%)	2.04	1.331	Low
The school library is well furnished and conducive	5 (1.1%)	7 (1.5%)	189 (39.8%)	274 (57.7%)	2.03	1.123	Low
There is Social Studies Workshop	-	-	76 (16%)	399 (84%)	2.08	1.133	Low
Weighted Mean					2.17		Low

Source: Field Survey 2021, Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

Table 4.2.2.1 presents the level of infrastructural facilities in junior secondary schools in Oyo State. Based on the findings presented in tables 4.2.2.1 which indicates the state of infrastructural facilities that affect junior secondary schools students is low (Weighted Mean= 2.17).

4.2.2 Research Question Two: What is the level of teachers' indices in junior secondary schools in Oyo State?

Table 4.2.2: Level of Teachers' indices in Junior Secondary Schools in Oyo State

Teacher's Methods	SA	A	D	SD	Mean	StD	Decision
My teacher listens to questions raised by pupils during Social Studies class	121 (25.5%)	64 (13.5%)	144 (30.3%)	146 (30.7%)	2.11	1.017	Low
My teacher randomly select the pupils to ask questions	227 (47.8%)	98 (20.6%)	89 (18.7%)	61 (12.8%)	2.49	1.678	Low
My teacher asks questions intermittently from the pupils to know if we are learning	250 (52.6%)	78 (16.4%)	79 (16.6%)	68 (14.3%)	2.07	1.097	Low
On the course of Social Studies teaching process, teacher often ask us to summarize what he/she has been saying	115 (24.2%)	228 (48%)	91 (19.2%)	41 (8.6%)	2.04	1.327	Low
The teacher uses instructional materials such as (charts, science periodic table) while teaching us	35 (7.4%)	41 (8.6%)	291 (61.3%)	108 (22.7%)	2.67	1.462	Moderate
During social studies class, we are often taken to excursion or field trip for practical.	33 (6.9%)	43 (9.1%)	199 (41.9%)	200 (42.1%)	1.89	1.013	Low
My teacher often asked us to role play during social studies	31 (6.5%)	50 (10.5%)	209 (44%)	185 (39%)	2.51	1.671	Moderate

class								
The teacher allows pupils to interact with the instructional materials in the class	30 (6.3%)	127 (26.7%)	187 (39.4%)	131 (27.6%)	2.61	1.767	Moderate	
My teacher always gives us assignment at the end of each class	62 (13.1%)	51 (10.7%)	201 (42.3%)	161 (33.9%)	2.68	1.821	Moderate	
My teacher often asks the pupils to recites after him/her while teaching social studies	49 (10.3%)	38 (8%)	187 (39.4%)	201 (42.3%)	2.17	1.135	Low	
My teacher teaches us songs in Social Studies to aid retention	62 (13.1%)	40 (8.4%)	169 (35.6%)	204 (42.9%)	2.10	1.219	Low	
Weighted Mean					2.30		Low	
Teacher's Experience	225 (47.4%)	105 (22.1%)	112 (23.6%)	33 (6.9%)	2.58	1.023	Moderate	
My teacher tried to share his/her enthusiasm about the subject with the students								
The teacher guided in establishing good practice/study habit	151 (31.8%)	75 (15.8%)	112 (23.6%)	137 (28.8%)	2.51	1.017	Moderate	
My teacher is able to provide in-depth information on the content	219 (46.1%)	98 (20.6%)	75 (15.8%)	83 (17.5%)	2.67	1.012	Moderate	
Teacher has mastery over the subject	275 (57.9%)	89 (18.7%)	71 (14.9%)	40 (8.4%)	2.37	1.571	Low	
Teacher provides relevant and useful examples related to the content	175 (36.8%)	112 (23.6%)	88 (18.5%)	100 (21.1%)	2.63	1.012	Moderate	
Teacher provides extensive, interesting facts on the content	189	71 (14.9)	57	158 (33.3%)	2.17	1.234	Moderate	

to encourage learning	(39.8%)	%	(12%))			
Teacher takes efforts to relate subject with new research and findings	-	-	76 (16%)	399 (84%)	1.98	1.765	Low
Teacher tries to compare and contrast content with various fact and literature	9 (1.9%)	30 (6.3%)	121 (25.5%)	315 (66.3%)	2.45	1.435	Low
Teacher provide the students with new trends and updates on the subject	121 (25.5%)	64 (13.5%)	144 (30.3%)	146 (30.7%)	2.34	1.472	Low
Teacher guides and motivates students for self-learning on the subject	227 (47.8%)	98 (20.6%)	89 (18.7%)	61 (12.8%)	2.57	1.032	Low
Weighted Mean					2.43		Low

Source: Field Survey 2021

Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

Table 4.2.2.2 presents the extent to which teachers' indices affect students' academic achievement in Social studies state of infrastructural facilities that affect junior secondary schools students' academic achievement in Social studies. Based on the findings presented in tables 4.2.2.2 which indicates the teacher methods was low (Weighted mean= 2.30), while teacher experience was also low (Weighted mean=2.43).

Research Questions Three: What is the level of Academic Achievement in Social Studies among Junior Secondary School in Oyo State?

To answer this question, twenty five (25) objective tests were set. Analysis of this is presented in table

Table 4.2.3 Level of Junior Secondary School Students’ Academic Achievement in Social Studies in Oyo State

Score	Frequency	Percentage	Decision
Above 17 Marks	87	22	High
11-17 Marks	115	26	Moderate
Less than or equal to 10 Marks	216	52	Low

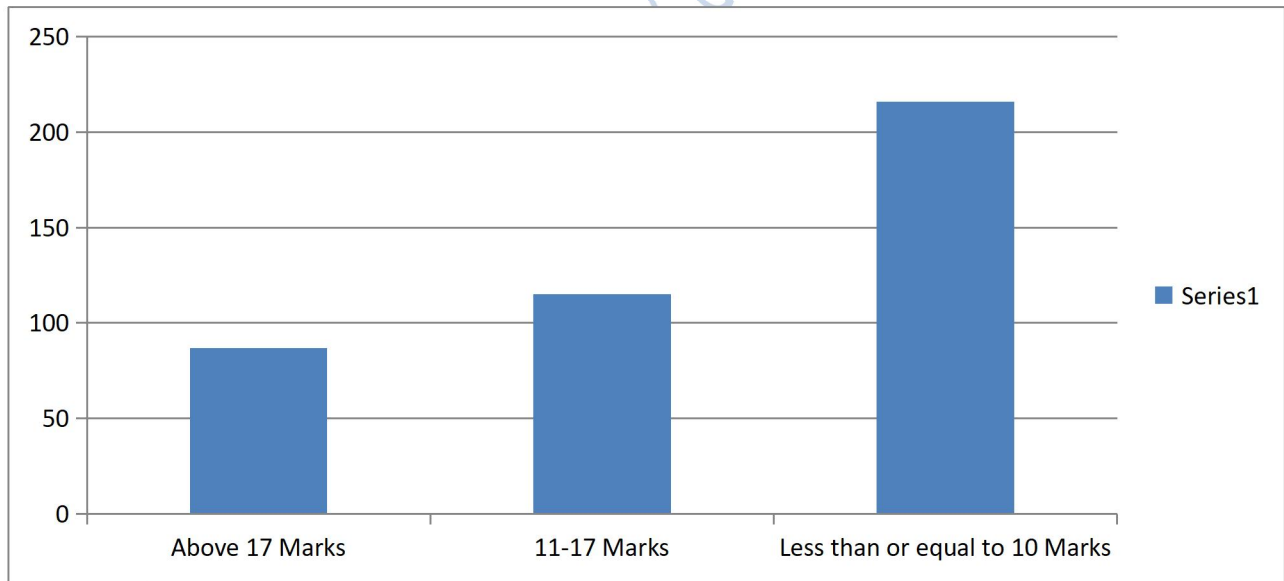


Figure 4.1 Level of Junior Secondary School Students’ Academic Achievement in Social Studies in Oyo State

Table 4.2.3 and figure 4.1 presents level of junior secondary school students' achievement in social studies. Result showed eighty seven (87) respondents which represents (22%) of the total sampled respondents scored above 17 marks, (115) respondents which represents (26%) scored between 11 and 17 marks while 216 respondents which represents (52%) of the total sample of the study scored less than 10 marks. This implies that majority of the students that took part in the study scored below ten (10) marks. It can thus be concluded that level of students' academic achievement in social studies in public secondary schools in Oyo State is low.

4.3 Test of Hypotheses

4.3.1: There will be no significant joint influence of infrastructure facilities (school library and social studies workshop) and teachers' indices (Qualification, Gender and Years of teaching experience) on academic achievement in Social Studies among junior secondary school students.

Table 4.3: Multiple Regression Summary Table Showing infrastructure facilities and Teacher indices as Predictors of Academic Achievement in Social Studies among Junior Secondary School Students.

Source	DF	Sum of squares	Mean squares	F	Pr> F
Model	5	343.104	68.621	78.655	<0.0001
Error	470	295.754	0.872		
Corrected Total	475	638.858			

Computed against model $Y = \text{Mean}(Y)$

a. Dependent variable: Academic achievement in social studies.

b. Infrastructural facilities and Teacher indices.

Source: Field Survey 2021

The combined influence of infrastructure facilities (school library and social studies workshop) and teachers' indices (Qualification, Gender and Years of teaching experience) on academic achievement in Social Studies among junior secondary school students was significant at ($F=78.655$; $P<0.05$). This implied that the combined influence of the independent variable was significant, and thus the null hypothesis was rejected at the 0.05 level of significance.

4.3.2 Hypothesis Two: There will be no significant relative influence of infrastructure facilities (school library and social studies workshop) and teachers' indices (Qualification, Gender and Years of teaching experience) on academic achievement in Social Studies among junior secondary school students.

Table 4.4 Standardized co efficiencies (academic achievement)

Source	Value	Standard error	t	Pr> t	Lower bound (95%)	Upper bound (95%)
School library	0.162	0.051	3.141	0.002	0.060	0.263
Social studies workshop	0.070	0.049	1.420	0.157	-0.027	0.167
Qualification	0.121	0.044	2.772	0.006	0.035	0.207
Gender	0.192	0.050	3.856	0.000	0.094	0.290
Years of teaching experience	0.362	0.054	6.745	<0.0001	0.257	0.468

In interpreting the effect of each variable on the academic achievement, it is best practice to interpret the standardize co efficiency. As displayed in the table above, a unit increase in school library will increase the level of academic achievement by 0.162 unit. Likewise, a unit increase

in social studies workshop will increase the level of academic achievement by 0.070 unit. Also, a unit increase in qualification will increase the level of academic achievement by 0.121 unit. Moreover, a unit increase in gender will increase the level of academic achievement by 0.192 unit. In the same manner, a unit increase in years of teaching experience will increase the level of academic achievement by 0.362 unit. This result indicates that years of teaching experience contributes the most to academic achievement followed by gender.

4.4 Discussion of Findings

Analysis of research question one which was designed to ascertain the connection between infrastructure facilities and academic achievements of students doing social studies in Junior Secondary School had a low level of impact on the research with a weighted mean score of 2.17. This finding is consistent with the findings of other scholars such as that of Arshad and Qamaⁱ who discovered that there was a positive correlation between infrastructure facilities and students achievement. This was further confirmed by the study of Oluwuo and Asodikeⁱⁱ who discovered that variables such as school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students.

Facilities like administrative and classroom blocks and libraries, residential facilities (dormitory, staff quarters, dining and assembly halls, security post, store, kitchens, toilet facilities, sick-bay, water and power supplies) and recreational facilities (football, handball, volleyball, hockey field and other field events, lawn/table tennis, netball, racket ball and basketball courts). These facilities are designed to support the process of teaching and learning in schools. Others are: agricultural facilities; (agricultural equipment, farms for plants and animal production), Science laboratory facilities (Physics, Chemistry, Biology, Basic Technology, and Computer) have been

designed to ensure that the learning experience that the students get are comprehensive and learning takes placeⁱⁱⁱ.

A further break down of the effect of infrastructure facilities on the academic achievement of students showed that individually, infrastructure facilities like school library and social studies workshop. It was discovered that these infrastructures had little or no effect on the academic achievement of students in the junior secondary school in social studies because they were non-existent in the schools sampled. While scholars have discovered that importance of infrastructure facilities to academic achievement, it is important to mention that these facilities have been found to have profound impact on the academic outcomes of students. Infrastructure facilities like school library and workshops have been found to be very vital in attaining academic achievements set by students. This is due to the fact that, infrastructural facilities are the material things that facilitate teaching and the learning processes in schools, the duo concepts of teaching and learning are opposite sides of a coin, for a lesson is not taught until it has been learned.^{iv}

The chief purpose of a school library is to make available to the students, at their easy convenience, all books, periodicals and other reproduced materials which are of interest and value to them but which are not provided or assigned to them as basic or supplementary textbooks.^vThe importance of a library has been demonstrated by the government when she expressed in the National Policy on Education (NPE) that every state Ministry needs to provide. It clarifies that library must be up-to-date and at the same time have older materials.

This finding was in contrast to the findings of Akomolafe and Adesua^{vi} who claimed that school library and workshops have a positive influence on the academic achievements of students. This

also negated the findings of Njoki^{vii} who claimed that infrastructure facilities were important to the achievement of academic goal. This negative result can be traced in part to the fact that the schools under the study area lacked these facilities. It was discovered that the absence of these facilities (school library and social studies workshop) ensured that these facilities did not influence the academic achievements of the students in social studies. Even though the importance of library has been determined by scholars, it is important to mention that standard libraries are absent in schools and these have affected the academic achievement of students.^{viii}The importance of Social Studies workshop has been state by scholars and the UNESCO as a vital tool in aiding the understanding of social studies and helping students achieve their academic goals. However, there is an absence of the social studies workshop in the schools sampled and thus this did not have any significant influence on the academic achievements of the students.

The second research question investigated the extent to which teacher indices affected students academic achievement in social studies. It was discovered that teacher indices had a low impact on the academic achievement of the students with a weighted mean score of (Weighted mean= 2.30), and (Weighted mean=2.43) to represent teachers' method and teachers' experience respectively. This finding was in consonance with the findings of Adeyemi^{ix} who discovered that there was a positive relationship between teacher qualification and students academic achievement. This went to state that the teacher's indices like methods and experience had the ability to ensure that students attain their set academic achievements. Also, Akiri^x discovered that there was a positive connection between teacher qualification and students academic achievements. This study showed that the more qualified the teachers were, the better they were equipped to teach the class and this in turn helped students to achieve their academic goals.

Amoor^{xi} furthered the conversation by stating that there was a need for teachers to acquire more knowledge as this will equip them to better teach the students.

It was also discovered that years of teaching experience of the teachers was an important factor that determined how students meet their academic goals. This study found that years of teaching experience had the most significant influence on the achievement of academic goals of the students in social studies. This resonated with the findings of Obasi^{xii} who identified that teaching experience was one of the factors that influenced academic achievement in social studies among students of junior secondary school. Likewise also, Nwodo^{xiii} stated that teachers with a more advanced years in teaching experience impacted more on the academic achievements of students. This showed that for the students to achieve their goals, the experience of the teacher was key to this. Maingi^{xiv}, while also identifying the factors that influenced academic achievements discovered that teaching experience of the teachers was important as teachers with more experience were able to influence the students to do more in their studies. Teachers' gender was also found to be a very potent factor that influenced academic achievement as it was discovered that the students were more disposed to female teachers than the male teachers.

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CHAPTER FIVE

Conclusion

This chapter summarises the study, draw the conclusion and proffer recommendations on the infrastructural facilities and teacher indices as determinants of academic achievement among Social studies students in junior secondary schools in Oyo State. The summary of the study was made in line with the report of the whole study, while conclusion was drawn based on the findings of the study. Recommendations are based on the understanding of phenomenon under study by the researcher.

5.1 Summary of Findings

The study set out to investigate infrastructural facilities and teacher indices as determinants of academic achievement among Social studies students in junior secondary schools in Oyo State. The study also set out to investigate the level of infrastructural facilities that affect junior secondary students' academic achievement in Social studies in Oyo State; ascertain which teachers indices affect junior secondary schools students' academic achievement in Social studies in Oyo State; ascertain the level of academic achievement in social studies among junior secondary schools students in Oyo State; and finally to investigate the joint influence of infrastructural facilities (school library and social studies workshop) and teachers' indices (gender, qualification and year of teaching experience) on junior secondary students' academic achievement in social studies among junior secondary school students in Oyo State.

The literature review established that the Influence of Infrastructural Facilities and teachers' Indices could have a huge role to play in the achievement or attainment on the academic achievement of Social Studies Students. Social Studies as a subject is a subject that prepares secondary school students for the world of information and equips them with acumen needed for

economic ventures. The literature review went further to reveal the state of the infrastructural facilities in the public secondary schools in Oyo State bringing into perspective the state in which the facilities that are available are in as against the mandated guidelines of the Universal Basic Education program. The issue of school management was also discussed and its role on the student and how academic achievement in social studies was also discussed. Teacher indices was discussed and the relationship of this variable was established in the literature review. Finally, the study was hinged upon two theories which includes the systems theory and the social constructivism theory.

The study adopted the Descriptive Survey research design. The population of the study comprised all the students and teachers in all the public junior secondary schools in Oyo State, Nigeria. Multi-stage sampling procedure was used to select the respondents. At stage 1, simple random sampling will be adopted to sample 25% of the local government areas in the study area making a total of 8 local government areas. At the second stage, proportional stratified sampling technique was used to select 25% number of Junior Secondary Schools in each local government area and the social studies teachers. At the third stage, proportional Stratified sampling technique was used to select 15% of the number of public junior secondary school teachers and public junior secondary school students respectively. A total of 418 students and 76 teachers took part in this study. The study made use of three instruments which include, a checklist to assess the level of availability, adequacy and utilization of infrastructural facilities in the sampled secondary schools; a self-developed social studies achievement test is carefully drawn out from the standardised curriculum for junior secondary school social studies in Nigeria; and a closed-ended questionnaire is prepared for the teachers and students in Social Studies and each item is rated using 4 Point Likert Scale.

The study found that school library had little effect on the academic achievement of students of the junior secondary school in social studies because they were absent in the sampled schools. That social studies workshop had no effects whatsoever on the academic achievement of students of the junior secondary school in social studies because they were also absent in the sampled schools. There was a significant joint influence of infrastructure facilities (school library and social studies workshop) and teachers' indices (Qualification, Gender and Years of teaching experience) had on academic achievement. Finally, years of teaching experience has the highest effect, followed by gender, while qualification has the least effect on academic achievement.

5.2 Conclusion

Based on the findings of the study, it was hereby concluded that infrastructural facilities such as school library and social studies workshop did not have a significant effect on the academic achievements of the students of the junior secondary school as these facilities were absent in the schools and as such students could not make use of these facilities to help aid their academic goals. On the other hand, teacher indices contributed immensely to the achievement of the academic achievement of the students as it was discovered that years of teaching experience, gender and qualification were all indices that influenced students academic achievements in social studies.

5.3 Recommendations

Based on the findings and conclusion of this study, the following recommendations were made

1. The government should invest more in the provision of certain infrastructural facilities in schools to ensure that students are able to attain their academic achievements. These facilities that are needed includes but is not limited to school library, social studies

workshop, conducive classrooms, conducive learning environment and all materials that will ensure that the learning process for students are effective.

2. The government should ensure that teachers are going on regular refresher courses to ensure that they are equipped with the current and up to date information available in the field of social studies.
3. The number of teaching staff in the present workforce of the public teaching service should be increased so as to provide a proportionate number of teachers to the student population.
4. Experienced teachers are to be employed anytime there is a need to employ or recruit teachers. Since this study has established that one of the key factors that has encouraged academic achievement is the number of years teaching, therefore it is advised that during recruitment exercise, well experienced teachers are brought into the state's teaching service.
5. Teachers should effectively be trained and retrained by government through seminars and conferences in order to enhance their competency in the subject area as it concerns their lesson plan quality.
6. Also, Curriculum developers can use the findings of this study as bases for framing the Business Education curriculum specifically in placing emphasis on teachers' instructional variables.
7. Principals and supervisors from the Ministry of Education should ensure regular supervision of secondary school in the state to ensure that subject teachers write their lesson plan and also have effective classroom management during their class contact.

5.4 Suggestions for Further Studies

Since this study has focused on infrastructural facilities and teacher indices as determinants of academic achievement among Social studies students in junior secondary schools in Oyo State. It is therefore advised that this study be replicated in other states to measure how infrastructural facilities and teacher indices as determinants of academic achievement among Social studies students in junior secondary schools in such state.

5.5 Contribution to Knowledge

This study has contributed to the academic field of Teacher Education and Social Studies as it has helped to explain the factors that contribute to students' academic achievement in social studies as a subject in Junior Secondary School in Oyo state.

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