

**Home and School Factors as Determinants of Academic Achievement in Social Studies
among Junior Secondary School Students in Ogo-Oluwa Local Government, Oyo State**

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of Education, Lead City University, Ibadan, Oyo State, Nigeria**

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Certification

This is to certify that Fausat Olawumi OLADIMEJI, with matriculation number LCU/PG/005363, completed the research titled “Home and School Factors as Determinants of Academic Achievement in Social Studies among Junior Secondary School Students in Ogo-Oluwa Local Government, Oyo State” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Master of Education (M.Ed) Degree in Social Studies and that this has not been previously submitted.

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Dedication

This piece of research is dedicated to my Husband- Mr. Ramon Oladimeji and my Daughter- Miss Ameenat. Oladimeji

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First and foremost, I extend my gratitude to the leadership of Lead City University for this unique vision of establishing this great institution whose impact has greatly contributed to the realization of my academic ambition, while I equally wish to appreciate various literature sources and libraries that have supported my research in writing this thesis. I also want to sincerely appreciate God Almighty for the enablement given to me to complete this academic work and for His protection and provision during my academic sojourn in this citadel of higher learning. May his Holy Name be praised forever. Amen.

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Abstract

Students' academic achievement leads to the creation of high-quality learners who can become future leaders and contribute to the nation's workforce. This study examined the influence of home and school related factors on the academic achievement of Junior Secondary School II students in Ogo-Oluwa Local Government. The research grounded in Behaviorist and Social Independence Theory, used a descriptive survey research design. The population included 1114 students while the total sample of 104 was selected for the study using a multi-stage sampling technique. Data was collected using Two research instruments. The first instrument was a self-developed questionnaire titled HSFQ the second titled SSAAT. Descriptive data was analyzed with frequency and percentage while the inferential statistics was analyzed with Chi-square and multiple regression. The results showed that the level of academic achievement of Junior Secondary School II students in Social Studies was high (38.5%). The results show that home factors do not have a statistically significant relationship with students' academic achievement in Social Studies ($p > 0.05$). Among the school factors, only teacher quality had a significant positive influence ($\beta = 0.426$, $t = 3.022$, $p = 0.003$). Overall, the combined effect of home and school factors did not significantly predict academic achievement ($F_{(6, 97)} = 1.954$, $p = 0.080$). However, gender significantly moderated the influence of parental education, parental involvement, and instructional materials ($p < 0.05$), indicating that these effects varied across male and female students. The study concluded that teacher quality and the effective use of instructional materials significantly enhance students' academic achievement whereas home-related factors show limited influence. Gender moderates the relationship between home and school factors, suggesting that their effects on academic achievement differ between male and female students.

Keywords: Academic achievement, Gender, Home and School

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Chapter One

Introduction

1.1 Background to the Study

Education is widely acknowledged as a key driver of national development, individual empowerment, and societal progress. It equips individuals with the knowledge, skills, and values needed to contribute to economic growth, political stability, and social cohesion. By fostering informed decision-making, reducing inequality, breaking cycles of poverty, and promoting gender equity, education plays a central role in transforming both individuals and society.

In any educational system, an important determinant of students' learning outcomes and the efficacy of educational institutions is academic achievement or academic performance. Academic achievement shows how well students comprehend, apply, and retain information in a variety of subjects¹. In addition to demonstrating a student's mastery of the learning material, high academic achievement also points to the existence of supportive and favorable learning environments at home and at school². Students' academic achievement leads to the creation of high-quality learners who can become future leaders and contribute to the nation's workforce.

Academic achievement is commonly measured through a variety of instruments, including standardized tests, classroom assessments, examinations, and overall grades³. In the context of this study, students' academic achievement in Social Studies will be measured using an achievement test developed from the Social Studies course content. These standardized items ensure reliability, validity, and alignment with the curriculum, thereby providing an objective basis for evaluating students' mastery of the subject.

Social Studies is among the range of subjects taught in Junior Secondary Schools in Nigeria, and occupies a central role within the curriculum as its content is integrated from government, history, sociology, geography, and economics to foster a holistic understanding of societal life⁴. It is developed by Nigerian Educational Research and Development Council (NERDC) in 2007 and designed to cultivate citizenship, cultural awareness, and civic responsibilities. Social Studies aims to develop national consciousness and loyalty, inculcate social values and civic virtues, and equip students with the knowledge and critical skills necessary to navigate and solve societal problems⁵. Social Studies curriculum is structured around core objectives such as knowledge, skills, values, and civic participation, tailored specifically for the Nigerian context^{6,7}.

The home and school environment are crucial socializing agents in the life of a child. The importance of the home and school factors in shaping students' academic achievement, particularly in secondary schools cannot be overemphasized. This is because both environments have tremendous roles in the quality of teaching that students receive and their level of engagement in the class. This implies that when homes and schools fail to provide adequate learning facilities, resources or create conducive atmosphere for teaching and learning, students are less likely to perform well academically, especially in key subjects like Social studies.

Persistent poor performance in Social studies is a growing concern, as it reflects broader inefficiencies within the educational system. Despite the subject's critical role in fostering civic responsibility and national consciousness, many students continue to perform below expectations. Research conducted in Nigeria has highlighted a range of factors contributing to this academic underachievement. These include poor learning environments, low student engagement, inadequate parental involvement, and school-related challenges such as limited access to instructional materials, insufficient textbooks and technology, and under qualified teachers⁸.

These factors also lead to students' lack of motivation and interest leading to continued academic struggles in Social Studies.

A closer examination reveals that these issues are primarily rooted in the home and school environments, two foundational factors that shape students' academic trajectories. Among these, the home serves as the first and most critical learning space in a child's life. It is where foundational attitudes toward education are developed and where socio-economic conditions begin to exert influence. Several home-related factors like parental education level, occupation, involvement in the child's learning, family income, and availability of educational resources, have been shown to significantly impact students' academic performance, motivation, and cognitive development⁹.

In the context of this study, particular attention is given to three key home-based indices: parental education, parental occupation, and parental involvement, as they represent some of the most influential determinants of students' academic success. Understanding how these home-related factors interact with school-based conditions will provide a comprehensive insight into the underlying causes of poor academic achievement in Social Studies and inform targeted interventions.

Parental education refers to the highest level of formal schooling or academic qualification attained by a student's parent(s) or guardian(s). It serves as a key indicator of the family's overall educational capital, shaping both the cognitive and emotional environment in which a child develops. Parents with higher educational attainment are more likely to possess knowledge, skills, and attitudes that positively influence their children's learning experiences. Such parents tend to engage in educationally enriching activities, such as reading with their children, encouraging

curiosity, and setting academic goals that promote lifelong learning. Parental education is especially influential, as educated parents are more likely to create intellectually stimulating environments and provide academic support. They are also better positioned to navigate the educational system, communicating effectively with teachers, monitoring academic progress, and advocating for their children's educational needs. Moreover, they often hold higher expectations for academic performance, which can motivate children to achieve greater success in school. According to empirical evidence, a higher level of parental education is generally associated with increased support for children's academic activities, better home learning environments, and more effective communication with teachers and schools^{9,10}. Studies further indicate that parental education not only enhances the child's access to educational resources but also influences parenting styles, discipline methods, and attitudes toward learning, all of which contribute significantly to students' academic achievement. Thus, parental education serves as both a direct factor (through guidance and modeling) and an indirect factor (through socioeconomic advantages) in determining students' educational outcomes.

Parental occupation is one of the major components of socioeconomic status (SES) because the type of job a parent holds often influences income level, time availability, and educational expectations. Parents engaged in professional or skilled occupations are more likely to have the resources, time, and educational background necessary to support their children's learning through homework help, school involvement, and educational guidance. Conversely, students from homes where parents are engaged in low-income or time-demanding occupations may experience academic disadvantages due to limited support and exposure to academic resources at home. Study has shown a significant positive correlation between the professional status of

parents and student academic performance, especially in core subjects such as language and social studies¹¹.

Parental involvement refers to the active participation and engagement of parents or guardians in their children's educational processes and experiences, both at home and in school settings. It encompasses a wide range of behaviors and actions that parents undertake to support their children's academic, social, and emotional development. A study in Ogun State has shown that students whose parents are actively engaged in their academic lives tend to perform better and exhibit more consistent academic behavior than those without such support, emphasizing that parental encouragement, home monitoring, and school communication were critical to enhancing students' academic success¹². For instance, a study conducted in Enugu State found that family sizes and stable homes positively influence students' academic achievement¹³. Similarly, study conducted in Imo State showed that home environment and parental involvement are important predictors of cognitive abilities across different subjects¹⁴.

Furthermore, academic achievement is also significantly influenced by the school environment¹⁵. The school environment refers to the instructional, social, psychological, and physical elements of the school that have an impact on students' academic performance. This study specifically focus on school-related factors include like teacher qualities, classroom size, and instructional materials. Teacher's qualities refer to the measurable attributes, competencies, and professional characteristics of teachers that directly influence the effectiveness of teaching and learning. Operationally, in this study, teacher's qualities will be assessed based on indicators such as teachers' academic qualifications, years of teaching experience, subject mastery, instructional delivery, classroom management skills, communication ability, and attitude toward students. Students' academic achievement is greatly impacted by their knowledge, particularly in core

courses like social studies. Effective teaching techniques, efficient classroom management, and content adaptation to accommodate a range of student requirements are all more likely to be used by highly skilled teachers. Research indicates a high correlation between student learning outcomes and teacher qualities¹⁵.

Class size refers to the number of students assigned to a classroom or teacher during a particular period of instruction. Small class size is often associated with better teacher-student interaction, personalized attention, and improved academic outcomes while large class size may lead to overcrowding, reduced teacher effectiveness, and lower student achievement due to limited individual support and classroom management challenges. Instructional materials refer to all the physical and digital resources used by teachers to facilitate teaching and enhance students' understanding of a subject like textbooks, charts, maps, posters, videos, projectors, online resources, newspapers, and pictures. Class size and instructional materials are essential school-based factors that can significantly influence the academic achievement of students¹⁶. In a study, non-conducive classroom environment and inadequate facilities were associated with poor school performance in Calabar; however, good classroom interaction and teacher-student involvement greatly raised upper basic students' Social Studies achievement in Delta State^{17, 18}. More so, gender may serve as a moderating factor in how these home and school factors impact academic achievement. Cultural expectations, gender roles, and societal norms in Nigerian communities often influence the level of support boys and girls receive at home and their level of participation and performance in school.

In recent years, several national and regional assessments have highlighted persistent underachievement in Social Studies, raising concerns among educators and policymakers, despite the academic achievement in this foundational subject is vital, to ensure a holistic

development and civil participation¹⁸. Furthermore, results from previous studies are frequently extended without sufficient consideration of local settings. In Oyo State, for example, there are few localized studies that look at how particular contextual factors affect students' achievement, especially in rural or semi-urban areas like Ogo-Oluwa Local Government Area. The majority of the literature, on the other hand, have concentrated on urban centers or states in eastern southern and northern Nigeria.

Several public and private junior secondary schools servicing both rural and semi-urban communities can be found in Ogo-Oluwa LGA, which is situated in the southwest region of Oyo State. The local education authority's preliminary reports show differences in academic achievement amongst schools, particularly in Social Studies. However, little or no research have been conducted to identify the causes of these differences.

1.2 Statement of the Problem

Nigerian teachers, parents, and policymakers are concerned about the academic achievement of children in Social Studies, a subject crucial for responsible citizenship and national integration. Despite curriculum revisions and government initiatives, many students still receive low grades which raises concern and indicates larger issues affecting instruction and learning results. Factors contributing to underachievement include teachers' quality, classroom size and instructional materials. Home-related factors, such as lack of parental involvement, parental education level and parental occupation also play a role. Limited research had explored the combined influence of home and school factors on academic achievement in Social studies. This study therefore investigated how home and school factors influence academic achievement in

Social Studies among JSS II students in Ogo-Oluwa Local Government Area, aiming to inform Nigerian teachers, parents and policymakers

1.3 Aim and Objectives of the Study

The study investigated how home and school factors determine the academic achievement of Junior Secondary School II students in Social Studies in Ogo-Oluwa Local Government Area of Oyo State.

The objectives of the study were to:

- (i) examine the level of academic achievement of Junior Secondary School II students in Social Studies in Ogo-Oluwa Local Government Area of Oyo State.
- (ii) examine the level of home-related factors on the academic achievement of JSS II students in Social Studies.
- (iii) determine the level of school-related factors on the academic achievement of JSS II students in Social Studies
- (iv) ‘ascertain the relative influence of home and school factors on the academic achievement of JSS II students in Social Studies.
- (v) determine the significant combined influence of home and school factors on the academic achievement of JSS II students in Social Studies.
- (vi) assess the moderating role of gender on academic achievement of JSS II students in Social Studies.

1.4 Research Questions

The following research questions will guide the study:

- (i) What is the level of academic achievement of Junior Secondary School II students in Social Studies in Ogo-Oluwa Local Government Area of Oyo State?
- (ii) What is the level of home-related factors on the academic achievement of JSS II students in Social Studies?
- (iii) What is the level of school-related on the academic achievement of JSS II students in Social Studies?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 significant level.

H₀₁: There will be no significant relative influence of home and school factors on the academic achievement of JSS II students in Social Studies.

H₀₂: There will be no significant combined influence of home and school factors on the academic achievement of JSS II students in Social Studies.

H₀₃: There will be no significant moderating influence of gender on academic achievement of JSS II students in Social Studies.

1.6 Significance of the Study

The findings of this study are of great importance to students, teachers, parents, school administrators, and policymakers.

For students, the study enhances their understanding of how home and school environments influence their academic achievement in Social Studies. This awareness can motivate them to develop a positive attitude toward learning, take personal responsibility for their studies, and

strengthen their interest in Social Studies as a subject that fosters critical thinking and civic awareness.

For parents and guardians, the study underscores the crucial role of parental involvement, educational background, and income in supporting students' academic success. It encourages parents to provide adequate learning materials, engage actively in their children's educational activities, and create a supportive home environment conducive to learning.

For teachers, the study provides valuable insights into how teacher quality, class size, and instructional materials affect students' learning outcomes. These insights will guide Social Studies teachers in adopting more inclusive, participatory, and student-centered instructional strategies that enhance classroom engagement and achievement.

For school administrators and policymakers, the study offers empirical data that can guide policy formulation and educational planning. It highlights the need for continuous teacher training and retraining, optimal class sizes, and adequate provision of instructional materials. The findings will also help in designing targeted interventions and school improvement programs that promote equity and effectiveness in teaching and learning.

Overall, this study contributes to improving the quality of Social Studies education in Ogo-Oluwa Local Government and beyond by informing stakeholders of the specific home and school factors that significantly determine students' academic achievement

1.7 Scope of the Study

The study focuses on home and school factors as determinants of students' academic achievement in social studies in Ogo-Oluwa Local Government Area of Oyo State. The first

independent variable is home which was measured with parental education, parental occupation and parental involvement. The second independent variable is school which can be measured by teachers qualities, classroom size and instructional material. The dependent variable is academic achievement

Geographically, the study was delimited to public junior secondary schools in Ogo-Oluwa Local Government Area of Oyo State. The manageable number of public junior secondary schools in Ogo-Oluwa L.G., allows for focused and in-depth data collection while still providing diverse insights across different settings. The Ogo-Oluwa Local Government Area has a mix of both urban and semi-urban communities. The scope of this study was concerned with junior secondary school students. It covered only public secondary schools and the target students were in JSS II, as they are at a developmental stage where the home and the school are particularly significant

1.8 Limitation of the Study

The major challenge encountered was securing access to Junior Secondary school students. Many of the students were reluctant to participate, expressing concern on their displeasure to reading and responding to the instrument.

Nevertheless, a satisfactory number of completed questionnaires was collected and retrieved back. To address these obstacles, the researcher with the aid of research assistants had to engage them more by inviting their teachers to sensitize them more on the need to respond to the questionnaire. Consequently, despite these constraints, the study's findings are considered credible and reliable

1.9 Operational Definition of Terms

Academic Achievement: This refers to the measurable performance of students in Social Studies as determined by test scores obtained in Social Studies Academic Test during the data collection.

Home Factors: These refer to the various elements within the students' home environment that may influence academic performance.

Parental Education: The highest level of formal schooling completed by a student's parent(s) or guardian(s), measured as no formal education, primary, secondary, or tertiary education.

Parental Occupation: The type of job or means of livelihood of the parent(s) or guardian(s), used to infer the socioeconomic status of the household.

Parental Involvement: The extent to which parents or guardians participate in their child's education through activities like attending school meetings, helping with homework, providing educational materials, and monitoring academic progress.

School Factors: These include school-related variables that affect student learning such as teacher qualifications, availability and condition of instructional materials, classroom environment, and administrative support within the school setting

Teacher's Qualities: These are measurable attributes, competencies, and professional characteristics of teachers that directly influence the effectiveness of teaching and learning.

Instructional Materials: The teaching aids and learning resources used to support the delivery of Social Studies lessons, including textbooks, charts, maps, audio-visual tools, and digital content.

Classroom Size: The number of students assigned to a particular classroom or teacher during a Social Studies lesson, measured by the student-to-teacher ratio.

Gender on Academic achievement: Gender refers to the biological distinction between male and female students as recorded in the school register to determine whether differences exist in academic achievement.

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Chapter Two

Literature Review

This chapter reviewed the related literature on the key variables of this study. The review examines how these variables have been conceptualized by previous scholars and analyzes relevant theories that explain their interrelationship. This chapter is organized under the following sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Social Studies

2.1.2 Concept of Academic Achievement

2.1.3 Students' Academic Achievement in Social Studies

2.1.4 Concept of Home Factors

2.1.5 Concept of School Factors

2.2 Theoretical Framework

2.2.1 Behaviorist Theory (Skinner, 1953)

2.2.2 Social Interdependence Theory

2.2.3 Epstein Model of Parental Involvement

2.3 Review of Empirical Studies

2.3.1 Parental Education and Students' Academic Achievement in Social Studies

2.3.2 Parent Occupation and Students' Academic Achievement in Social Studies

2.3.3 Parental Involvement and Students' Academic Achievement in Social Studies

2.3.4 Teacher Qualification and Students' Academic Achievement in Social Studies

2.3.5 Class Size and Students' Academic Achievement in Social Studies

2.3.6 Instructional Materials and Students' Academic Achievement in Social Studies

2.3.7 Influence of Home and School Factors on Students' Academic Achievement in Social Studies

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Concept of Social Studies

Social studies is the study of human being in totality. It is the study of how human beings interact with their physical, social, political, religious, psychological, economic and cultural environment. It is also the study of how human beings influence their environment with a view to getting maximum benefits from it and how the environment influences human beings in turn¹.

Social studies is also perceived to be centrally based on societal issues with problems of human being in their environment as the central core. It examines the relationship and interaction of man

with his environment with a view to solving problems arising therefrom². Social Studies is conceptualised as the study of the outcomes of interactions between humans and their environment which equips the youths with the necessary tools for solving personal and community-related problems. It is crucial to recognize that Social Studies goes beyond imparting knowledge; it also underscores the importance of instilling skills necessary for resolving issues within society or communities³.

The concept also connotes dependability, dedication, devotion, authenticity, national faithfulness and loyalty to one's nation. The scholar of this definition describes patriotism as the readiness of individuals to stand by their nation and to defend themselves against external aggression and work for their internal cohesion. Social studies is seen as a value-oriented and value-projected subject that assists in the reduction of vices and promotion of moral values such as honesty, patriotism, civility, obedience, kindness, self-discipline, respect for elders, rules of law and other positive values that can promote quality citizens and the image of the country in the comity of nations⁴.

According to some Social Studies scholars, the concept of Social Studies differs in its scope and emphasis based on the evolving needs and realities of the modern world, particularly as it seeks to address human survival issues in a rapidly changing society⁵. Social Studies, therefore, is not static but dynamic, reflecting the social, political, and economic transformations that shape human existence. It serves as a bridge between individual development and societal progress, aiming to equip learners with the knowledge, values, and skills necessary for responsible citizenship and national development. One of these scholars highlights that the discipline of Social Studies goes beyond the mere acquisition of facts about society; it emphasizes the cultivation of civic values and attitudes essential for peaceful coexistence and societal stability.

Specifically, the subject instills in learners' key civic virtues such as honesty, tolerance, discipline, cooperation, and the protection of public property, values considered fundamental for effective participation in democratic governance and community life⁵.

Social Studies is broadly described as the study of man and his interaction with both his social and physical environment. It focuses on how individuals and groups relate to their surroundings and how these interactions shape society and human behavior. More specifically, Social Studies is defined as the study of human interaction with the environment, emphasizing various dimensions such as historical, religious, economic, psychological, cultural, scientific, and technological factors. It provides students with an integrated understanding of how these elements influence daily life, decision-making, and societal development. Furthermore, Social Studies encompasses the totality of experiences students undergo during the course of learning, experiences that enable them to identify, analyze, and propose solutions to real-life and enduring problems within their immediate and wider environment⁶. Through this process, learners are equipped not only with knowledge but also with the values and attitudes necessary for effective citizenship and meaningful participation in community and national development.

A new approved definition by the National Council of Social Studies conceptualized Social Studies is the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life⁷. It helps students examine vast human experiences through the generation of questions, collection and analysis of evidence from credible sources, consideration of multiple perspectives, and the application of social studies knowledge and disciplinary skills. As a result of examining the past, participating in the present, and learning how to shape the future, social studies prepare learners for a lifelong practice of civil discourse and civic engagement in their communities. Social studies centers

knowledge of human rights and local, national, and global responsibilities so that learners can work together to create a just world in which they want to live.

2.1.1.1 Social Studies Curriculum

A study underscores the significance of the Social Studies curriculum as a veritable instrument for shaping the mindset of citizens and fostering social stability and national development in Nigeria as a nation. The Social Studies curriculum comprises key components such as objectives, contents, methods, resources, and evaluation, which collectively contribute to effective instruction within the school system⁸. The stated components of the Social Studies curriculum serve as integral elements for achieving educational goals. According to research, objectives delineate the intended outcomes, while contents encompass essential information and knowledge. The methods employed in teaching, along with the resources utilized, play crucial roles in facilitating a comprehensive learning experience. Evaluation processes ensure the effectiveness of the Social Studies curriculum and student comprehension⁹.

2.1.1.2 Social Studies Curriculum as an Instrument for Social Stability and National Development Social

Studies curriculum across the world and in Nigeria in particular is perceived as a corrective discipline whose main emphasis is on the overall development of the child skills needed for national development. Social Studies is seen as a discipline that helps students become responsible citizens in a culturally diverse world. Social Studies is an organized integrated study of man and his environment both physical and social, emphasizing cognition, functional skills and desirable attitude and action to produce an effective citizen¹⁰. Social Studies was introduced into the school curricula because of the need for all-round citizenship training, the emerging

quest for national integration, nation-building and national development. The introduction of Social Studies in Nigeria was mainly to inculcate the concept of nationalism, unity in diversity and interdependence among the citizens of the nation¹¹. Right from its introduction in the curriculum of Nigerian schools, the potential of the Social Studies programme to promote the values and ethics of inter-ethnic understanding has never been in doubt. The content of social studies education attempts to forge unity, and interdependence among the people of Nigeria, thereby fostering inter-ethnic understanding which is essential to the development of Nigeria as a nation⁴. Social Studies is fundamentally aimed at helping young people develop the ability to make informed and reasoned decisions for public good in a culturally diverse society such as Nigeria¹⁰. A study stated that Nigeria is inhabited by a large number of ethnic groups ranging in size, from a few thousand to many millions, between them, with over three hundred and fifty languages and ethnic nationalities⁴. Thus, right from independence in 1960, the country has been preoccupied with how to achieve a reasonable level of national unity or inter-ethnic understanding and cooperation which will bring about much-needed peace, unity and development. Social studies education plays a very vital role in developing rational thinking ability for practical social life, promoting political literacy, and encouraging democratic values and principles for the promotion of functional citizenship. A study considers the knowledge taught in Social Studies as essential for worthwhile living and promotion of national development in Nigeria¹¹. This is based on the fact that much of the content of the knowledge in Social Studies is drawn from the realities of the learners' environment. This will enable the students in their formative years to have a better understanding of the developmental needs of Nigeria as a nation. A researcher advocates for the social sensitivity philosophy in Social Studies education, emphasizing its role in empowering educators and practitioners to recognize and

address societal problems, particularly those related to social stability and national development in Nigeria¹².

This approach encourages a contextual understanding of problems and promotes the formulation of effective solutions using the instrumentality of Social Studies Education. In the framework of Social Studies instruction, each topic or unit is designed to present learners with one or more societal issues, compelling them to engage in problem-solving. The essence of Social Studies education lies in its focus on the social issues affecting humanity and the exploration of meaningful avenues for resolving these challenges. This philosophy underscores the importance of cultivating a socially conscious mindset among students and instilling in them the skills to actively contribute to the betterment of society¹³.

2.1.1.3 Objectives of Social Studies

The objectives of social studies in the primary and secondary schools clearly indicate that the subject is taught to¹⁴;

- Develop the learner's capacity to learn and acquire basic skills including those of listening, reading, writing, speaking, calculation and observation, analysis and inference which are essential to the formation of sound inter-ethnic relationship.
- Socializing and humanizing the individual child to enable him interact freely with children from other ethnic groups.
- Create an awareness and understanding of the evolving social and physical environment.
- Ensure the acquisition of that relevant knowledge which is an essential pre-requisite to personal development as well as to a positive personal contribution to the betterment of mankind and the Nigerian society all large.

- Develop a sympathetic appreciation of the diversity and interdependence of all local communities and the wider national and international community.
- Develop in children a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria, through appreciation of values of honesty, hard work, fairness, justice and togetherness.
- Encourage learners to appreciate that all the things they have learnt are inter-related.

2.1.2 Concept of Academic Achievement

Academic is explained as "academic work, school work"¹⁴. The term "academic work" refers to the results achieved by students as a result of the accumulation of learning, while "school work" refers to the learning tasks set by the school and is characterized by stages. Achievement refers to the completion and attainment of a certain level that a student can achieve after a series of education or training, while performance refers to the result of an examination in a subject or a whole course¹⁵. However, some scholars consider achievement to be equivalent to grades, and it is on the basis of the different understandings of achievement and grades that scholars have differed in their definitions of academic achievement¹⁶.

Academic achievement refers to the measurable performance outcomes that demonstrate the extent to which an individual has successfully attained specific learning objectives or educational goals that are central to school-based instructional activities. It reflects the degree of mastery a student has acquired over the curriculum content, skills, and competencies taught in the classroom. According to researcher, academic achievement serves as an essential indicator of educational effectiveness, student motivation, and cognitive development. It is often assessed

through standardized tests, classroom examinations, continuous assessments, or teacher evaluations that measure how well students have met the expected learning standards¹⁷.

Aina believes that academic achievement includes cognitive and non-cognitive outcomes, as well as psychological and behavioral outcomes¹⁸. Bloom argues that academic achievement includes: knowledge, values and attitudes, and skills or appropriate behaviors¹⁹. Research argues that academic achievement is not only about students' academic performance in school, but should also include all aspects of their knowledge, competence and literacy development²⁰. Academic achievement in a narrow sense refers to the measured performance of students through examinations at a certain study stage.

In empirical studies of academic achievement, a considerable number of researchers adopt such definitions of academic achievement, especially in empirical studies of primary and secondary school students, researchers often define academic achievement as students' examination results, for example, Researchers all define academic achievement as a definition of a learner's the performance of teaching and learning assessments, such as final examination results, achieved by the person in school²¹.

Academic achievement refers to the extent to which a student has successfully attained the learning objectives or mastered the knowledge and skills taught during a given instructional period. It is a measure of the degree of success in performing specific academic tasks or demonstrating understanding in a subject after exposure to learning experiences. Essentially, it reflects the outcome of education and serves as an indicator of how well a student is performing academically.

Moreover, academic achievement goes beyond classroom tests or grades, it encompasses excellence across all areas of academic disciplines, as well as participation and performance in extracurricular activities that contribute to holistic development²². It embodies a combination of intellectual ability, effort, motivation, and persistence in achieving educational goals. Additionally, academic achievement can be viewed as a student's capacity to accomplish both short-term and long-term academic objectives, such as mastering course content, graduating from a program, or developing lifelong learning competencies²³. In essence, it represents not only cognitive success but also the effective application of learning, discipline, and commitment to personal and educational advancement.

Academic achievement of students is an important factor affecting the achievement of education goals. Academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education as well as the overall development of students. Academic achievement of students is influenced by various factors.

2.1.3 Students' Academic Achievement in Social Studies

Academic achievement generally refers to the extent to which students attain predetermined learning objectives as reflected in their performance on assessments, classroom participation, and other measures of learning outcomes²⁴. In the context of Social Studies, academic achievement reflects students' mastery of civic knowledge, critical thinking, and problem-solving skills required to understand human relationships, societal structures, and citizenship responsibilities²⁵.

Social Studies as an interdisciplinary subject aims to develop responsible citizens equipped with knowledge of social, political, and economic institutions. Therefore, achievement in this subject goes beyond rote memorization; it entails students' ability to apply concepts to real-life

situations, engage in reflective inquiry, and demonstrate positive attitudes toward societal development²⁶.

Several scholars have conceptualized academic achievement as an outcome of the interaction between learner characteristics, instructional processes, and environmental factors²⁷. From the cognitive perspective, Bloom's taxonomy identifies learning outcomes as ranging from knowledge and comprehension to application, analysis, synthesis, and evaluation, which are all essential for meaningful learning in Social Studies. High achievement in Social Studies therefore implies not only recall of facts but also the ability to analyze social problems, evaluate alternative solutions, and take informed decisions²⁷.

Furthermore, the constructivist view emphasizes that students' academic achievement in Social Studies is influenced by how well classroom instruction connects with learners' experiences. Effective teaching strategies, availability of instructional resources, and supportive learning environments enhance students' engagement and performance²⁷. Social factors such as parental involvement, peer influence, and school climate also play significant roles in shaping learners' attitudes and outcomes in the subject²⁸.

In summary, academic achievement in Social Studies is a multidimensional construct encompassing knowledge acquisition, skills development, and the internalization of values necessary for civic responsibility. It reflects both individual student effort and the quality of educational experiences provided at home and in school.

2.1.4 Factors Affecting Students' Academic Achievement

There are a number of factors that have a direct effect on a student's academic achievement. However, these factors may vary from person to person and society to society. The factors

affecting students' academic achievement could be seen as the factors affecting teaching and learning generally. The problem of teaching and learning in secondary schools is of huge magnitude. When these problems are analyzed objectively, it would be difficult to pin it down on a single actor. This is because the teachers, students, parents, and most importantly, the government had their fair share of the problems beset the education sector in Ethiopia.

According to Bandura (2001), it is possible to learn a task and yet perform poorly in it. Other factors, other than the learning process, have the potential of influencing academic achievement of tasks²⁹.

The problems of the education sector that most directly affect the students include congested classrooms, dilapidated and insufficient structures, and instructional resources; poor students' attitude and academic achievement, indiscipline, cultism, examination malpractice and high incidence of student dropout. Others are insufficient funds of the schools, students' and staff strikes, insufficient number and quality of the required teachers, high teacher attrition rate, intra-school management problems, and political interruptions, among others.

The motivational factors of the home background have been found to influence the learner's academic achievement more important than the fixed material and economic conditions of the home.

At all levels of Nigeria's educational system, problems such as inadequate infrastructure, brain drain, population explosions, lack of motivation on the part of the instructional and non-instructional staff, crowded classrooms, lack of instructional aids, lack of recreational facilities, high student/teacher ratio, inadequate training and development for staff and a dearth of data and statistics could be observed. All these have serious implications on the teacher delivery system in

the classrooms and certainly have undesirable effects on students' attitudes and academic performance.

The learning environment, distance to school, teachers' attitudes toward students, teaching practices, gender. Bias in the curriculum and classroom culture also contributes either facilitating or hindering the academic achievement of students. Parents' living standards, level of education of parents (literacy), lack of gender targeting in the school environment, and teacher quality affect students' academic achievement. A study argued that sizable research has consistently shown that students' academic performance is influenced by the background of family characteristics such as socioeconomic status of the parent's level of education, occupation, and income. From these factors, parental level of education and income has been the most significant source of disparities in students' achievement.

Despite different factors that influence students' academic achievement, this study is focusing on two main factors which are home and school factors. However, home and school environments have consistently been identified in educational research as the most direct and foundational determinants of students' learning outcomes. Focusing on these two factors can guide tangible improvements, such as enhancing parental engagement, improving school infrastructure, or training teachers, unlike other influences (e.g., innate ability or broad societal issues) that are less easily modified.

2.1.5 Concept of Home Factors

The home environment is not an abstract or peripheral concept in educational discourse; rather, it represents a tangible and foundational context that profoundly shapes the learner's cognitive, emotional, and social development. In this study, the home environment of students has been

purposefully selected from among other influential factors, such as the school environment, teachers' characteristics, instructional methods, and teaching strategies, because it is regarded as the most primary and immediate social unit in a learner's life. The home serves as the first and most enduring setting in which children acquire values, attitudes, language skills, and motivation that later influence their approach to learning and interaction within the school system.

Every learner originates from a particular home background, and the conditions within that environment, whether supportive or deficient, inevitably reflect in their academic behavior and achievement. The socioeconomic status of parents, the availability of educational resources at home, parental involvement in school activities, and the emotional climate of the household all constitute critical elements of the home environment that contribute to students' learning outcomes. A stimulating home environment, where learning is encouraged and educational goals are prioritized, often produces learners with higher motivation, stronger study habits, and better performance in school. Conversely, homes characterized by instability, neglect, or lack of educational support tend to hinder children's concentration, confidence, and overall academic success.

Therefore, the home environment cannot be overlooked when evaluating students' academic achievement. It provides the foundation upon which school learning builds and determines, to a significant extent, how effectively students respond to the formal education system. Understanding the dynamics of the home environment thus offers valuable insight into the root causes of variations in academic performance among students from different backgrounds.

The home environment refers to aspects of people's domestic lives that contribute to their living conditions; 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 socialising facilities available in the house³⁰. Thus, the home is the basic institution for providing the child's primary socialisation and laying the educational foundation for the child upon which the other agents of socialisation are built

It is the combination of physical and psychological environment³¹⁻³². The physical environment includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of the home includes the mutual interactions of family members, respect, and many other things³³. Both aspects have a direct and significant influence on the overall development of students³¹⁻³². There are certain influential factors which influence home environment and Codjoe identified them as nature of the family, authority (head of family), and educational status of parents, attitude of parents towards children and the financial position of the family. It was submitted that all these factors are significant for home environment³².

As many as the factors of the home environment are, this study is concerned with the effects of family income, family type, and parental educational background on the academic achievement of students in secondary school.

The education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life³⁴. A study referred to the home environment as the characteristics of societal components created by members of the family living together in one area and doing activities that are directly related to the duties of the family³⁵. According to Slaughter and Epps, the academic performance of students is also influenced by the kind of environment the student is directly involved in at home³⁵. In a similar

observation, the performance in students' academics strongly relies on how the parents are involved in matters concerning their children's academics³⁶.

2.1.5.1 Dimensions of Home Factors

This study focused on three dimensions of the home environmental factors which are parental educational background, parent occupation or income, and parental involvement.

2.1.5.2 Parental Education

Parental educational attainment shapes the home's cognitive environment: educated parents tend to use richer language, provide more academic stimulation, help with homework, and hold higher expectations for schooling. Parental education is therefore conceptualised as both a resource and a mediator of parental practices that promote learning.

Parents' educational levels are often considered predictors of their children's academic achievement, commonly assessed through examinations or continuous evaluations³⁷. The positive relationship between parental educational levels and children's academic achievement is highlighted by Sarigiani, emphasizing the significant role parents play in their children's academic performance. Educated parents, recognizing the importance of educational excellence, are more likely to prioritize the parent-student-school-community relationship. When parents actively support their children's academics, positive academic performance is likely to take place. The impact of parental education on school children's academic performance is evident, suggesting that educated parents contribute to their children's academic excellence³⁷.

One other factor that has the propensity to influence the academic output of the student is the natural surroundings he/she belongs to. However, such surroundings that could soothe the

performance of the student can be given by the parents³⁸. Parents can also benefit from sessions of guidance and counselling from school leaders to help enhance the academic work of students at home³⁹. For students to achieve a higher degree of academic excellence, several researchers have posited that students reaching this fate mainly rely on the academic influence of their parents⁴⁰. As a result, in their work inferred that the mark of students from literate parents exceeds those from illiterate parents on a standardized exam⁴¹. This is because literate parents can share information with their children concerning school and what is being studied. Additionally, they are capable of helping their wards in their academic work and their involvement in school activities⁴².

Therefore, the education of parents is significant in anticipating the performance of students and this has been frequently pointed out in several types of research reporting on students' performance⁴³. Among the parents, mother's higher education reflected in the performance of students in Mathematics and Reading due to their increased hopes from their wards⁴³. He further asserted that a higher level of performance-associated conduct by mothers in the house and a more definite insight of performance by the children was projected by more definite confidence and hopes from mothers⁴⁴.

2.1.5.3 Parent Occupation

Occupation is a key indicator of a household's socioeconomic status (SES) and serves as an important determinant of the quality of life and educational opportunities available to children. The nature of parents' occupations often influences the financial stability of the family, which in turn determines access to essential educational materials such as textbooks, learning devices, and internet connectivity. Parents engaged in stable and well-paying jobs are more likely to afford

private tuition, better schooling options, and extracurricular enrichment programs that enhance their children's learning experiences.

Furthermore, occupational status can influence the neighborhood in which a family resides, which often determines the quality of schools available to their children. Families in higher socioeconomic brackets typically live in areas with better-funded schools, smaller class sizes, and more qualified teachers, all of which contribute to improved academic achievement. In contrast, families in lower-income occupations may face constraints that limit access to quality education, such as overcrowded classrooms and insufficient learning resources.

Occupation also affects the amount of time and attention parents can devote to supervising and supporting their children's studies. For instance, parents with flexible or less demanding jobs may spend more time assisting with homework and engaging in educational discussions, whereas those in time-intensive or low-wage jobs may have limited availability for such involvement. Consequently, higher occupational status affords greater "opportunity-to-learn," characterized by a conducive study environment, adequate learning materials, and consistent academic guidance. Collectively, these advantages contribute to better educational outcomes, highlighting the critical role of parental occupation in shaping students' academic success.

A study that compared families of low- and high-income earners indicated that parents with average to high income levels, whose earnings are consistent with their educational background—tend to hold similar aspirations, expectations, and long-term educational visions for their children when compared to other families within the same socioeconomic bracket. These parents often emphasize the importance of formal education as a pathway to social mobility, career advancement, and overall life success. They are also more likely to invest in

educational resources such as private tutoring, supplementary materials, and conducive home study environments, all of which reinforce their children's motivation and academic engagement⁴⁵.

Conversely, families from lower-income backgrounds generally share strong educational aspirations for their children but may lack the material and social resources needed to actualize those goals. Despite harboring high hopes and ambitious visions for their wards' academic success, such aspirations do not always translate into improved academic outcomes due to persistent socioeconomic challenges such as financial constraints, limited parental education, and reduced access to quality learning facilities.

The study further revealed that while motivation and parental expectations are important, they are not sufficient on their own to guarantee improved academic performance in children from economically disadvantaged families. Structural inequalities, such as unequal school funding, household responsibilities, and limited access to learning materials, often hinder these students from achieving the educational goals envisioned by their parents. This underscores the complex interaction between family income, parental expectations, and educational achievement—where financial capacity not only shapes opportunity but also determines the extent to which educational aspirations can be effectively realized⁴⁶.

A study indicated that students from poor family backgrounds are put under slavery work and have limited time to study and this happens because they esteem household work more than education. Also, prevalent in developing nations are several families who are not capable of feeding twice daily despite working throughout the day⁴⁷. Hence, children of the young age of such households engage in menial jobs to survive. However, the little money gained together

with the scanty financial provision by the government in education causes these poor families the inability to fund their wards education resulting in low academic achievements⁴⁸.

2.1.5.4 Parental Involvement

A parent is traditionally understood as one who gives birth to, nurtures, or raises a child. Consequently, parenthood is not limited to biological relationships; it may also include adoptive parents, step-parents, or relatives who assume full parental responsibilities. Parenting, on the other hand, refers to the process of raising children from infancy to adulthood within an environment of care, guidance, and support. Scholars emphasize that parenting is the single most influential factor in children's education, behaviour, and overall development, exerting a greater impact than teachers, peers, or media⁴⁹.

Traditionally, parental involvement includes coordinated activities in the school and at home²². Parental involvement is also refers to the behaviours, attitudes, and commitments of parents that directly or indirectly influences children's cognitive, social, and emotional development.

The term "parents' involvement" also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' expectation for their baby birds, and family size among others. Parents' involvements differ from one family to another, and so is affects to pupils' academic achievement. Where things like gifts, prizes and curse of their favourite/desirable places provided make positive reinforcement children and generate higher performance. Parental involvement is also seen as one component of learning institution for the children.

Likewise, the term parental involvement is often described as parental collaboration, emphasizing the active partnership between the home and the school in fostering students' learning and development. As some scholars note, schools are physically situated within communities, yet they often function as “isolated islands”, institutions disconnected from the everyday lives, experiences, and networks of the families they serve. This metaphor underscores a critical challenge: despite sharing a common goal of supporting children's growth, schools and families frequently operate in parallel rather than in collaboration.

Families, on the other hand, live in neighborhoods where social interactions may be limited or temporary, resulting in weak communal ties and minimal engagement with the educational institutions their children attend. This lack of sustained association between parents, schools, and communities often leads to communication gaps, misunderstandings, and reduced opportunities for meaningful collaboration in supporting students' academic and social progress⁵⁰.

Parental involvement, therefore, goes beyond attending school meetings or assisting with homework, it includes building consistent, cooperative, and trust-based relationships between educators and families. When such collaboration is strong, parents become active partners in decision-making processes, curriculum enrichment, and school improvement initiatives. Research has shown that when schools successfully “build bridges” to connect with parents and communities, students exhibit higher motivation, better attendance, and improved academic achievement.

Parental involvement refers to the active participation and engagement of parents or guardians in their children's educational processes and experiences, both at home and in school settings. This

includes the behavioral, cognitive, and affective involvement such as monitoring homework, attending school meetings, engaging in school-community activities, and creating a supportive home environment for learning⁵¹.

Parents play a vital role in shaping children's attitudes, habits, and academic outcomes. Their positive involvement has been shown to foster good study habits, inspire intrinsic motivation, and ultimately lead to academic success with long-term economic and social benefits. Conversely, research suggests that many schools struggle to engage parents effectively in their children's education, despite its critical importance⁵². Research has consistently shown that when parents are involved in the education of their children, students tend to develop a more positive attitude toward learning, exhibit higher academic motivation, and demonstrate better behavior than those without such support^{53, 54}.

Personal involvement involves parent-child interactions that communicate positive attitudes about education. Cognitive/intellectual involvement includes activities like reading books and visiting museums that promote skill development and knowledge in children. According to this theory, parental involvement impacts student performance by influencing motivation, sense of competence, and the belief in their ability to control their success in school⁵⁵.

Parental involvement can be described as the active participation of parents in the education of their children⁵⁶. It can take various forms, including communication with teachers, involvement in school activities, and assistance with homework⁵⁷. In this study, parental involvement would be classified into three types: behavioral, cognitive, and affective involvement⁵⁸. Behavioral involvement refers to parents' physical presence in their children's education, such as attending parent-teacher conferences and school events⁵⁹. Cognitive involvement involves parents' efforts to promote their children's academic success, such as helping with homework and providing

educational resources at home⁶⁰. Affective involvement refers to the emotional support that parents provide to their children, such as encouragement and motivation⁶¹.

2.1.6 Benefits of Parental Involvement

Numerous researchers have revealed that the involvement of parents has positive effects on the academic performance of students in Nigeria⁶²⁻⁶³. Behavioral involvement, such as attending parent-teacher conferences, has been found to increase parents' knowledge about their children's academic progress and help teachers understand the child's home environment⁵⁹. Cognitive involvement, such as assisting with homework, has been linked to higher academic performance, better study habits, and improved attitudes toward school^{64,60}. Affective involvement, such as providing emotional support, has also been shown to have a positive impact on students' academic achievement. Parents who provide emotional support to their children have a higher likelihood of raising children who are motivated to succeed in school and have higher self-esteem^{61,65}.

Notwithstanding the numerous benefits of parental involvement, there are several barriers that hamper the participation of parents in the education of their children in Nigeria. These barriers include poverty, lack of education, and cultural beliefs. Poverty is a significant barrier, as it can prevent parents from providing the necessary resources to support their children's education. Lack of education also hinders parents' ability to assist their children with school work, and cultural beliefs can limit the role that parents play in their children's education⁶⁶.

2.1.7 Concept of School Factors

There is a growing consensus, supported by empirical and pragmatic evidence, that the quality of school leadership and the overall school environment play a pivotal role in determining both

school performance and students' learning outcomes. Effective school leadership, characterized by clear vision, strategic planning, staff motivation, and consistent monitoring of teaching and learning processes, creates the conditions necessary for academic excellence and sustainable institutional growth.

Studies have demonstrated that when school leaders, such as principals and administrators, provide supportive supervision, promote teacher collaboration, and ensure the availability of instructional materials, there is a corresponding improvement in both teaching quality and student achievement. This is because leadership influences every operational aspect of the school, from curriculum implementation and classroom management to teacher morale and student discipline.

Furthermore, the school environment, encompassing physical facilities, safety, teacher-student relationships, and the general school climate, serves as a critical determinant of learners' motivation and academic engagement. A well-structured and stimulating school environment encourages active learning, promotes positive behavior, and reduces academic anxiety, thereby enabling students to reach their full potential⁶⁷.

Research evidence supports that schools with strong, visionary leadership and a conducive learning environment tend to record higher levels of student achievement, better teacher performance, and improved institutional effectiveness compared to those lacking such supportive conditions. Hence, fostering effective leadership and improving the quality of school environments are essential strategies for enhancing educational outcomes and achieving overall school improvement ^(67–68).

Studies have shown that teacher-related factors and the school environment significantly influence students' academic performance. These factors include teachers' qualifications, teaching experience, instructional methods, classroom management skills, and motivation, all of which directly affect how well students learn and perform academically. Teachers who demonstrate strong pedagogical competence, mastery of subject content, and a positive attitude toward teaching tend to foster greater student engagement and achievement⁶⁹. Similarly, the school environment, which encompasses the quality of infrastructure, availability of learning resources, teacher-student relationships, and overall school climate, plays a vital role in shaping students' academic outcomes. A supportive, safe, and resourceful learning environment encourages active participation, reduces absenteeism, and enhances students' interest in learning.

Researchers have equally supported the view that teacher, school, and home factors collectively play significant roles in predicting and enhancing students' academic achievement. These factors operate in an interconnected manner to shape learning outcomes^{70,71}.

Teacher factors such as instructional competence, pedagogical skills, motivation, and attitudes toward students, determine the quality of classroom interactions and the level of knowledge students acquire. School factors, including class size, availability of instructional materials, leadership style, and overall school climate, create the structural and psychological conditions under which learning takes place. Home factors, such as parental education, occupation, income level, and involvement in the child's education, provide the foundational support that influences students' attitudes toward school and learning readiness.

Studies have consistently shown that when these three domains—home, school, and teacher-related conditions, are positive and mutually reinforcing, students are more likely to perform

better academically and exhibit stronger motivation to learn. Thus, improvement in educational outcomes requires a holistic approach that strengthens all these interrelated factors^{71,72}

2.1.7.1 Teacher Quality

The quality, adequacy, and competency of teachers in their pedagogical practices, mastery of curriculum content, and instructional delivery remain fundamental determinants of students' success and overall learning outcomes⁷³. The concept of quality, derived from the Latin word *qualis* (meaning "of what kind"), is multidimensional and often context-dependent. Its definition varies according to perspective, whether viewed from the standpoint of the producer (the teacher or institution) or the consumer (the student or society). From the organizational perspective, process quality emphasizes the efficiency and effectiveness of teacher–student interaction during the teaching–learning process, whereas from the learner's standpoint, product quality reflects the extent to which instruction leads to measurable academic achievement⁷³.

Several teacher-related factors directly influence academic achievement, including teacher–pupil ratio, professional qualifications, pedagogical skills, motivation, and individual teacher characteristics. Teachers bring to the classroom their academic preparation, pedagogical training, mastery of subject matter, aptitude, and teaching experience, all of which collectively shape the learning environment and influence students' cognitive development. The quality of education is thus inseparable from the quality of teachers and their ability to effectively mobilize instructional inputs to improve learning outcomes⁷³.

Teacher quality has been broadly defined as the impact of teacher-related classroom factors on students' performance and learning behaviour. In this regard, teachers' efficacy is viewed as their capacity to realize socially valued learning goals, especially in promoting meaningful and

sustained learning among students⁷⁴. Four key elements underlie this definition: (a) the contexts and conditions for learning, (b) learner characteristics, (c) the content and objectives of instruction, and (d) the values underpinning effective teaching. Consequently, teacher quality extends beyond formal qualifications to include teachers' ability to adapt pedagogical principles to diverse learning contexts and student needs. As noted in prior research, a defining characteristic of effective teachers is "the power to teach," which encompasses flexibility, empathy, and the capacity to align instructional strategies with learners' cognitive and affective needs⁷⁵.

Espinoza defines a well-qualified teacher as one who is fully certified and possesses the equivalent of a major in the subject taught. However, formal qualification alone does not encapsulate teacher quality⁷⁶. Traditional certification typically involves obtaining an undergraduate or postgraduate degree in education, while alternative certification pathways may involve focused coursework in pedagogy and subject content without a formal education degree. Beyond certification, professional growth activities such as mentoring, peer collaboration, and pedagogical workshops contribute significantly to enhancing teachers' instructional competence and classroom effectiveness⁷⁶.

In the Nigerian context, teacher quality is strongly linked to students' academic achievement, as teachers are the central agents translating educational policies and curriculum objectives into practical classroom learning. According to the National Policy on Education, the Nigeria Certificate in Education (NCE) remains the minimum qualification for teaching at the primary level, emphasizing the importance of a solid professional foundation for educators⁷⁷. Teacher

variables such as qualification, motivation, and teaching experience directly influence their instructional efficiency and, consequently, students' learning outcomes.

Another dimension of teacher quality concerns the adequacy of staffing and teacher–student ratios. A shortage of qualified teachers often leads to overcrowded classrooms and limited individualized instruction, which negatively affects academic performance⁷⁸. Furthermore, economic challenges, such as low remuneration and poor working conditions, drive many public-school teachers to engage in additional income-generating activities, thereby reducing their classroom commitment and instructional quality⁷⁹. These unsatisfactory conditions have been linked to teacher absenteeism, diminished motivation, lower job satisfaction, and decreased instructional efficacy⁸⁰. Conversely, conducive working conditions characterized by adequate remuneration, professional recognition, and supportive school leadership tend to foster enthusiasm, motivation, collaboration, and commitment to teaching excellence⁸¹.

Ultimately, for education to achieve its transformative purpose, teachers must play an interpretive and facilitative role in implementing curriculum objectives and setting instructional standards during classroom interaction⁸². The effectiveness of teaching and learning processes largely depends on teachers' professional conduct, creativity, and pedagogical adaptability⁸³. Therefore, a teacher is deemed effective when they consistently elicit desirable learning outcomes and demonstrate the ability to translate instructional goals into tangible academic achievements. Teacher quality thus remains a critical predictor of student success, educational equity, and the overall standard of schooling.

1.1.7.2 Class Size

Class size is a critical educational variable that serves as an indicator of the learning conditions and instructional dynamics within schools. It is an educational tool used to describe the average number of students per class or per teacher within a school system. According to Hoffman, class size refers to the actual number of students assigned to a teacher in a particular classroom setting⁸⁵. This measure is crucial because it reflects the learning environment, teacher workload, and the potential quality of instruction that students receive.

In Nigeria, the National Policy on Education (2004) stipulates that the recommended teacher–pupil ratio should be 1:35, emphasizing that manageable class sizes are essential for effective teaching and learning. Similarly, the All-Nigerian Conference of Principals of Secondary Schools (ANCOPS) advocates that class size should not exceed forty (40) students per class, highlighting that such a limit allows for better classroom management, individualized attention, and improved student performance⁷⁷. These benchmarks reflect a consensus that overly large classes strain both teachers and students, limiting the depth and quality of instructional delivery.

The issue of class size and its impact on academic achievement has been one of the most persistent topics in educational research for over a century. As early as the 1900s, scholars began to examine whether smaller classes led to better learning outcomes. The debate has continued into the twenty-first century and remains a focal point among educational policymakers, administrators, teachers, parents, and researchers (reference 85). Recent literature on class size, defined as the number of students regularly assigned to a qualified teacher, often situates the discussion within the broader policy framework of “Class Size Reduction” (CSR) initiatives⁸⁶. These initiatives are typically driven by the belief that smaller class sizes promote more effective teaching and enhanced learning outcomes.

Empirical studies have demonstrated that class size has a direct and measurable effect on classroom instruction and student learning. Larger class sizes often compel teachers to dedicate more time to administrative or management duties, such as maintaining discipline or organizing learning materials, at the expense of instructional activities. In contrast, smaller classes allow teachers to devote more attention to each student, resulting in a more interactive, engaging, and supportive learning environment. Researchers have shown that smaller class sizes enhance teacher–student interaction, promote higher levels of student participation, and improve academic engagement and achievement^{87–90}.

Moreover, findings from teacher surveys and interviews have reinforced these claims, revealing that teachers perceive themselves as being more effective when managing smaller classes. In such settings, teachers are better able to provide individualized attention, offer timely and constructive feedback, and differentiate instruction to meet the unique needs of students⁹¹. These conditions not only foster improved academic outcomes but also enhance students’ motivation and classroom behavior.

In summary, class size remains a fundamental factor influencing teaching quality, student engagement, and academic success. While debates continue regarding the optimal number of students per class, the prevailing evidence suggests that reducing class size, within reasonable limits, improves the quality of education and supports more meaningful teacher–student interactions. This makes class size management a vital consideration for educational planners, policymakers, and school administrators in achieving effective learning outcomes.

2.1.7.3 Instructional Materials

Instructional materials have been defined by various authors. For example, viewed them as didactic materials thing which are supposed to make learning and teaching possible. instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used⁹². A study referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner⁹³. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching⁹⁴.

Instructional materials are in various classes, such as audio or aural, visual or audio-visual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

The textbook is an instructional material that also determines the success of a student. This has been confirmed by several studies which have indicated the role textbooks play in a student's academic performance⁹⁵. Then also textbooks serve as the only material from which information for the student and program of study are gathered⁹⁶. A study investigated the impact of textbooks and other factors on students' performance when data was collected from eight-grade Mathematics classes across the country in Thailand. It was observed that textbooks influenced performance by presenting a complete and well-detailed curriculum as well as replacing subsequent mathematics education after secondary school⁹⁷. Moreover, textbooks are principal at

every stage of a school because nothing has substituted books as a vital part of the educational process⁹⁸.

Teachers striving for the enhancement of student's education esteem that, enhancing teaching books would certainly result in the alteration of instruction and another author asserted about teachers' dependence on textbooks⁹⁹⁻¹⁰⁰. Several teachers assume that textbooks could offer significant and efficient information without taking into consideration the role of instructors¹⁰¹. Textbooks have been emphasized as so essential to academic improvement that, posited that unavailability of significant textbooks for instruction and studies is an unfortunate incidence¹⁰²⁻¹⁰³. Then also, students not able to buy textbooks are one of the factors accounting for their unavailability among students¹⁰⁴.

In this way, it would only be from teachers that students will get access to information and in this situation, a teacher's choice of textbooks will be partial¹⁰⁵. Partial because, it will rely on sensibly deficient standards such as the appealing nature of books taking into consideration the print, pictures as well as the credentials and acknowledgement the writer has received in his or her other writings¹⁰⁵. Research showed the relationship between resource and resource exploitation and academic performance further explained that there existed a high association between suggested textbooks and academic output in Integrated Science¹⁰⁶.

2.2 Theoretical Framework

2.2.1 Behaviorist Theory

Behavioral learning theory emerged in the early 20th century as a reaction against introspective psychology, which relied on subjective reports of mental states and processes. Pioneers such as John B. Watson and B.F. Skinner argued that psychology should be grounded in observable, measurable events and behaviors, rather than speculative accounts of inner thoughts or emotions. For behaviorists, mental states were either irrelevant or inaccessible to scientific study; what mattered was how external environmental stimuli and consequences shaped behavior¹⁰⁷.

Building on Pavlov's classical conditioning and Thorndike's law of effect, Skinner introduced operant conditioning, which explained learning as a process where behaviors are strengthened or weakened depending on the outcomes they produce. In practical terms, desired behaviors followed by rewards are more likely to be repeated, while undesired behaviors followed by punishment are less likely to recur. For example, a student praised for answering a question correctly becomes more inclined to participate in future lessons, whereas a student reprimanded for interrupting class becomes less likely to engage in that behavior¹⁰⁷.

Skinner's Behaviorist Theory views learning as a change in behavior brought about by experience and conditioning. Rather than probing internal cognitive processes, Skinner emphasized that behavior can be measured, predicted, and modified through systematic manipulation of environmental variables. This made the theory particularly influential in fields such as education, classroom management, and instructional design.

Key Principles of Skinner's Behaviorism

- **Operant Conditioning:** Learning occurs when behaviors are followed by consequences, which can increase or decrease the likelihood of the behavior recurring.
- **Reinforcement:** Positive reinforcement (adding a pleasant stimulus, e.g., praise or rewards) strengthens desired behavior. Negative reinforcement (removing an unpleasant stimulus, e.g., stopping criticism when work improves) also increases desired behavior.
- **Punishment:** Introducing unpleasant consequences to reduce undesirable behavior. While effective short-term, excessive punishment can lead to fear, avoidance, or resentment.
- **Shaping:** Complex behaviors can be developed by reinforcing successive approximations toward the final desired behavior. For example, teachers can reward incremental progress until a skill is fully mastered.
- **Schedules of Reinforcement:** The timing and frequency of reinforcement (continuous vs. intermittent) affect how quickly behavior is learned and how resistant it is to extinction.

Implications for Academic Achievement

- **Instructional Strategies:** Learning is enhanced when feedback is immediate, reinforcement is consistent, and practice is structured. Programmed instruction and computer-assisted learning owe much to these principles.
- **Classroom Management:** Positive reinforcement (e.g., verbal praise, merit points) can create orderly, engaged classrooms where desired behaviors are maintained without coercion.
- **Skill Development:** Repetition and reinforcement are effective for building foundational academic skills such as reading fluency, computation, and memorization.

- Motivation: Students tend to stay motivated when success is rewarded. However, overreliance on extrinsic rewards may suppress intrinsic interest in learning, requiring careful balance.

Critiques of the Theory

- Overemphasis on External Behavior: Critics argue that behaviorism neglects internal cognitive processes such as reasoning, problem-solving, and creativity.
- Limited Long-Term Impact: Behaviors shaped primarily by extrinsic reinforcement may weaken once rewards are withdrawn.
- Ethical Concerns: Heavy reliance on punishment or rigid control methods can have negative psychological effects, raising questions about learner autonomy.

2.2.2 The Social Interdependence Theory

The social interdependence theory is said to be one of the most important theories dealing with parental impacts on their children's academic achievement. The theory found its roots traced to the emerging school of Gestalt psychology. The social interdependence perspective began in the early 1900s, when one of the founders of the Gestalt school of psychology, another psychologist proposed that groups were dynamic wholes in which the interdependence among members could vary¹⁰⁸. Building on the principle of Gestalt psychology.

A psychologist submitted that group members are made interdependent through common goals because as members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals¹⁰⁹. However, this theory of cooperation and competition. to investigate interactions between individuals and group processes that emerged as a consequence of the cooperative or a competitive social situation". To achieve his thoughts on the theory, Deutsch conducted a study with first-year university students; his objective was to

determine how individuals perceive that they are either cooperatively or competitively linked. He hypothesised that if individuals work cooperatively to achieve the group goals they will see themselves more psychologically interdependent than students in the competitive situation.

The results of Deutsch's study showed that students in cooperative groups have a stronger sense of group feeling than students in competitive groups, who were self-centred¹¹⁰. In essence, Deutsch's study provided evidence that when groups cooperate, they are more productive and motivated to achieve, communicate better, and have better intra-group relations than groups that compete¹¹⁰. Social interdependence exists when individuals share common goals and each individual's outcomes are affected by the actions of the others¹¹¹. It may be differentiated from social dependence (i.e., the outcomes of one person are affected by the actions of a second person but not vice versa) and 'social independence' (i.e., individuals' outcomes are unaffected by each other's actions).

This theory conceptualises three basic types of goal interdependence: a) positive where individuals perceive that they achieve their goals only if their mates in the cooperative group achieve their goals; b) negative when each member in the group perceives that he can achieve his goal only if his mates in the group fail to achieve their goals; and c) no interdependence when there is no correlation among individual goal achievement, i.e., each member thinks that the achievement of his goal is separated from others' goal achievement. Family type or involvement, family occupation/ income, and parental educational background as elements of the home environment are psychological constructs, hence the need for the social psychology theory. The dependence of children on their parents is also germane to this study; this is the justification for the adoption of the social interdependence theory. This study thus focuses on the home environment and the academic achievement of students in Social Studies. Hence, these

theories have implications to this study as they relate to the important factors to be covered in this study.

The Implications of Social Interdependence Theory to the study

The Social Interdependence Theory provides a valuable lens for examining how home factors influence students' academic achievement in Social Studies. By emphasizing the interconnectedness of individuals within a group, the theory underscores that students' success is not an isolated event but is shaped by the quality of their relationships and interactions, particularly within the family setting.

In the context of this study, the theory suggests that when parents and children share common educational goals, such as high academic performance, a form of positive interdependence emerges. This motivates both parties to engage in behaviors that support the mutual attainment of these goals. Parental involvement, guidance, and educational support become cooperative efforts rather than isolated contributions.

Moreover, the theory highlights that negative interdependence, where one party's gain is perceived as another's loss, can lead to conflict, competition, or neglect within the home, thereby hindering students' motivation and achievement. Similarly, no interdependence—where parents show little concern or involvement in their children's education—can create an environment of detachment, resulting in lower academic outcomes. By applying this theory, the study recognizes that:

- Parental educational background, occupation, and income affect how goals are set and pursued cooperatively within the home.

- Supportive family environments foster academic motivation, communication, and achievement through positive interdependence.
- Lack of parental involvement reflects a state of no interdependence, which may weaken students' engagement in Social Studies learning tasks.

Thus, the Social Interdependence Theory justifies focusing on home factors, as it conceptualizes how the shared efforts, expectations, and resources within families influence the academic achievement of students. This theoretical framework provides a basis for analyzing the cooperative roles parents play in shaping students' success in Social Studies and highlights the need for interventions that strengthen family and student goal alignment.

2.2.3 Epstein Model of Parental Involvement

The Epstein Model of Parental Involvement, developed by Joyce Epstein and her colleagues, is a comprehensive framework that emphasizes the importance of partnerships among schools, families, and communities to support children's academic success¹¹². This model recognizes that student achievement is influenced not only by what happens within the school but also by the involvement and collaboration of families and community members. At the core of the Epstein Model are six types of involvement that parents and other stakeholders can engage in to enhance student learning and development. These types of involvement include:

- This involves providing a nurturing and supportive home environment that promotes children's physical, emotional, and intellectual well-being. It encompasses activities such as setting high expectations, establishing routines, and fostering a positive home learning environment.

- Effective communication between schools and families is vital. It involves regular and meaningful exchanges of information regarding students' progress, school policies, and educational opportunities. Open lines of communication foster collaboration and shared-decision-making.
- Encouraging parents and community members to volunteer their time and skills within schools helps create a sense of belonging and active engagement. Volunteer activities can range from assisting in classrooms and school events to serving on advisory committees or organizing extracurricular activities.
- Supporting learning beyond the school walls is crucial. This includes engaging in activities at home that reinforce and extend classroom learning, such as reading with children, providing educational resources, and assisting with homework assignments.
- Parents and community members should have opportunities to participate in school decision-making processes. Collaborative decision-making allows diverse perspectives to be considered and ensures that policies and practices align with the needs and values of the community.
- Building partnerships with community organizations and resources enhances educational opportunities for students. Engaging businesses, cultural institutions, social services, and other community stakeholders can provide additional support, resources, and opportunities for students and their families.

In conclusion, the Epstein Model highlights the importance of creating a supportive and inclusive school climate that actively involves families and communities in the educational process. By promoting strong connections and partnerships between schools, families, and communities, this

model recognizes that all stakeholders play a significant role in supporting students' academic achievement and overall well-being.

Implications of Epstein Model of Parental Involvement to the Study

The review of this model underscores the need for schools, teachers, and policymakers to adopt strategies that strengthen parental involvement in students' education in line with Epstein's framework. When parents actively engage through parenting support, communication with teachers, volunteering, home-based learning activities, shared decision-making, and collaboration with community resources, students are more likely to enhance students' academic achievement toward Social Studies. Strengthening these connections also provides a buffer against negative peer influences, helping students remain focused on academic goals. Schools should therefore design programs that encourage consistent parental participation, provide parents with guidance on effective engagement practices, and foster partnerships that extend beyond the school environment. This approach will not only enhance students' attitudes toward Social Studies but also promote holistic academic and social development.

2.3 Review of Empirical Studies

2.3.1 Parental Education and Students' Academic Achievement

A study suggested that children from families where parents have less education tends to perform systematically worse in school than students whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance¹¹³.

A research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs¹¹⁴. Also, the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance¹¹⁵.

Another study stated that a parent with an educational background would be in good position to be second teachers to their child. And even to guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child¹¹⁶. It also supported by a research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out that a parent with high education provide a most conducive environment for the children to study. Students from parents with higher education perform academically wealth and their peers from uneducated parents¹¹⁷.

The study examined the influence exerted by the parents' education upon the academic achievements of students. The data collection process involved the administration of a survey questionnaire to 386 students enrolled at 14 high schools located in Makawanpur district, Nepal. The outcomes found a correlation and positive link between parents' education and students' grade points, indicating that students' academic achievement can be ascribed to the parents' education¹¹⁸.

A study investigated and showed that educational background and SES are not many important and influencing factors in students' academic performance. They highlighted educational

qualification of parents and health conditions of students to be more significant factors that affect academic performances of students¹¹⁹.

A study was conducted to examine the influence and impact of parents' educational level on students' academic achievement at the secondary level of education. Numerous researches have been conducted around the world on this aspect but not in Abia State. Even the research that had been done worldwide focused on the socio-economic status of the parents which includes income, education, and occupation as factors influencing children's academic success¹²⁰.

The study examined the causal relationship between parental educational attainment and student outcomes or success. The research was carried out on 260 students, teachers and parents from six randomly selected secondary schools in three local government areas of Ogun state, Nigeria. The Junior Senior Secondary School Certificate Examinations (JSSCE) performance were used as variables for measuring school outcomes while less than bachelor's degree as well as bachelor's degree or its equivalent to PhD were used to measure parental educational attainment. Findings showed that parental education attainment have a significant and fundamental effect on school outcomes¹²¹.

2.3.2 Parent Occupation and Students' Academic Achievement

A study that compared families of low- and high-income earners indicated that parents who are average to extreme income earners that is consistent with their educational level cleave to similar views and visions as compared to families earning smaller wages and their views about the educational achievements of their wards¹²². However, there was no relationship between the higher hopes and achievement visions families from poor financial background conceived about their wards and their real academic achievements¹²³.

A study indicated that students from poor family backgrounds are put under slavery work and have limited time to study and this happens because they esteem household work more than education. Also, prevalent in developing nations are several families who are not capable of feeding twice daily despite working throughout the day¹²⁴. Hence, children of the young age of such households engage in menial jobs to survive. However, the little money gained together with the scanty financial provision by the government in education causes these poor families the inability to fund their wards education resulting in low academic achievements¹²⁵.

Study reported that students, including those from low socio-economic status (SES), parents were involved in their education do better academically than students whose parents are not involved¹²⁶.

2.3.3 Parental Involvement and Students' Academic Achievement

Parental involvement in education has been found to have a significant impact on the academic performance of students¹²⁷⁻¹²⁸. One study found that the involvement of parents in the education of their children had a significant impact on the academic performance of students. The study involved over 20,000 students from various cultural and socio-economic upbringings, and the results showed that parental involvement was a stronger predictor of students' academic success than family income or parental education level. The study also found that parental involvement had a positive impact on students' attitudes towards school, their motivation to learn, and their self-esteem.

Another study found that parental involvement was particularly important for students from low-income families. These students often face additional challenges in their academic journey, such as inadequate resources and support at home. However, when parents are actively taking part in

the education of their children, they can provide the support and resources necessary to help them succeed. The outcome of the study revealed that parental involvement in low-income communities was linked to higher academic achievement, better attendance, and a higher likelihood of graduating from high school. In Nigeria, this is a crucial area of study, as the country continues to face challenges in improving its education system¹²⁸.

A study examined the impact of parental involvement on the academic achievement of students in Delta State, Nigeria. The study utilized a quantitative research design with sample of 152 parents. The result revealed that parental involvement has an impact in students' academic achievement. The study also revealed parental involvement such as behavioural, cognitive and affective involvement of parents in the academic of their students play a positive role in the outcome of their children's academic performance¹²⁹.

2.3.4 Teacher Quality and Students' Academic Achievement

Teacher quality has consistently been identified as one of the most crucial factors influencing students' learning outcomes and overall academic achievement. A study found that teacher qualification significantly influences students' assessment achievement, accounting for between 40% and 60% of the variance in students' academic performance, indicating that the expertise, pedagogical skills, and instructional methods of teachers play a pivotal role in determining learning success. This finding underscores that beyond curriculum design and learning resources, the teacher's competence remains a decisive factor in the effectiveness of the educational process¹³⁰.

Moreover, disparities in teacher quality often contribute to differences in student achievement across geographical areas. For example, another study observed that urban students tend to

perform better than their rural counterparts, a difference attributed largely to the greater availability of qualified and well-trained teachers in urban schools compared to the limited access to such personnel in rural areas¹³¹. This urban–rural divide highlights the importance of equitable teacher deployment and continuous professional development to bridge educational performance gaps among different regions.

Similarly, a study conducted in Osun State, Nigeria, investigated the relationship between teachers' quality and students' academic performance in public senior secondary schools. Adopting a descriptive correlational design with a sample of 300 respondents, the findings revealed that teacher quality had a positive and significant relationship with students' academic achievement¹³². The study concluded that teachers' professional competence, including their qualifications, teaching experience, classroom management, and instructional delivery, plays a substantial role in shaping students' learning outcomes.

This evidence affirms that teacher quality is a fundamental determinant of students' academic success. Therefore, improving teacher education programs, ensuring adequate in-service training, and implementing policies that attract and retain highly qualified educators are essential strategies for enhancing students' achievement at all levels of education.

2.3.5 Class Size and Students' Academic Achievement in Social Studies

There is a wealth of studies, including a number of comprehensive reviews, devoted to the effects of class size. The general consensus is that smaller classes promise to facilitate increased student-teacher interactions, benefit students at risk, and improve students' academic achievement and students' engagement⁸⁷⁻⁹¹. Some research suggests that smaller classes may also have beneficial effects on achievement at the secondary level and even in the post-secondary

context¹³³. However, there have been criticisms those smaller classes are not cost-effective and actually play little role in improving students' outcomes and in closing the gap between learning opportunities for traditionally over- and under-achieving students¹³⁴.

A study evaluated the relationship between classroom size and secondary school students' academic achievement. The research design used in this study is the survey research design. The design of the study was carefully carried out to suit the purpose of the research project using primary source of data. The population of this study consists of teachers in public secondary schools in Enugu North Local Government Area. The population, according to the census figure released by the Post Primary School Management Board (PPSMB) in 2015 is given as, nine (9) secondary schools in Enugu north LGA, seven hundred and sixty-one (761) teachers. The study found that class size has significant impact on the appropriateness of teachers' instructional strategies. With respect to the psychological impact of class size on students' performance, it was revealed that students' feel shy to speak in large class size and also find it really hard to express themselves in a large class; also, the atmosphere becomes noisy and stressful, thereby breeding the opportunity to miss lessons without the notice of the teacher in large class size¹³⁵.

A research study found that class size has effect on the academic achievement of students. He argued that there are some difficulties encountered by learners in the process of learning that are environment-based while some are considered to be personal to the learner; each of which has bearing to how the classroom is structured to take care of such difficulties¹³⁶.

2.3.6 Instructional Materials and Students' Academic Achievement

There have been several studies on instructional materials and academic achievement. For instance, conducted research on the effects of instructional resources on students'

performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects⁷⁹.

The study examined the effect of using standardized and improvised instructional materials on academic achievement of secondary school Physics Students in Oyo State, Nigeria. The research design adopted was quasi-experimental of the pretest – posttest non-randomized control group. Findings revealed that there is a significant difference in the achievement of students taught using standard instructional materials, those taught with improvised instructional material and those in the conventional instruction. Also, there was no significant effect of gender on students' achievement in Physics although, females did better than males. Finally, there was no significant interaction effect of treatment and gender on student achievement in Physics¹³⁷.

A study investigated the impact of instructional materials on academic performance of secondary school students of Eleyo high school, Ikere-Ekiti, Ekiti state, Nigeria. The research design adopted was a descriptive survey research which was questionnaire based. This study was conducted in Eleyo High School, Ikere-Ekiti. The population consisted of selected students in Eleyo High school, IkereEkiti, EkitiState. A sample of 50 students in Eleyo high school, Ikere male students and female students were used for the study. The research was guided by three research hypotheses. These hypotheses were formulated to guide the study. The data collected were analyzed and the formulated hypotheses were tested using Chi- Square Test of independent

sample. The instruments used to elicit the relevant data were: the questionnaire designed by the researchers to elicit information on school, gender, teaching aids, class and years of teaching experience of teachers. The findings showed that there is significant relationship in the impact of problems associated with the use of instructional materials, and the findings also revealed that there is significant relationship in the principles and guidelines for the selection and uses of instructional materials among Eleyo high school students¹³⁸.

2.3.7 Influence of Home and School Factors on Students' Academic Achievement

The study also determined the home and the school factors that could influence academic achievement of students. The study adopted survey research design. The population of the students was 11,745. Sample size of 400 was drawn by stratified sampling technique. A self-developed instrument titled 'Parental Involvement as a Correlate of Academic Achievement of Secondary School Students' (PICAASSS) was used to collect data. The validity of the research instrument was carried out by two experts both in Counselling Psychology and Test and Measurement. Reliability was ascertained using test re-test method and the reliability co-efficient was 0.89. Data were analyzed using mean, Pearson moment correlation co-efficient and t-test statistics. The study revealed that the junior secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which could be as a result of lack of parental involvement. It showed the home factors that can influence the low academic achievement of junior secondary school students include inability of parents to check their school note books, lack of time to find out what they do in school on daily bases, lack of assistance from parents in helping their wards to do home assignment and inability of parents to engage coaching teachers for their children. The study established that the school factors that influence academic achievement of junior secondary school students include parents

attending PTA meetings, purchase of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards are getting along with their classmates, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as at when due, regular visit of parents to school to verify if their children are in school, parents interacting with teachers on phone to find out whether their children attend school, and parents financially support to school project. There was a significant relationship between the level of parental involvement and students' academic achievement. There was also a significant relationship between home level and school level parental involvement in students' academic achievement¹³⁹.

The study sought to examine the effect of the home environment on learners' academic performance at the Seventh-Day Adventist Junior High School, Agona, Ghana. The study used the descriptive survey design with a sample of 98 students and 22 teachers. Data was collected through a questionnaire and it was analyzed through descriptive statistics and Chi-Square. The study established that parent who had higher levels of education provided support for their wards to attain higher levels of education than parents with lowers levels of education. Children of parents with higher levels of education were provided with resources like learning materials to aid their education. The study recommends that parents should be encouraged to come up with strategies that will help them improve their income as this approach may enable them to provide basic school needs of their wards. School leaders should organize seminars to educate parents on the need to make the education of their wards a priority and to pay much attention to it.

2.4 Conceptual Model

The conceptual framework presented in Figure 1 examined the variables contained in the study. It examines the interaction between and among the independent variables (home factors) and school factors) and the dependent variable (student's academic achievement). It also considered the effect of the moderating variable (gender) on both the independent and dependent variables.

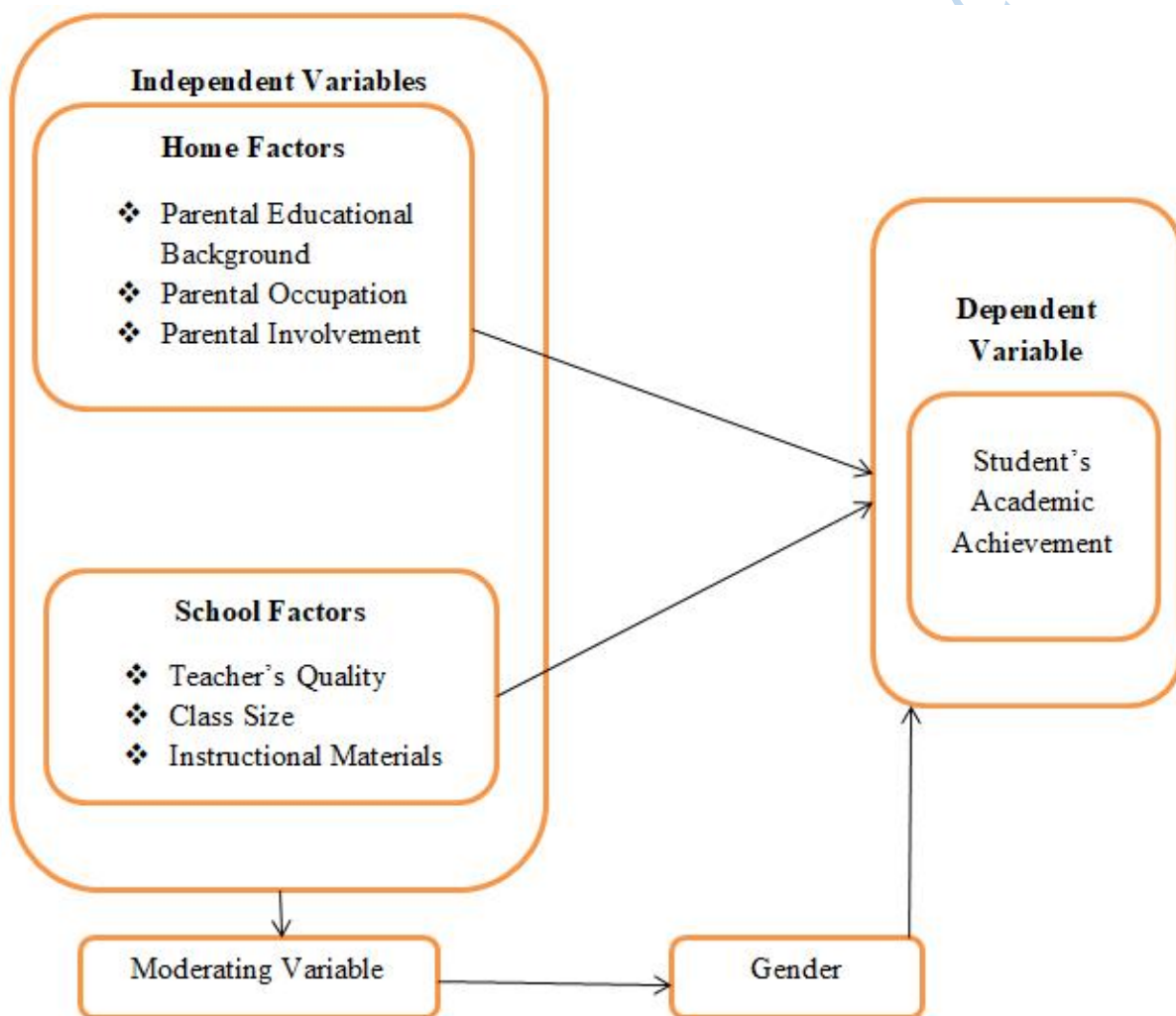


Figure 2.1: Conceptual framework for the Study

2.5 Summary of Gaps in Literature Reviewed

Research consistently demonstrates that students' academic achievement is shaped by both home and school factors. Parental education is frequently cited as a key determinant of student success, as educated parents are better equipped to provide intellectual guidance, emotional support, and access to learning resources. Parental occupation and income also play critical roles; children from low-income households often face competing demands, such as household labor, which reduce study time and limit access to educational materials.

The literature presents three major theoretical perspectives on how home factors and parental involvement influence students' academic achievement in Social Studies: Together, these theories emphasize that structured behavioral support (Behaviorism), cooperative family dynamics (Social Interdependence), and deliberate parent–school partnerships (Epstein Model) play complementary roles in improving student outcomes in Social Studies.

According to the literature, beyond economic status, parental involvement has emerged as one of the strongest predictors of academic performance across socio-economic groups, with active engagement in homework supervision, school activities, and teacher communication consistently linked to improved student outcomes. Among school-based factors, teacher qualification and instructional materials feature prominently. while Class size is another debated factor. Finally, research integrating home and school factors indicates that both domains jointly shape academic outcomes.

Despite substantial theoretical insights, research has rarely combined perspectives on behavioral strategies, family interdependence, and structured parental involvement to explain their joint influence on students' achievement in Social Studies. Most studies adopt a general educational

focus rather than examining subject-specific outcomes, leaving gaps in understanding how these factors uniquely shape Social Studies learning in Nigeria. Moreover, empirical evidence at the regional level, such as in specific states or communities, remains limited, making it difficult to design interventions tailored to variations in parental education, occupation, and income. Existing research also tends to analyze individual factors in isolation, such as reinforcement strategies, family support, or parental engagement programs, rather than exploring their combined impact on academic performance.

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Chapter Three

Methodology

This chapter is concerned with the method used in carrying out this study. The chapter is presented under the following sub-headings; Research design, Population of the study, Sample and sampling techniques, Research instrument, Validation of the instrument, Data Collection Procedure, and Method of data analysis.

3.1 Research Design

The study employed the descriptive survey research design. The choice of survey research design is informed by the fact that the research has a wide scope which allows a great deal of information to be obtained from a large population that is geographically dispersed. The study investigated the influence of home and school-related factors on students' academic achievement in Social Studies, with gender serving as a moderating variable without any manipulation.

3.2 Population of the Study

The study population comprised all Junior Secondary School II (JSS II) students offering Social Studies in Ogo-Oluwa Local Government Area of Oyo State. The population comprised 1114 Junior Secondary School II (JSS II) students enrolled in the 13 public secondary schools in Ogo-Oluwa Local Government Area of Oyo State. This population consists of 567 males and 547 females, as reported by the Ministry of Education, Oyo State (see Table 3.1)¹.

Table 3.1: Total Population of Male and Female Junior Secondary School II (JSS II) Students in Public Secondary Schools in Ogo-Oluwa Local Government, Ajaawa, 2024/2025 Session

S/N	NAME OF SCHOOL	MALE	FEMALE	TOTAL
1	Baptist Grammar School Ajaawa	70	67	137
2	Community Grammar School Ayede	19	14	33
3	Shamsideen Grammar School	35	45	80
4	Obandi Community High School, Odo Oba	120	100	220
5	Obada Community High School Odo Oba	53	65	118
6	Community Grammar School Iroo	5	3	8
7	Community High School, Lagbedu Orile	35	39	74
8	Community High School Ibere	17	22	39
9	Community High School Iwo Ate	54	45	99
10	Community High School Idi Araba	35	29	64
11	Community High School Idewure	40	35	75
12	Community High School Otamokun	42	50	92
13	Community High School Ajaawa	42	33	75
Total		567	547	1114

Source: Ministry of Education, Oyo State (2025)

3.3 Sample Size and Sampling Techniques

A total sample of 104 Junior Secondary School II (JSS II) students was selected for the study. The sample was drawn using a multi-stage sampling technique. First, a purposive sampling technique was employed to select Ajaawa Township as the study area because it comprises both urban and rural communities, offering a diverse socio-cultural and educational context for comparative analysis. Next, all 13 public secondary schools in Ogo-Oluwa Local Government Area were identified as the sampling frame. From each of these schools, convenient sampling method was used to select eight (8) JSS II students in order to ensure representation across

schools while maintaining manageable class-based groupings which is the baseline. This approach was adopted to achieve balanced participation regardless of variations in school population sizes, thereby preventing larger schools from disproportionately influencing the results. This selection resulted in a total sample size of 104 students for the study (see Table 3.1).

3.4 Research Instruments

Two research instruments were used for data collection. The first instrument was a self-developed questionnaire titled “Home and School Factors Questionnaire (HSFQ)”. The instrument was divided into three sections A, B, and C. Section A consists of the demographic information of respondents. Section B consists of items that assess home factors such as parental education, occupation, and involvement. Section C consists of items addressing school factors such as teacher qualification, class size, and instructional materials. Each item was rated using a 4-point Likert scale ranging from Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1). Respondents were asked to indicate the extent of their agreement with each item based on their personal experiences and perceptions.

The second instrument was also a self-developed test titled “Social Studies Academic Achievement Test (SSAAT)”. The instrument consists of 20 multiple-choice questions each with four options (A–D), designed to measure students’ knowledge, understanding, and application of Social Studies concepts taught at the Junior Secondary School II level. The test items were drawn from the approved Social Studies curriculum for JSS II students, focusing on core content areas such as citizenship education, values, socialization, social institutions, peace and conflict, and governance. To ensure proper alignment between learning objectives, content areas, and cognitive levels, a Table of Specification (TOS) was constructed following Bloom’s taxonomy (Knowledge, Comprehension, and Application) as presented in Table 3.2.

Table 3.2: Table of Specification for the Social Studies Academic Achievement Test (SSAAT)

Content Area	Knowledge	Comprehension	Application	Total Items	Percentage (%)
1. Citizenship and Civic Responsibility	1, 4, 5, 15, 17, 20	—	—	6	30%
2. Socialization and Family Values	2, 6, 7, 9	3	—	5	25%
3. Peace, Conflict, and Social Problems	8, 11, 12	—	—	3	15%
4. Education and National Development	3, 13	—	—	2	10%
5. Social Institutions and Leadership	10, 14, 16, 19	—	—	4	20%
Total	20	—	—	20	100%

3.5 Validation of Research Instrument

To ascertain the content and construct validity of the instruments used for the study, the researcher ensured that the questionnaire covered the research questions of the study while the Social Studies Academic Achievement Test (SSAAT) covers the Social Studies course content. The initial draft of the instrument was subjected to scrutiny by the project supervisor, who is also an expert in the department. The modification and correction, based on expert advice was incorporated into the final copy of the instrument that was used for the study. The reliability of the questionnaire was determined using the Cronbach's Alpha method, which yielded a coefficient value of 0.89, indicating that the instrument was highly reliable and suitable for the study. The reliability test was conducted using responses obtained from 30 private school students who were not included in the main study sample. For the SSAAT, the Kuder-Richardson Formula 20 (KR-20) was used to estimate the reliability index for the cognitive assessment. A reliability coefficient of 0.82 was obtained, indicating that the test had an acceptable level of internal consistency and was suitable for measuring students' academic achievement in Social Studies.

3.6 Administration of the Instruments and Method of Data Collection

Permission was taken from the principals and teachers of the selected schools before administering the questionnaire. The researcher personally administered the questionnaires and achievement test with the help of two research assistants. Adequate instructions was given to the respondents to ensure proper understanding of the items. All completed questionnaires was collected for analysis.

3.7 Method of Data Analysis

Data collected was analyzed using descriptive statistics such as mean and standard deviation to summarize demographic data. Inferential statistics such as regression were used to determine the combined and relative influence of the home and school factors on students' academic achievement in Social Studies. Moderated regression analysis was also be used to assess the moderating effect of gender. All hypotheses were tested at a 0.05 level of significance using the Statistical Package for Social Sciences (SPSS)

Chapter Four

Results and Discussion of Findings

This chapter presents the results obtained from the data collected and analyzed in line with the research questions and hypotheses formulated for the study.

4.1 Questionnaire Return Rate

A total number of one hundred and twenty (120) copies of questionnaire were distributed to students across selected public junior secondary school students in Ogo-Oluwa Local Government Area of Oyo State. Out of these, one hundred and four (104) were successfully completed, submitted and suitable for the analysis

4.2 Demographic Data Analysis

Prior to answering the research questions raised for the study, the demographic characteristics of 104 respondents such as age, gender, father's occupation, mother's occupation, father's and mother's level of education are presented in Table 4. 1.

Table 4.1: Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percent
Age (Years)		
10-12	21	20.2
13-15	77	74.0
16 and above	6	5.8
Gender		
Male	58	44.2
Female	46	55.8
Father's Occupation		
Farming	28	26.8
Trading	39	37.5
Civil Servant	23	22.1
Artisan	14	13.5
Unemployed	0	0.0
Mother's Occupation		
Farming	23	22.1
Trading	44	42.3
Civil Servant	25	24.0
Artisan	10	9.6
Unemployed	2	1.9
Father's Level of Education		
No Formal Education	7	6.7
Primary	25	24.0
Secondary	43	41.3
Tertiary	29	27.9
Mother's Level of Education		
No Formal Education	11	10.6
Primary	15	14.4
Secondary	48	46.2
Tertiary	29	27.9
Vocational Skills	1	1.0
Total	104	100

Source: Researcher's Field Survey, 2025

The results in Table 4.1 shows that 77 students (74.0%), were between 13–15 years of age. About 21 students (20.2%) were aged 10–12 years, while only 6 students (5.8%) were aged 16 years and above. Also, out of the 104 respondents, 58 (55.8%) were female, while 46 (44.2%)

were male indicating more female students in the study sample. Fathers' occupations showed that 39 (37.5%) were traders, 28 (26.8%) were farmers, 23 (22.1%) were civil servants, and 14 (13.5%) were artisans, while none were unemployed. Regarding the mothers' occupation, 44 (42.3%) were traders, 25 (24.0%) were civil servants, 23 (22.1%) were farmers, 10 (9.6%) were artisans, and 2 (1.9%) were unemployed. The educational background of fathers shows that 43 (41.3%) had secondary education, 29 (27.9%) had tertiary education, 25 (24.0%) had primary education, and 7 (6.7%) had no formal education. Finally, for mothers, 48 (46.2%) had secondary education, 29 (27.9%) had tertiary education, 15 (14.4%) had primary education, 11 (10.6%) had no formal education, and 1 (1.0%) had vocational skills training.

4.3 Presentation of Answers to Research Questions

Research Question One: What is the level of academic achievement of Junior Secondary School II students in Social Studies in Ogo-Oluwa Local Government Area of Oyo State?

To answer the research question, the 20-item social studies achievement test was scored 1 (right answer) and 0 (wrong answer). Students' academic achievement was categorized into three levels (Low, Moderate, and High) based on a total obtainable score of 20 (which equals 100%). To determine these categories, the class interval width was obtained by dividing the total obtainable score (20) by the number of categories (4). The first category, low academic achievement, covers scores from 0%-39%, moderate academic achievement includes scores from 40%-69%, and high academic achievement, encompasses scores from 70%-100%, as shown in Table 4.2.

Table 4.2: Level of Academic Achievement of Junior Secondary School II Students in Social Studies

Level of Academic Achievement	Frequency	Percent
Less than 40 Marks	31	29.8
40-69 Marks	33	31.7
70-100 Marks	40	38.5
Total	104	100

Source: Researcher's Field Survey, 2025

Key: SA- Strongly Agree (4), Agree (3), Disagree (2), Disagree (1)

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), ≤ 2.5 (Low)

The results of student's level of academic achievement in Social Studies is shown in Table 4.2. From the result, out of the total 104 students, 31 students (29.8%) scored below 40 marks, indicating a low level of academic achievement. A total of 33 students (31.7%) obtained scores between 40 and 69 marks, representing a moderate level of academic achievement. Meanwhile, 40 students (38.5%) scored between 70 and 100 marks, reflecting a high level of academic achievement. This distribution suggests that the majority of the students performed well, with more than one-third attaining high academic achievement. Overall, the result suggests that the level of academic achievement of Junior Secondary School II students in Social Studies is high, indicating that most students possess a satisfactory understanding and mastery of the subject content.

Research Question Two: What is level of home-related factors on the academic achievement of JSS II students in Social Studies?

To answer this research question, the 12-item instrument scored on a four-point Likert scales were scores as follows: “Strongly Agree” (4), “Agree” (3), “Disagree” (2), and “Strongly Disagree” (1), giving a total obtainable score of 40. Mean scores and standard deviations were computed to determine the overall level of home-factors on academic achievement as presented in Table 4.3.

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Table 4.3: Level of Home-Related Factors on Students Academic Achievement

Statements	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.
Parental Education						
My parents' level of education positively influences my academic performance.	63 (60.6)	32 (30.8)	6 (5.8)	3 (2.9)	3.49	0.73
My parents set high expectations for my academic performance.	51 (49.0)	32 (30.8)	12 (11.5)	9 (8.7)	3.20	0.95
Weighted Mean = 3.35						
Parental Income						
My parents' occupation provides adequate financial support for my schooling needs.	50 (48.1)	42 (40.4)	7 (6.7)	5 (4.8)	3.32	0.80
I have access to textbooks and learning	48 (46.2)	34 (32.7)	13 (12.5)	9 (8.7)	3.16	0.95
My parents reward me when I perform well in school.	48 (46.2)	35 (33.7)	16 (15.4)	5 (4.8)	3.21	0.87
Weighted Mean = 3.23						
Parental Involvement						
My parents supervise my homework regularly.	65 (62.5)	27 (26.0)	8 (7.7)	4 (3.8)	3.47	0.79
My parents encourage me to study Social Studies at home.	48 (46.2)	40 (38.5)	11 (10.6)	5 (4.8)	3.25	0.83
My parents discuss my academic progress with my teachers.	49 (47.1)	38 (36.5)	8 (7.7)	9 (8.7)	3.22	0.92
I receive moral support from my parents when I face academic challenges.	59 (56.7)	27 (26.0)	11 (10.6)	7 (6.7)	3.32	0.91
My parents provide a conducive reading environment at home.	46 (44.2)	36 (34.6)	17 (16.3)	5 (4.8)	3.18	0.87
My parents attend school meetings to discuss my progress.	54 (51.9)	31 (29.8)	15 (14.4)	4 (3.8)	3.30	0.85
I don't often have time to read at home because of too much house chores.	45 (43.3)	30 (28.8)	21 (20.2)	8 (7.7)	3.07	0.97
Weighted Mean = 3.26						

Overall Weighted Mean = 3.28 (High)

Source: Researcher's Field Survey, 2025

Key: SA- Strongly Agree (4), Agree (3), Disagree (2), Disagree (1)

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), ≤ 2.5 (Low)

The result reveals that the overall weighted mean score of 3.28 indicates a high influence on the level of home factors on students' academic achievement. This suggests that, generally, home factors like parental education, involvement, and income play an important role in shaping students' learning outcomes. However, specific item shows that a majority of the respondents agreed or strongly agreed with most of the statements, as reflected in the higher mean scores ranging between 3.07 and 3.49, corresponding to agreement on the four-point Likert scale. For instance, 60.6% of the respondents strongly agreed that their parents' level of education positively influences their academic performance (Mean = 3.49, SD = 0.73), while 62.5% also strongly agreed that their parents supervise their homework regularly (Mean = 3.47, SD = 0.79). Similarly, 48.1% agreed that their parents' occupation provides adequate financial support for their schooling (Mean = 3.32, SD = 0.80). Generally, the result implies that parental supervision, encouragement, and provision of learning resources enhances students' academic performance in Social Studies.

Research Question Three: What is level of school-related factors on the academic achievement of JSS II students in Social Studies?

The 13-item instrument scored on a four-point Likert scales were coded as follows: "Strongly Agree" (4), "Agree" (3), "Disagree" (2), and "Strongly Disagree" (1), giving a total obtainable score of 40. Mean scores and standard deviations were computed to determine the overall level of school-factors on academic achievement as shown in Table 4.4.

Table 4.4: Level of School-Related Factors on Students Academic Achievement

STATEMENTS	SA (%)	A (%)	D (%)	SD (%)	Mean	Std.
Teacher Quality						
My Social Studies teacher is well-qualified to teach the subject.	56 (53.8)	32 (30.8)	10 (9.6)	6 (5.8)	3.33	0.88
My teacher uses teaching methods that make Social Studies interesting.	50 (48.1)	34 (32.7)	12 (11.5)	8 (7.7)	3.21	0.93
I am motivated to learn Social Studies because of the quality of teaching.	49 (47.1)	27 (26.0)	12 (11.5)	10 (9.6)	3.33	0.74
Regular assessments and feedback in Social Studies help me improve	55 (52.9)	27 (26.0)	12 (11.5)	10 (9.6)	3.22	0.99
Teachers give individual attention to students who need help.	55 (52.8)	31 (29.8)	12 (11.5)	6 (5.8)	3.30	0.89
My teacher gives me personal attention when I do not understand a topic.	46 (44.2)	30 (28.8)	13 (12.5)	15 (14.4)	3.03	1.07
Weighted Mean = 3.24						
Class Size						
The number of students in my class affects how well I understand lessons.	44 (42.3)	30 (28.8)	23 (22.1)	7 (6.7)	3.07	0.96
The Social Studies classroom is not overcrowded.	43 (41.3)	31 (29.8)	18 (17.3)	12 (11.5)	3.00	1.02
The school environment is well equipped and conducive for learning.	37 (35.6)	37 (35.6)	9 (8.7)	21 (20.2)	2.87	1.11
The class size is small enough for the teacher to attend to everyone.	43 (41.3)	34 (32.7)	15 (14.4)	12 (11.5)	3.04	1.01
Weighted Mean = 2.99						
Instructional Materials						
Instructional materials such as charts, maps, and audiovisuals are used regularly.	54 (51.9)	31 (29.8)	11 (10.6)	8 (7.7)	3.26	0.93
The school library has adequate materials for Social Studies.	46 (44.2)	32 (30.8)	17 (16.3)	9 (8.7)	3.11	0.97

The school provides enough facilities for effective learning.	63 (60.6)	22 (21.2)	8 (7.7)	11 (10.6)	3.32	1.00
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Weighted Mean = 3.23

Overall Weighted Mean = 3.16 (High)

Source: Researcher's Field Survey, 2025

Key: SA- Strongly Agree (4), Agree (3), Disagree (2), Disagree (1)

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), ≤ 2.5 (Low)

The level of school-related factors (teacher quality, class size, and instructional materials) on students' academic achievement in Social Studies is presented in Table 4.4. From the result, about 53.8% of the students strongly agreed that their Social Studies teacher is well-qualified. The weighted mean of 3.24 suggests a high influence of teacher quality on academic achievement. Approximately 42.3% of respondents agreed that the number of students in their class affects how well they understand lessons. The overall mean of 2.99 indicates a moderate level of influence, showing that while class size affects teacher-student interaction, other factors such as teacher quality and resources may have a stronger impact. Responses indicate that instructional resources are effectively used and available to support learning. More than half of the respondents (51.9%) strongly agreed that instructional materials such as charts, maps, and audiovisuals are regularly used. The average weighted mean of 3.23 denotes a high influence of instructional materials on students' achievement. This implies that the provision and effective utilization of teaching aids enhance comprehension, engagement, and retention in Social Studies. The overall weighted mean score of 3.16 demonstrates that the level of school-related factors collectively on students' academic achievement in Social Studies is high. Among the three dimensions, teacher quality ranked highest (3.24), closely followed by instructional materials (3.23), while class size had the lowest influence (2.99)

4.4 Test of Hypotheses

H₀₁: There will be no significant relative influence of home and school factors on the academic achievement of JSS II students in Social Studies.

Multiple regression analysis was performed to determine the relative influence of home and school factors on students' academic achievement in Social Studies after controlling for the other variables in the model. The result is presented in Table 4.5.

Table 4.5: Regression Analysis of the Relative Influence of Home and School Factors on Students Academic Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.874	4.231		3.043	0.003
Parental Occupation	0.114	0.680	0.016	0.167	0.867
Parental Education	0.403	0.688	0.059	0.585	0.560
Parental Involvement	-0.149	0.144	-0.154	-1.034	0.304
Teacher's Quality	0.690	0.228	0.426	3.022	0.003
Class Size	-0.266	0.321	-0.097	-0.829	0.409
Instructional Materials	-0.615	0.304	-0.256	-2.023	0.046

a. Dependent Variable: Academic Achievement

Source: Researcher's Field Survey, 2025

Table 4.5 presents the multiple regression analysis conducted to determine the relative influence of home and school factors such as parental occupation, parental education, parental involvement, teacher's quality, class size, and instructional materials, on students' academic achievement in Social Studies. The result showed that teacher's quality ($\beta = 0.426$, $t = 3.022$, $p = 0.003$) had the strongest positive influence on students' academic achievement. The result implies that as

teacher quality improves, students' academic performance significantly increases. Also, Instructional Materials ($\beta = -0.256$, $t = -2.023$, $p = 0.046$) had a significant but negative influence on students' achievement. This suggests that although materials are essential, inadequate use, poor quality, or lack of alignment between materials and instructional delivery may reduce their effectiveness in promoting learning. Other predictors such as parental occupation ($\beta = 0.016$, $p = 0.867$), parental education ($\beta = 0.059$, $p = 0.560$), parental involvement ($\beta = -0.154$, $p = 0.304$), and class size ($\beta = -0.097$, $p = 0.409$) did not show significant influence on students' academic achievement. This implies that these factors, though relevant in theory, did not independently predict variations in students' performance in this study. The regression model shows that out of all the independent variables, teacher's quality and instructional materials made statistically significant contributions to the prediction of students' academic achievement.

H₀₂: There will be no significant combined influence of home and school factors on the academic achievement of JSS II students in Social Studies.

Multiple regression analysis was performed to determine the combined influence of home and school factors on students' academic achievement in Social Studies after controlling for the other variables in the model. The result is presented in Table 4.6.

Table 4.6: Regression Model Fit and Anova Analysis of the Combined Influence of Home and School Factors on Students' Academic Achievement

Model	R	R ²	R ² Adjusted	Sum of Squares	df	F	Sig.
Regression	0.328 ^a	0.108	0.053	369.430	6	1.954	0.080 ^b
Residual				3056.560	97		

- a. Dependent Variable: Academic Achievement
- b. Predictors: (Constant), Parental Education (PE), Parental Occupation (PO), Parental Involvement (PI), Teacher's Quality (TQ), Class Size (CS), Instructional Materials (IM)

Source: Researcher's Field Survey,2025

Table 4.6 presents the regression model summary and ANOVA results assessing the combined influence of home and school factors, namely parental education, parental occupation, parental involvement, teacher's quality, class size, and instructional materials on the academic achievement of Junior Secondary School II students in Social Studies. The value of $R = 0.328$ indicates a low positive multiple correlation between the combined set of predictors (home and school factors) and students' academic achievement. It suggests that there is a positive, though weak, relationship between these variables. The R^2 value of 0.108 shows that 10.8% of the total variation in students' academic achievement can be explained jointly by the combined effect of the six predictors (home and school factors). This indicates that 10.8% of students' performance differences are associated with variations in parental and school-related factors, while the remaining 89.2% are due to other variables not included in the model. Furthermore, the result is not statistically significant, $F(6, 97) = 1.954$, $p = 0.080$. This means that the combined influence of home and school factors does not significantly predict students' academic achievement in Social Studies.

H₀₃: There will be no significant moderating influence of gender on academic achievement of JSS II students in Social Studies.

Multiple regression was used to test the moderating effect of gender on the relationship between home/school factors and academic achievement of JSS II students in Social Studies. Gender was

used as the moderator, home and school factors as the independent variables (IVs), and academic achievement as the dependent variable. The regression analysis was conducted in three steps (models) to test for moderation as presented in Tables 4.11 and 4.12 respectively.

Table 4.7: Regression Model Fit and Anova Analysis of the Moderating Effect of Gender on the Relationship Between Home/School Factors and Academic Achievement

Model	R	R ²	R ² Adjusted	Sum of Squares	df	F	Sig.
1	0.328a	0.108	0.053	3056.560	97	1.954	0.080b
2	0.328b	0.108	0.043	3056.555	96	1.658	0.129 ^c
3	0.501c	0.251	0.143	2566.830	90	2.317	0.011 ^d

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), IM, PE, PO, CS, TQ, PI

c. Predictors: (Constant), IM, PE, PO, CS, TQ, PI, Gender

d. Predictors: (Constant), IM, PE, PO, CS, TQ, PI, Gender, PO*Gender, PE*Gender, CS*Gender, TQ*Gender, IM*Gender, PI*Gender

Source: Researcher's Field Survey, 2025

Table 4.7 examines the extent to which gender moderates (influences or changes) the relationship between home/school factors and students' academic achievement in Social Studies. The regression analysis was conducted in three steps (models) to test for moderation. For model 1, $R = 0.328$, $R^2 = 0.108$, Adjusted $R^2 = 0.053$, $F(6, 97) = 1.954$, $p = 0.080$, includes only the home and school factors (Parental Education, Parental Occupation, Parental Involvement, Teacher Quality, Class Size, and Instructional Materials). The R^2 value (0.108) shows that these

predictors jointly explain 10.8% of the variance in students' academic achievement. However, the model is not statistically significant ($p = 0.080 > 0.05$), meaning that the combined effect of these factors does not significantly predict academic achievement. Furthermore, for model 2, $R = 0.328$, $R^2 = 0.108$, Adjusted $R^2 = 0.043$, $F(7, 96) = 1.658$, $p = 0.129$. When gender is added as an additional predictor variable, the R^2 value remains unchanged (0.108), and the p-value increases (0.129). This indicates that gender alone does not make a significant contribution to the prediction of students' academic achievement. For model 3 which shows the moderating effect of gender each of the home/school factors are introduced to test for moderation, $R = 0.501$, $R^2 = 0.251$, Adjusted $R^2 = 0.143$, $F(12, 90) = 2.317$, $p = 0.011$. The R^2 value increases from 0.108 to 0.251, meaning that the inclusion of the interaction terms explains an additional 14.3% ($0.251 - 0.108$) of the variance in academic achievement. consequently, the model becomes statistically significant ($p = 0.011 < 0.05$). This indicates that gender significantly moderates the relationship between the combined home/school factors and students' academic achievement.

Table 4.8: Regression Analysis of the Moderating Effect of Gender on the Relationship Between Home/School Factors and Academic Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.874	4.231		3.043	0.003
	PO	0.114	0.680	0.016	0.167	0.867
	PE	0.403	0.688	0.059	0.585	0.560
	PI	-0.149	0.144	-0.154	-1.034	0.304
	TQ	0.690	0.228	0.426	3.022	0.003
	CS	-0.266	0.321	-0.097	-0.829	0.409
	IM	-0.615	0.304	-0.256	-2.023	0.046
2	(Constant)	12.911	5.154		2.505	0.014

	PO	0.113	0.684	0.016	0.166	0.869
	PE	0.401	0.698	0.059	0.575	0.566
	PI	-0.149	0.145	-0.154	-1.024	0.308
	TQ	0.690	0.231	0.426	2.989	0.004
	CS	-0.266	0.323	-0.097	-0.825	0.412
	IM	-0.614	0.306	-0.256	-2.006	0.048
	Gender	-0.015	1.165	-0.001	-0.013	0.990
3	(Constant)	0.384	17.417		0.022	0.982
	PO	-2.390	2.193	-0.344	-1.090	0.279
	PE	6.754	3.017	0.985	2.239	0.028
	PI	-1.364	0.524	-1.413	-2.601	0.011
	TQ	1.373	0.706	0.847	1.944	0.055
	CS	-0.680	1.263	-0.248	-0.539	0.592
	IM	2.364	1.081	0.986	2.188	0.031
	Gender	5.135	9.823	0.444	0.523	0.602
	PO*Gender	2.241	1.417	0.653	1.581	0.117
	PE*Gender	-3.747	1.678	-1.256	-2.232	0.028
	PI*Gender	0.777	0.306	2.726	2.542	0.013
	TQ*Gender	-0.517	0.457	-0.918	-1.130	0.261
	CS*Gender	0.329	0.719	0.312	0.457	0.649
	IM*Gender	-1.791	0.627	-2.225	-2.855	0.005

Source: Researcher's Field Survey,2025

Table 4.8 presents a hierarchical regression analysis conducted in three models to determine whether gender moderates the influence of home and school factors on students' academic achievement. For model 1, Teacher's Quality ($\beta = 0.426$, $p = 0.003$) and Instructional Materials ($\beta = -0.256$, $p = 0.046$) are the significant predictors of academic achievement, which non-significant predictors are Parental Occupation, Parental Education, Parental Involvement, and Class Size ($p > 0.05$). In this model, home-related factors (parental education, occupation, and involvement) do not significantly contribute to predicting students' achievement. For model 2, Gender Coefficient is $\beta = -0.001$, $t = -0.013$, $p = 0.990$, while the pattern and significance of other variables remain nearly unchanged from Model 1. This implies that when gender is added to the model, itself does not significantly predict academic achievement ($p = 0.990 > 0.05$), implying that gender has no direct effect on academic achievement at this stage when home and school factors are held constant. Finally, for model 3, which introduces interaction terms between gender and each home/school factors. The regression result in Model 3 further revealed several significant main and interaction effects. Specifically, parental education ($\beta = 0.985$, $t = 2.239$, $p = 0.028$) had a significant positive influence on students' academic achievement, indicating that students whose parents possess higher levels of education tend to perform better academically. Conversely, parental involvement ($\beta = -1.413$, $t = -2.601$, $p = 0.011$) showed a significant negative influence on academic achievement, suggesting that excessive or intrusive parental involvement might hinder students' independent learning or confidence. Similarly, instructional materials ($\beta = 0.986$, $t = 2.188$, $p = 0.031$) significantly predicted students' academic achievement, implying that access to and utilization of adequate instructional materials enhance learning outcomes when gender is considered. Furthermore, the interaction terms revealed significant moderating effects of gender. The interaction between parental education

and gender (PE*Gender: $\beta = -1.256$, $t = -2.232$, $p = 0.028$) indicated that the influence of parental education on academic achievement differs between male and female students. Likewise, the interaction between parental involvement and gender (PI*Gender: $\beta = 2.726$, $t = 2.542$, $p = 0.013$) showed that the degree and impact of parental involvement vary by gender, suggesting that the support mechanisms effective for one gender may not have the same influence on the other. Finally, the interaction between instructional materials and gender (IM*Gender: $\beta = -2.225$, $t = -2.855$, $p = 0.005$) was also significant, implying that the extent to which instructional materials contribute to students' achievement depends on gender. These results suggest that while certain home and school factors directly influence academic achievement, gender significantly moderates the effects of parental education, parental involvement, and instructional materials

4.5 Discussion of Findings

The findings of research question one revealed that the academic achievement of Junior Secondary School II students in Social Studies is generally high which suggest that the majority of students have developed a sound understanding, strong mastery of Social Studies concepts and skills, and excellent achievement in Social Studies. The relatively high-performance level may be as a result of the effectiveness of classroom instruction, the adequacy of curriculum delivery, and the positive influence of both home and school factors such as teacher competence, instructional materials, and parental support. These findings align with the observations of educational researchers who argue that academic achievement is often a product of an interplay between students' personal effort, the quality of teaching, and the availability of learning resources¹. The fact that only a small proportion of students demonstrated low achievement may also indicate that interventions targeted at underperforming learners are yielding positive

outcomes, or that the teaching methods adopted by Social Studies teachers are inclusive and effective for most learners.

The findings of research question two showed that the key home factors (parental education, involvement, and occupation) do not do not have a statistically significant influence on the academic achievement of JSS II students in Social Studies. The findings imply that students' academic achievement in Social Studies may be less dependent on parental background characteristics and more on school-based or individual factors such as teacher quality, classroom interaction, or student motivation. This suggests that schools play a compensatory role in balancing educational outcomes among students from different home backgrounds. Although descriptive results show slight variations in performance across different categories of parental education, involvement, and occupation. This implies that parental support still matters qualitatively even though its not statistically significant. Parents, regardless of their educational or occupational background, should continue to create supportive home learning environments, encourage positive study habits, and maintain communication with teachers². This reinforces the idea that parental encouragement and emotional support can be just as crucial as formal education or socioeconomic status in shaping students' attitudes toward learning³. Theses findings also highlight the need for continued investment in school-level factors, such as teacher training, instructional resources, and conducive learning environments. Policymakers should not assume that improving parental education or income alone will automatically enhance student achievement. Instead, interventions should target in-school quality improvement to sustain equitable learning outcomes.

The findings showed show a statistically significant relationship between teacher quality and students' academic achievement. It highlights that teacher quality remains a key determinant of students' success in Social Studies. This implies that students taught by highly qualified and effective teachers performed better in Social Studies compared to those taught by teachers with low or moderate quality. The implication of this result is that teacher competence, including professional qualifications, mastery of subject content, pedagogical skills, and the ability to use engaging instructional strategies, plays a crucial role in determining students' learning outcomes. This aligns with the findings of Yusuf and Yinusa that Schools should prioritize the recruitment, continuous training, and motivation of qualified Social Studies teachers to sustain and improve students' academic performance⁴. Educational policymakers should also strengthen teacher development programs and certification standards to enhance instructional quality at the junior secondary level. More so, although students in more adequate class sizes tended to perform better, the relationship between class size and students' academic achievement was not statistically significant. This suggests that while smaller or appropriately sized classes may provide a more conducive learning environment, other factors such as teacher quality, learner motivation, and teaching methods may have a stronger influence on learning outcomes. The implication is that effective classroom management and instructional delivery can mitigate the negative effects of large class sizes. Therefore, school administrators should not only focus on reducing class size but also ensure that teachers are equipped with strategies for managing diverse and large classrooms effectively. Finally, no statistically significant relationship between the availability of instructional materials and students' academic achievement was observed. Although students with higher access to instructional materials performed relatively better, the difference was not significant enough to establish a measurable influence. This implies that while

instructional materials enhance understanding and engagement in Social Studies, their impact depends largely on how effectively teachers utilize them during instruction. These corroborated the findings of Krassel and Heinesen that mere provision of teaching aids without proper integration into classroom activities may not yield substantial academic gains⁵. Therefore, teachers should be trained not only on the use of instructional materials but also on how to creatively integrate them into lesson delivery to stimulate learners' interest and comprehension.

The findings from hypothesis one reveals that among the examined home and school factors, teacher's quality and instructional materials were the only significant predictors of students' academic achievement in Social Studies. This highlights the importance of employing qualified, experienced, and well-trained teachers who possess both subject mastery and effective teaching strategies. Additionally, teacher recruitment and retention policies should emphasize professional qualifications, classroom management ability, and instructional creativity to sustain students' academic success. This counterintuitive outcome of instructional materials suggests that while instructional materials are vital tools for enhancing understanding, their mere presence does not guarantee improved learning outcomes. Ineffective utilization, inappropriate selection, or poor alignment between instructional materials and the curriculum may hinder their intended impact. The implication is that teachers should be adequately trained on how to select, adapt, and effectively integrate instructional materials into their lessons. Schools should also ensure that available materials are relevant, up-to-date, and supportive of the learning objectives of Social Studies. Parental occupation, parental education, parental involvement, and class size did not significantly predict students' academic achievement in Social Studies. This suggests that within the context of this study, students' performance was less dependent on their home background or classroom population, and more on the quality of instruction they received⁶. The implication is

that while home factors contribute to students' general development, the immediate school environment, particularly the teacher's effectiveness, plays a more direct role in shaping academic achievement. Schools should therefore focus on strengthening classroom instruction and learning resources rather than relying solely on parental factors to improve performance.

Furthermore, findings showed that the combined influence of home and school factors, comprising parental education, parental occupation, parental involvement, teacher's quality, class size, and instructional materials, did not significantly predict students' academic achievement in Social Studies. only about 10.8% of the variation in students' performance could be explained jointly by these factors⁷. This suggests that although home and school variables collectively contribute somewhat to students' learning outcomes, their overall influence is minimal. The implication is that other unexamined variables, such as students' motivation, study habits, peer influence, school leadership, or socioeconomic background, may have stronger effects on academic performance than the factors included in this model. This may reflect the possibility that these factors interact in complex or indirect ways that were not captured by the regression model. It also suggests that improving students' performance in Social Studies may require more targeted interventions focusing on specific aspects of teaching and learning rather than general home or school conditions.

The findings of this study revealed that gender plays a significant moderating role in the relationship between home and school factors and students' academic achievement in Social Studies. Specifically, while the combined influence of home and school factors on students' achievement was initially weak and non-significant, the inclusion of gender interactions produced a statistically significant model, explaining a greater proportion of variance in

academic performance. This outcome underscores the complex and context-dependent nature of academic achievement, which is influenced not only by environmental and institutional factors but also by gender-related dynamics within those contexts. The findings from model 1 showed that home and school factors jointly explained only about 10.8% of the variance in students' achievement suggesting that these variables alone are not sufficient to fully account for differences in students' academic achievement^{7, 8}. In the Nigerian context, Okonkwo and Eze also observed that factors such as peer relationships and student engagement can sometimes outweigh traditional home-based predictors like parental education or occupation⁹. The significant increase in explained variance (from 10.8% to 25.1%) when gender interactions were introduced (Model 3) provides strong evidence that gender moderates the influence of home and school factors on students' academic achievement. This aligns with Bronfenbrenner's Ecological Systems Theory which posits that individual outcomes are shaped by the dynamic interaction between personal characteristics (such as gender) and environmental systems (home, school, and societal influences)⁹. It also supports the Social Cognitive Theory of Gender Development, which emphasizes that gender roles and expectations shape how students interpret, respond to, and benefit from environmental stimuli like parental involvement or teacher feedback¹⁰. This finding resonates that mothers' education often has a stronger impact on girls' achievement, possibly because female students identify with and model their mothers' academic values and behaviours¹¹. The negative relationship between parental involvement and achievement, coupled with its significant interaction with gender, suggests that excessive or intrusive parental involvement may hinder students' autonomy an effect that might be more pronounced for one gender.

In summary, the findings shows that while home and school factors independently have limited effects on students' academic achievement, their influence becomes more meaningful when gender is considered as a moderating variable.

Endnotes

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Chapter Five

Conclusion

This chapter presents the summary, conclusion, and recommendations derived from the study. Based on the findings, appropriate recommendations were made, and suggestions for further studies as well as contributions to knowledge.

5.1 Summary of Findings

The study investigated how home and school factors determine the academic achievement of Junior Secondary School II students in Social Studies in Ogo-Oluwa Local Government Area of

Oyo State. To achieve this aim, 6 research objectives were examined, which were addressed using three research questions and three research hypotheses. The study employed the descriptive survey research design. The study employed the descriptive survey research design. A total sample of 104 Junior Secondary School II (JSS II) students was selected for the study using a multi-stage sampling technique. Data was collected using Two research instruments were used for data collection. The first instrument was a self-developed questionnaire titled “Home and School Factors Questionnaire (HSFQ)” and the second is the “Social Studies Academic Achievement Test (SSAAT)”. The collected data was analyzed using both descriptive (frequency and percentage) and inferential statistics (Chi-square and multiple regression).

Research Question 1 revealed that a greater proportion of students performed at a high level 40 (38%), indicating level of academic achievement of Junior Secondary School II students in Social Studies is high, that is most students possess a satisfactory understanding and mastery of the subject content.

Research Question 2 revealed that there is no statistically significant relationship between parental education and students’ academic achievement in Social Studies ($\chi^2 = 0.416$, $df = 4$, $p = 0.981$). This means that whether parents had low, moderate, or high education, their children performed similarly in Social Studies. Also, there is no statistically significant relationship between parental involvement and students’ academic achievement in Social Studies ($\chi^2 = 2.845$, $df = 4$, $p = 0.241$). Finally, there is no statistically significant relationship between parental occupation and students’ academic achievement in Social Studies ($\chi^2 = 4.695$, $df = 4$, $p = 0.320$). This suggest that the difference across occupational groups was not significant enough to conclude that parental occupation has a measurable influence on students’ academic performance in the subject.

Research Question 3 revealed a statistically significant relationship between teacher's quality and students' academic achievement in Social Studies ($\chi^2 = 11.403$, $df = 4$, $p = 0.022$) while the relationship between class size and students' academic achievement and instructional materials and academic achievement are not statistically significant at 0.05 level of significance.

Research Hypothesis I revealed that teacher quality had the strongest positive and significant effect on students' academic achievement ($\beta = 0.426$, $p = 0.003$), indicating that improvements in teacher competence directly enhance students' performance. Conversely, instructional materials showed a significant but negative effect ($\beta = -0.256$, $p = 0.046$), suggesting that ineffective use or poor-quality materials may hinder learning outcomes. Other variables, parental occupation, parental education, parental involvement, and class size, did not significantly influence academic achievement, implying that they were not strong predictors in this context. Overall, the model highlights that teacher quality and instructional materials were the only significant determinants of students' academic achievement.

Research Hypothesis 2 revealed that shows that the combined home and school factors, parental education, parental occupation, parental involvement, teacher quality, class size, and instructional materials, had a low positive relationship with students' academic achievement ($R = 0.328$). However, these variables jointly explained only 10.8% of the variance in students' performance ($R^2 = 0.108$). The result was not statistically significant ($F(6, 97) = 1.954$, $p = 0.080$), indicating that the combined effect of home and school factors did not significantly predict students' academic achievement in Social Studies.

Research Hypothesis 3 revealed that whether gender moderates the influence of home and school factors on students' academic achievement. In Model 1, teacher quality ($\beta = 0.426$, $p = 0.003$)

and instructional materials ($\beta = -0.256$, $p = 0.046$) were significant predictors, while parental and class-related factors were not. Model 2 showed that gender alone ($\beta = -0.001$, $p = 0.990$) did not significantly predict academic achievement when added to the model. However, Model 3, which introduced interaction terms, revealed that gender significantly moderated several relationships. Parental education ($\beta = 0.985$, $p = 0.028$) and instructional materials ($\beta = 0.986$, $p = 0.031$) had positive effects on achievement, while parental involvement ($\beta = -1.413$, $p = 0.011$) had a negative effect. Moreover, gender significantly moderated the effects of parental education ($\beta = -1.256$, $p = 0.028$), parental involvement ($\beta = 2.726$, $p = 0.013$), and instructional materials ($\beta = -2.225$, $p = 0.005$), indicating that these relationships differ between male and female students. Overall, gender plays a significant moderating role in how specific home and school factors influence students' academic achievement.

5.2. Conclusion

The findings from this study revealed that while teacher quality and instructional materials significantly predicted students' achievement, home-related factors such as parental education, occupation, and involvement showed varying levels of influence. Furthermore, the moderation analysis indicated that gender significantly moderates the relationship between home/school factors and students' academic achievement. Specifically, the effects of parental education, parental involvement, and instructional materials on academic achievement differ between male and female students. This implies that the learning outcomes of students are shaped not only by the quality of teaching and resources but also by gender-related dynamics within the home and

school environments. Hence, the importance of fostering supportive home environments, maintaining quality instructional resources, and promoting equitable learning conditions for both male and female students to improve performance in Social Studies is highlighted by this study.

5.3 Recommendations

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

- i. Educational authorities should organize regular capacity-building workshops and professional development programs to improve teachers' pedagogical skills and classroom effectiveness.
- ii. Parents should be encouraged to support their children's learning without being over-involved, as excessive monitoring may hinder students' independence and motivation.
- iii. The Ministry of Education should design policies and interventions that address gender disparities in learning, ensuring that both male and female students benefit equally from educational opportunities.

5.4 Contribution to Knowledge

The study identifies critical determinants such as parental involvement, socio-economic background, teacher quality, instructional materials, and classroom environment as major predictors of academic achievement. This contributes to the refinement of theoretical models linking environmental variables with students' learning outcomes in Social Studies.

The study provides empirical evidence on how specific home and school factors jointly influence students' academic achievement in Social Studies within the Ogo-Oluwa Local Government Area of Oyo State. This helps to bridge the knowledge gap between national educational trends and community-level realities. Unlike previous studies that examined home or school factors in

isolation, this research integrates both domains to reveal their interactive effects on students' learning outcomes. It establishes that a supportive home environment, coupled with adequate school resources and teacher effectiveness, significantly enhances students' academic performance.

Findings from this research provide evidence-based recommendations for education stakeholders, teachers, school administrators, parents and policymakers, to strengthen both home support systems and school learning environments. This supports the development of targeted interventions to improve students' academic achievement.

Lastly, the study contributes to the advancement of knowledge in the improvement of students' academic achievement in Social Studies. It also highlights actionable areas, such as improved parental engagement, teacher development, and provision of adequate learning resource that can enhance actionable educational planning and reform.

5.5 Suggestions for Further Studies

- i. Studies could investigate the mediating role of motivation or self-efficacy in the relationship between home/school factors and academic achievement.
- ii. Comparative studies between urban and rural settings could also be conducted to assess environmental and contextual differences in home and school factors influencing student achievement.
- iii. Further studies can adopt mixed-method approaches, combining quantitative and qualitative data, to gain deeper insights into how gender dynamics interact with home and school influences on learning.

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Appendix 1

Questionnaire on Home and School Factors as Determinants of Academic Achievement in Social Studies among Junior Secondary School II Students in Ogo-Oluwa Local Government, Oyo State (HSFAA)

Dear Respondents,

I am a Postgraduate student of the Department of Arts and Social Science Education, Faculty of Education, Lead City University Ibadan. This research seeks your candid response; hence, the data collected will be used for this purpose only and will be treated with utmost confidentiality.

Thank you.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

INSTRUCTION: Please tick (✓) the response as it applies to you

1. Gender: Female () Male ()
2. Age: 10–12 years () 13–15 years () 16 years and above ()
3. Name of School: _____
4. Who do you live with? Both Parents () Mother Only () Father Only ()
Guardian()
5. Occupation of Father: Farming () Trading () Civil Servant () Artisan ()
Unemployed ()
6. Occupation of Mother: Farming () Trading () Civil Servant () Artisan ()
Unemployed ()
7. Educational Level of Father: No formal education () Primary school () Secondary school () Tertiary education ()
8. Educational Level of Mother: No formal education () Primary school () Secondary school () Tertiary education ()

SECTION B:

Instruction: Please indicate the extent to which you agree or disagree with each of the following statements by ticking (✓) the appropriate option.

S/N	STATEMENTS	SA	A	D	SD
1	My parents' level of education positively influence my academic performance.				
2	My parents' occupation provides adequate financial support for my schooling needs.				
3	My parents supervise my homework regularly.				
4	My parents encourage me to study Social Studies at home.				
5	I have access to textbooks and learning materials at home because of my parents financial status.				
6	My parents discuss my academic progress with my teachers.				
7	I receive moral support from my parents when I face academic challenges.				

8	My parents provide a conducive reading environment at home.				
9	My parents set high expectations for my academic performance.				
10	My parents reward me when I perform well in school.				
11	My parents attend school meetings to discuss my progress.				
12	I don't often have time to read at home because of too much house chores.				

SECTION C:

Instruction: Please indicate the extent to which you agree or disagree with each of the following statements by ticking (✓) the appropriate option.

S/N	STATEMENTS	SA	A	D	SD
1	My Social Studies teacher is well-qualified to teach the subject.				
2	My teacher uses teaching methods that make Social Studies interesting.				
3	The number of students in my class affects how well I understand lessons.				
4	My teacher gives me personal attention when I do not understand a topic.				
5	The Social Studies classroom is not overcrowded.				
6	Instructional materials such as charts, maps, and audiovisuals are used regularly.				
7	The school library has adequate materials for Social Studies.				
8	The school provides enough facilities for effective learning.				
9	I am motivated to learn Social Studies because of the quality of teaching.				
10	Regular assessments and feedback in Social Studies help me improve				
11	The class size is small enough for the teacher to attend to everyone.				
12	Teachers give individual attention to students who need help.				
13	The school environment is well equipped and conducive for learning.				

SOCIAL STUDIES ACADEMIC ACHIEVEMENT TEST (SSAAT)

Instruction: Answer all questions by ticking the correct option [A–D]. Each question carries one mark.

1. Social Studies helps us to become:

- A. Irresponsible citizens
- B. Good citizens
- C. Enemies of the government
- D. Wealthy businessmen

2. Which of the following is a major agent of socialization?

- A. The Market
- B. The Bank
- C. The Family
- D. The Hospital

3. One of the benefits of education is to:

- A. Discourage unity
- B. Promote ignorance
- C. Promote national development
- D. Increase crime

4. A person who obeys rules and regulations is:

- A. A criminal
- B. A law-abiding citizen
- C. A tourist
- D. A trader

5. Social Studies is mainly taught to:

- A. Teach only history
- B. Help students pass exams

- C. Build responsible individuals
 - D. Prevent students from playing
6. The smallest unit of society is:
- A. School
 - B. Church
 - C. Market
 - D. Family
7. Values in Social Studies refer to:
- A. Goods in the market
 - B. The amount of money someone has
 - C. Accepted beliefs and principles
 - D. Types of punishment
8. A peaceful society promotes:
- A. War
 - B. Growth and development
 - C. Jealousy
 - D. Injustice
9. Social Studies prepares students for:
- A. Political violence
 - B. Healthy relationships
 - C. Lazy habits
 - D. Anti-social behavior
10. The leader of a local government is the:
- A. Principal
 - B. Governor

C. Chairman

D. Minister

11. Social problems in Nigeria include the following **EXCEPT**:

A. Drug abuse

B. Cultism

C. Illiteracy

D. Honesty

12. One way of avoiding conflict in school is by:

A. Fighting back

B. Refusing to obey school rules

C. Showing tolerance

D. Forming a gang

13. An educated person is likely to be:

A. Jobless

B. Ignorant

C. A better decision maker

D. A dropout

14. Social institutions include the following **EXCEPT**:

A. Marriage

B. Religion

C. Family

D. Weapon

15. A citizen who loves and serves his country shows:

A. Disrespect

B. Patriotism

C. Tribalism

D. Conflict

16. Which of the following is **NOT** a reason for teaching Social Studies?

A. To promote violence

B. To improve civic awareness

C. To encourage good leadership

D. To build tolerance

17. A good citizen must:

A. Always protest

B. Refuse to vote

C. Be law-abiding

D. Be careless

18. Human rights include all the following **EXCEPT**:

A. Right to education

B. Right to life

C. Right to violence

D. Right to speech

19. Which of these is an example of a traditional leader?

A. Governor

B. Senator

C. Oba

D. Minister

20. The Nigerian national pledge teaches us:

A. How to trade

B. To be corrupt

C. Loyalty and patriotism

D. To become foreign citizens

Appendix II

Parental Education

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	24	23.1	23.1	23.1
2.00	49	47.1	47.1	70.2
3.00	31	29.8	29.8	100.0
Total	104	100.0	100.0	

Parental Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	61	58.7	58.7	58.7
2.00	33	31.7	31.7	90.4
3.00	10	9.6	9.6	100.0
Total	104	100.0	100.0	

Parental Involvement

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	17	16.3	16.3	16.3
3.00	87	83.7	83.7	100.0
Total	104	100.0	100.0	

School Factors

Teachers' quality

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	4	3.8	3.8	3.8
2.00	41	39.4	39.4	43.3
3.00	59	56.7	56.7	100.0

Total	104	100.0	100.0	
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Class size

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	3.8	3.8	3.8
2.00	38	36.5	36.5	40.4
3.00	62	59.6	59.6	100.0
Total	104	100.0	100.0	

Instructional material

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.0	1.0	1.0
2.00	34	32.7	32.7	33.7
3.00	69	66.3	66.3	100.0
Total	104	100.0	100.0	

Statistics

VAR00001

N	Valid	104
	Missing	0
Mean		58.7019
Std. Deviation		28.83663

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
10.00	3	2.9	2.9	2.9
15.00	2	1.9	1.9	4.8
20.00	5	4.8	4.8	9.6
25.00	7	6.7	6.7	16.3
30.00	11	10.6	10.6	26.9
35.00	3	2.9	2.9	29.8
Valid 40.00	5	4.8	4.8	34.6
45.00	6	5.8	5.8	40.4
50.00	6	5.8	5.8	46.2
55.00	6	5.8	5.8	51.9
60.00	8	7.7	7.7	59.6
65.00	2	1.9	1.9	61.5
70.00	4	3.8	3.8	65.4

75.00	3	2.9	2.9	68.3
80.00	1	1.0	1.0	69.2
85.00	6	5.8	5.8	75.0
90.00	4	3.8	3.8	78.8
95.00	6	5.8	5.8	84.6
100.00	16	15.4	15.4	100.0
Total	104	100.0	100.0	

Statistics

ATS

N	Valid	104
	Missing	0
Mean		2.0865
Std. Deviation		.82569

ATS

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	31	29.8	29.8	29.8
2.00	33	31.7	31.7	61.5
3.00	40	38.5	38.5	100.0
Total	104	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
SF1	104	3.3269	.87514
SF2	104	3.2115	.93136
SF3	104	3.0673	.95800
SF4	104	3.0288	1.07448
SF5	104	3.0096	1.02867
SF6	104	3.2596	.93472
SF7	104	3.1058	.97461
SF8	104	3.3173	1.00739
SF9	104	3.3269	.74315
SF10	104	3.2212	.99471
SF11	104	3.0385	1.01372
SF12	104	3.2981	.89094

SF13	104	2.8654	1.11528
ST1	104	.7692	.42337
ST2	104	.6442	.48106
ST3	104	.6154	.48886
ST4	104	.7019	.45963
ST5	104	.4904	.50233
ST6	104	.6058	.49105
ST7	104	.5769	.49644
ST8	104	.6635	.47481
ST9	104	.6635	.47481
ST10	104	.6538	.47805
ST11	104	.5673	.49785
ST12	104	.4904	.50233
ST13	104	.6058	.49105
ST14	104	.4519	.50009
ST15	104	.5096	.50233
ST16	104	.4231	.49644
ST17	104	.6058	.49105
ST18	104	.4519	.50009
ST19	104	.6827	.46768

Descriptive Statistics

	N	Mean	Std. Deviation
ST20	104	.5673	.49785

Valid N (listwise)	104		
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Statistics

	HO1	HO2	HO3	HO4	HO5	HO6	HO7
N							
Valid	104	104	104	104	104	104	104
Missing	0	0	0	0	0	0	0
Mean	3.4904	3.3173	3.4712	3.2596	3.1635	3.2212	3.3269
Std. Deviation	.73729	.80369	.79996	.83602	.95644	.92387	.91844

Statistics

	HO8	HO9	HO10	HO11	HO12
N					
Valid	104	104	104	104	104
Missing	0	0	0	0	0
Mean	3.1827	3.2019	3.2115	3.2981	3.0769
Std. Deviation	.87871	.95916	.87770	.85763	.97236

Frequency Table

HO1

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	3	2.9	2.9	2.9
2.00	6	5.8	5.8	8.7
Valid 3.00	32	30.8	30.8	39.4
4.00	63	60.6	60.6	100.0
Total	104	100.0	100.0	

HO2

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	4.8	4.8	4.8
2.00	7	6.7	6.7	11.5
Valid 3.00	42	40.4	40.4	51.9
4.00	50	48.1	48.1	100.0
Total	104	100.0	100.0	

HO3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	3.8	3.8	3.8
2.00	8	7.7	7.7	11.5

3.00	27	26.0	26.0	37.5
4.00	65	62.5	62.5	100.0
Total	104	100.0	100.0	

HO4

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	4.8	4.8	4.8
2.00	11	10.6	10.6	15.4
Valid 3.00	40	38.5	38.5	53.8
4.00	48	46.2	46.2	100.0
Total	104	100.0	100.0	

HO5

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	9	8.7	8.7	8.7
2.00	13	12.5	12.5	21.2
Valid 3.00	34	32.7	32.7	53.8
4.00	48	46.2	46.2	100.0
Total	104	100.0	100.0	

HO6

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	9	8.7	8.7	8.7
2.00	8	7.7	7.7	16.3
Valid 3.00	38	36.5	36.5	52.9
4.00	49	47.1	47.1	100.0
Total	104	100.0	100.0	

HO7

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	7	6.7	6.7	6.7
2.00	11	10.6	10.6	17.3
Valid 3.00	27	26.0	26.0	43.3
4.00	59	56.7	56.7	100.0
Total	104	100.0	100.0	

HO8

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	4.8	4.8	4.8
2.00	17	16.3	16.3	21.2
Valid 3.00	36	34.6	34.6	55.8
4.00	46	44.2	44.2	100.0
Total	104	100.0	100.0	

HO9

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	9	8.7	8.7	8.7
2.00	12	11.5	11.5	20.2
Valid 3.00	32	30.8	30.8	51.0
4.00	51	49.0	49.0	100.0
Total	104	100.0	100.0	

HO10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	4.8	4.8	4.8
2.00	16	15.4	15.4	20.2

3.00	35	33.7	33.7	53.8
4.00	48	46.2	46.2	100.0
Total	104	100.0	100.0	

HO11

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	4	3.8	3.8	3.8
2.00	15	14.4	14.4	18.3
Valid 3.00	31	29.8	29.8	48.1
4.00	54	51.9	51.9	100.0
Total	104	100.0	100.0	

HO12

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	7.7	7.7	7.7
2.00	21	20.2	20.2	27.9
Valid 3.00	30	28.8	28.8	56.7
4.00	45	43.3	43.3	100.0
Total	104	100.0	100.0	

Statistics

	SF1	SF2	SF3	SF4	SF5	SF6	SF7
N	Valid	104	104	104	104	104	104
	Missing	0	0	0	0	0	0
Mean	3.3269	3.2115	3.0673	3.0288	3.0096	3.2596	3.1058
Std. Deviation	.87514	.93136	.95800	1.07448	1.02867	.93472	.97461

Statistics

	SF8	SF9	SF10	SF11	SF12	SF13
N	Valid	104	104	104	104	104
	Missing	0	0	0	0	0
Mean	3.3173	3.3269	3.2212	3.0385	3.2981	2.8654
Std. Deviation	1.00739	.74315	.99471	1.01372	.89094	1.11528

Frequency Table

SF1

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	5.8	5.8	5.8
2.00	10	9.6	9.6	15.4
Valid 3.00	32	30.8	30.8	46.2
4.00	56	53.8	53.8	100.0
Total	104	100.0	100.0	

SF2

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	7.7	7.7	7.7
2.00	12	11.5	11.5	19.2
Valid 3.00	34	32.7	32.7	51.9
4.00	50	48.1	48.1	100.0
Total	104	100.0	100.0	

SF3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	6.7	6.7	6.7
2.00	23	22.1	22.1	28.8

3.00	30	28.8	28.8	57.7
4.00	44	42.3	42.3	100.0
Total	104	100.0	100.0	

SF4

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	15	14.4	14.4	14.4
2.00	13	12.5	12.5	26.9
Valid 3.00	30	28.8	28.8	55.8
4.00	46	44.2	44.2	100.0
Total	104	100.0	100.0	

SF5

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	12	11.5	11.5	11.5
2.00	18	17.3	17.3	28.8
Valid 3.00	31	29.8	29.8	58.7
4.00	43	41.3	41.3	100.0
Total	104	100.0	100.0	

SF6

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	8	7.7	7.7	7.7
2.00	11	10.6	10.6	18.3
Valid 3.00	31	29.8	29.8	48.1
4.00	54	51.9	51.9	100.0
Total	104	100.0	100.0	

SF7

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	9	8.7	8.7	8.7
2.00	17	16.3	16.3	25.0
Valid 3.00	32	30.8	30.8	55.8
4.00	46	44.2	44.2	100.0
Total	104	100.0	100.0	

SF8

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	11	10.6	10.6	10.6
2.00	8	7.7	7.7	18.3
Valid 3.00	22	21.2	21.2	39.4
4.00	63	60.6	60.6	100.0
Total	104	100.0	100.0	

SF9

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	2	1.9	1.9	1.9
2.00	11	10.6	10.6	12.5
Valid 3.00	42	40.4	40.4	52.9
4.00	49	47.1	47.1	100.0
Total	104	100.0	100.0	

SF10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	10	9.6	9.6	9.6
2.00	12	11.5	11.5	21.2

3.00	27	26.0	26.0	47.1
4.00	55	52.9	52.9	100.0
Total	104	100.0	100.0	

SF11

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	12	11.5	11.5	11.5
2.00	15	14.4	14.4	26.0
Valid 3.00	34	32.7	32.7	58.7
4.00	43	41.3	41.3	100.0
Total	104	100.0	100.0	

SF12

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	5.8	5.8	5.8
2.00	12	11.5	11.5	17.3
Valid 3.00	31	29.8	29.8	47.1
4.00	55	52.9	52.9	100.0
Total	104	100.0	100.0	

SF13

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	21	20.2	20.2	20.2
2.00	9	8.7	8.7	28.8
Valid 3.00	37	35.6	35.6	64.4
4.00	37	35.6	35.6	100.0
Total	104	100.0	100.0	

Statistics

	ST1	ST2	ST3	ST4	ST5	ST6	ST7
N Valid	104	104	104	104	104	104	104
Missing	0	0	0	0	0	0	0
Mean	.7692	.6442	.6154	.7019	.4904	.6058	.5769
Std. Deviation	.42337	.48106	.48886	.45963	.50233	.49105	.49644

Statistics

	ST8	ST9	ST10	ST11	ST12	ST13	ST14
N Valid	104	104	104	104	104	104	104
Missing	0	0	0	0	0	0	0

Mean	.6635	.6635	.6538	.5673	.4904	.6058	.4519
Std. Deviation	.47481	.47481	.47805	.49785	.50233	.49105	.50009

Statistics

	ST15	ST16	ST17	ST18	ST19	ST20
N						
Valid	104	104	104	104	104	104
Missing	0	0	0	0	0	0
Mean	.5096	.4231	.6058	.4519	.6827	.5673
Std. Deviation	.50233	.49644	.49105	.50009	.46768	.49785

Frequency Table

ST1

	Frequency	Percent	Valid Percent	Cumulative Percent
.00	24	23.1	23.1	23.1
Valid 1.00	80	76.9	76.9	100.0
Total	104	100.0	100.0	

ST2

	Frequency	Percent	Valid Percent	Cumulative Percent
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	.00	37	35.6	35.6	35.6
Valid	1.00	67	64.4	64.4	100.0
	Total	104	100.0	100.0	

ST3

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	40	38.5	38.5	38.5
Valid	1.00	64	61.5	61.5	100.0
	Total	104	100.0	100.0	

ST4

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	31	29.8	29.8	29.8
Valid	1.00	73	70.2	70.2	100.0
	Total	104	100.0	100.0	

ST5

		Frequency	Percent	Valid Percent	Cumulative
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				Percent
.00	53	51.0	51.0	51.0
Valid 1.00	51	49.0	49.0	100.0
Total	104	100.0	100.0	

ST6

	Frequency	Percent	Valid Percent	Cumulative Percent
.00	41	39.4	39.4	39.4
Valid 1.00	63	60.6	60.6	100.0
Total	104	100.0	100.0	

ST7

	Frequency	Percent	Valid Percent	Cumulative Percent
.00	44	42.3	42.3	42.3
Valid 1.00	60	57.7	57.7	100.0
Total	104	100.0	100.0	

ST8

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	35	33.7	33.7	33.7
Valid	1.00	69	66.3	66.3	100.0
	Total	104	100.0	100.0	

ST9

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	35	33.7	33.7	33.7
Valid	1.00	69	66.3	66.3	100.0
	Total	104	100.0	100.0	

ST10

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	36	34.6	34.6	34.6
Valid	1.00	68	65.4	65.4	100.0
	Total	104	100.0	100.0	

ST11

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	45	43.3	43.3	43.3
Valid	1.00	59	56.7	56.7	100.0
	Total	104	100.0	100.0	

ST12

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	53	51.0	51.0	51.0
Valid	1.00	51	49.0	49.0	100.0
	Total	104	100.0	100.0	

ST13

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	41	39.4	39.4	39.4
Valid	1.00	63	60.6	60.6	100.0
	Total	104	100.0	100.0	

ST14

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	57	54.8	54.8	54.8
Valid	1.00	47	45.2	45.2	100.0
	Total	104	100.0	100.0	

ST15

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	51	49.0	49.0	49.0
Valid	1.00	53	51.0	51.0	100.0
	Total	104	100.0	100.0	

ST16

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	60	57.7	57.7	57.7
Valid	1.00	44	42.3	42.3	100.0
	Total	104	100.0	100.0	

ST17

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	41	39.4	39.4	39.4
Valid	1.00	63	60.6	60.6	100.0
	Total	104	100.0	100.0	

ST18

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	57	54.8	54.8	54.8
Valid	1.00	47	45.2	45.2	100.0
	Total	104	100.0	100.0	

ST19

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	33	31.7	31.7	31.7
Valid	1.00	71	68.3	68.3	100.0
	Total	104	100.0	100.0	

ST20

		Frequency	Percent	Valid Percent	Cumulative Percent
	.00	45	43.3	43.3	43.3
Valid	1.00	59	56.7	56.7	100.0
	Total	104	100.0	100.0	

Table 4. Regression Model Fit

N	R² Adjusted	R ²	F-value	p-value	Durbin-Watson	VIF
100	0.72	0.67	14.89	0.00	1.92	3.1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.874	4.231		3.043	.003
PO	.114	.680	.016	.167	.867
PE	.403	.688	.059	.585	.560
Parental Involvement	-.149	.144	-.154	-1.034	.304
TQ	.690	.228	.426	3.022	.003
CS	-.266	.321	-.097	-.829	.409

IM	-.615	.304	-.256	-2.023	.046
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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.874	4.231		3.043	.003
Parental Occupation	.114	.680	.016	.167	.867
Parental Education	.403	.688	.059	.585	.560
Parental Involvement	-.149	.144	-.154	-1.034	.304
Teacher's Quality	.690	.228	.426	3.022	.003
Class Size	-.266	.321	-.097	-.829	.409
Instructional Materials	-.615	.304	-.256	-2.023	.046

Coefficients^a

Model	Unstandardized	Standardized	t	Sig.	Collinearity Statistics
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	Coefficients		Coefficients				
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	12.874	4.231		3.043	.003		
PO	.114	.680	.016	.167	.867	.960	1.042
PE	.403	.688	.059	.585	.560	.913	1.095
Parental Involvement	-.149	.144	-.154	-1.034	.304	.414	2.413
TQ	.690	.228	.426	3.022	.003	.463	2.161
CS	-.266	.321	-.097	-.829	.409	.670	1.493
IM	-.615	.304	-.256	-2.023	.046	.573	1.745

a. Dependent Variable: SAT

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	F	Sig. F Change
1	.328 ^a	.108	.053	5.61346	.108	1.954	6	97	.080

a. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement

ANOVA^a

Model		Sum of Squares	df	df	F	Sig.
1	Regression	369.430	6	6	1.954	.080 ^b
	Residual	3056.560	97	31.511		
	Total	3425.990	103			

a. Dependent Variable: SAT

b. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement

Model	R	R ²	R ² Adjusted	Sum of Squares	df	F	Sig.
1	0.328a	0.108	0.053	3056.560	97	1.954	0.080b
2	0.328b	0.108	0.043	3056.555	96	1.658	0.129 ^c
3	0.501c	0.251	0.143	2566.830	90	2.317	0.011 ^d

a. Dependent Variable: SAT

b. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement

c. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent

d. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent, PO_G, PE_G, CS_G, TQ_G, IM_G, PI_G

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	369.430	6	61.572	1.954	.080 ^b
	Residual	3056.560	97	31.511		
	Total	3425.990	103			
2	Regression	369.435	7	52.776	1.658	.129 ^c
	Residual	3056.555	96	31.839		
	Total	3425.990	103			
3	Regression	859.160	13	66.089	2.317	.011 ^d
	Residual	2566.830	90	28.520		
	Total	3425.990	103			

a. Dependent Variable: SAT

b. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement

c. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent

d. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent, PO_G, PE_G, CS_G, TQ_G, IM_G, PI_G

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.328 ^a	.108	.053	5.61346	.108	1.954	6	97	.080
2	.328 ^b	.108	.043	5.64262	.000	.000	1	96	.990
3	.501 ^c	.251	.143	5.34044	.143	2.862	6	90	.013

a. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement

b. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent

c. Predictors: (Constant), IM, PE, PO, CS, TQ, Parental Involvement, Gender of Respondent, PO_G, PE_G, CS_G, TQ_G, IM_G, PI_G

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	12.874	4.231	3.043	.003
	PO	.114	.680	.016	.867
	PE	.403	.688	.059	.560
	Parental Involvement	-.149	.144	-.154	.304
	TQ	.690	.228	.426	.003
	CS	-.266	.321	-.097	.409
	IM	-.615	.304	-.256	.046
2	(Constant)	12.911	5.154	2.505	.014
	PO	.113	.684	.016	.869
	PE	.401	.698	.059	.566
	Parental Involvement	-.149	.145	-.154	.308
	TQ	.690	.231	.426	.004
	CS	-.266	.323	-.097	.412
	IM	-.614	.306	-.256	.048
3	Gender of Respondent	-.015	1.165	-.001	.990
	(Constant)	.384	17.417	.022	.982
	PO	-2.390	2.193	-.344	.279
	PE	6.754	3.017	.985	.028
	Parental Involvement	-1.364	.524	-1.413	.011
	TQ	1.373	.706	.847	.055
	CS	-.680	1.263	-.248	.592

IM	2.364	1.081	.986	2.188	.031
Gender of Respondent	5.135	9.823	.444	.523	.602
PO_G	2.241	1.417	.653	1.581	.117
PE_G	-3.747	1.678	-1.256	-2.232	.028
PI_G	.777	.306	2.726	2.542	.013
TQ_G	-.517	.457	-.918	-1.130	.261
CS_G	.329	.719	.312	.457	.649
IM_G	-1.791	.627	-2.225	-2.855	.005

Bio-data

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Objective:-

Professional educator with more than fifteen years experience in the classroom. She is to build an outstanding Educational/Public Service organization through pro-active decision making and the utilization of my administrative and professional activities to achieve the overall organizational goals.

ACADEMIC/PROFESSIONAL QUALIFICATIONS WITH DATES:

Master of Education(M.Ed) in view Lead City University, Ibadan Express-Way
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Received B.A (Ed) Yoruba Degree.

2006 – 2010 Jan Federal College of Education (Special) Oyo, Oyo state.
Received the Nigerian Certificate in Education (NCE)

1999 – 2001 Ministry of Education, Oyo State
National Teachers' Institute
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1988 – 1994 Sat for West African Senior School Certificate
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WORK EXPERIENCE WITH DATES:

* Apimo Nursery & Primary School, Adesola Ibadan	1998 – 2001
* Adedayo Nursery & Primary School, Muslim Odinjo Ibadan	2002 – 2005
* Baptist Basic School 1, Obada Odo-Oba Ogbomoso	2005 till date

KEY CAPABILITIES

- * Create strong relationship with other stakeholders.
- * Loves initiating and sustaining creativity/restricting of organizational operations.
- * Team person with excellent interpersonal skills.
- * Have strong negotiation, selling and communicating skills.
- * Willingness to overcome obstacles and take sensible risks.
- * Dramatist/Actor (Play writer & Dancer).

PERSONAL BIO-DATA

Date of Birth:- May 23rd, 1978

Nationality at Birth: Nigerian

Town of Origin:- Ibadan

Health: Excellent & emotionally balanced
Marital Status: Married with a daughter
Language Skills: Highly proficient and fluent in English and Youba

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The University Compliance Certification

This is to certify that this thesis by Fausat Omowumi OLADIMEJI, with matriculation number LCU/PG/005363, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

Signature

Date

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