

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Business Studies is a subject taught in Junior Secondary Schools in Nigeria which aims to expose students to business knowledge and practices. The subject is essential in providing students with foundational knowledge on the principles and practices of business, helping them to make informed decisions in everyday business and prepare them for business careers or higher business positions. The five components of Business Studies, which include Office Practice, Commerce, Book keeping, Shorthand and Keyboarding, work together to equip students with the necessary knowledge and skills required to succeed in the business world.

Business Studies aims to equip students with a set of skills that are crucial for success in the business world. These skills encompass financial literacy, critical thinking, communication, entrepreneurship, teamwork, and digital literacy. Through Business Studies, students will develop a foundational understanding of financial management and accounting principles, learning how to create and manage budgets, interpret financial statements, and apply basic personal finance concepts. They will also hone their critical thinking skills, learning how to evaluate problems, analyze data, and develop effective solutions using logic and reasoning<sup>1</sup>. Effective communication is essential for business success, and Business Studies will help students improve their written and verbal communication skills. They will learn how to write clear and concise reports, give compelling presentations, and communicate effectively with clients and colleagues<sup>2</sup>. Moreover,

Business Studies will foster an entrepreneurial mindset in students, encouraging them to identify opportunities, take calculated risks, and think creatively about new ideas and solutions. They will also learn how to work effectively in teams, building positive relationships with

colleagues and clients, and develop digital literacy skills, which are essential in today's technology-driven world, such as learning how to use digital tools and technologies to communicate, collaborate, and manage information effectively<sup>3</sup>.

However, in Nigeria, there has been a significant decline in Academic Achievement among students in Business Studies<sup>4</sup>. This is evident in the submission of some studies and a close observation of the current situation in the educational system. For instance, a recent study has shown that many Junior Secondary School students in Nigeria lack the fundamental skills required for success in the business world. Financial literacy, critical thinking and problem-solving, communication, entrepreneurship, teamwork, and digital literacy are all essential skills that students need to acquire during their education<sup>5</sup>. However, it appears that many Nigerian students are not adequately competent in this area. For instance, financial literacy is a key aspect of Business Studies, yet many Junior Secondary School students lack basic knowledge of financial management and accounting principles. Surveys revealed that only a small percentage of Nigerian students have a basic understanding of budgeting, financial statements, and personal finance concepts at their level<sup>6</sup>.

Similarly, critical thinking and problem-solving skills are crucial for success in the Business world, yet many Junior Secondary School students struggle in this area as they find it difficult to analyze data, evaluate problems, and develop effective solutions using logic and reasoning<sup>7</sup>. This lack of critical thinking and problem-solving skills hinders their ability to succeed in any business-related career. Effective communication is another critical aspect of business success, but many Nigerian Junior Secondary School students have poor communication skills. Students often struggle to write clear and concise reports, give compelling

presentations, and communicate effectively with clients and colleagues. These communication challenges hinder their ability to convey ideas effectively and contribute to team projects<sup>8</sup>.

Additionally, many Junior Secondary School students in Nigeria lack an entrepreneurial mindset as they find it hard to identify opportunities, take calculated risks, and think creatively about new ideas and solutions<sup>9</sup>. This lack of entrepreneurship skills hinders their ability to develop innovative solutions to business challenges.

Teamwork and collaboration are also important skills in the business world. However, many Nigerian Junior Secondary School students have poor teamwork skills. They seem to be deficient in how to work effectively in teams, build positive relationships with colleagues and clients, and resolve conflicts<sup>10</sup>.

Furthermore, digital literacy skills are essential in today's technology-driven world, but many Junior Secondary School students in Nigeria seem to lack these skills. Many of them find it difficult to communicate, collaborate, and manage information effectively. This gap in digital literacy skills will likely hinder their ability to compete in the global job market.

Many factors that contribute to this decline include lack of adequate resources in schools. Underfunding leads to a shortage of resources such as textbooks, computers, and other teaching materials, this makes it challenging for teachers to teach the subject effectively, and subsequently affects students' understanding and performance<sup>11</sup>. Another significant problem is the use of outdated curricula in many schools. Many of the curricula were designed decades ago and have not been updated to reflect changes in the business world, making students learn irrelevant skills and knowledge. Furthermore, lack of qualified teachers is another significant problem in Nigeria. Many teachers are not adequately trained in the subject and do not possess the necessary skills and knowledge to teach the subject effectively, which could lead to low engagement and

understanding among students which invariably affects academic performance. Another factor is failure to embrace modern teaching methods in Nigeria. Many schools still rely on traditional teaching methods, such as lectures and rote memorization, which are not effective in engaging students in teaching and learning process<sup>12</sup>. Modern teaching methods, such as interactive and experiential learning, are more effective in engaging students and promoting long-term retention of knowledge. This study intends to unveil the influence of “Social Media Use and School Factors on Junior Secondary School Students’ Academic Achievement in Business Studies in Southwest, Nigeria.

Social Media refers to online platforms and tools that allow users to create, share, and exchange information, ideas, and content<sup>13</sup>. Social Media use involves engaging with these platforms and tools to communicate and interact with others. There are various types of Social Media platforms, including social networking sites like Facebook, Twitter, and LinkedIn, video sharing platforms like YouTube and TikTok, and photo-sharing platforms like Instagram and Snapchat<sup>14</sup>. Each platform has unique features and purposes, but all of them provide users with the ability to connect and communicate with others.

Social Media Use can have many benefits, including the ability to build and maintain social connections, access information and resources, share experiences and opinions, and promote businesses and brands<sup>15</sup>. However, Social Media Use can also have negative consequences, such as the spread of misinformation, cyber bullying, and addiction<sup>16</sup>. Effective Social Media Use involves being aware of these benefits and risks and using Social Media in a responsible and balanced way. This may involve setting boundaries and limits on Social Media Use, verifying information before sharing it, and engaging in respectful and constructive online interactions.

Social Media platforms have emerged as a powerful tool that offers various benefits to students. One of the most significant benefits is connectivity and communication; Social Media enables students to remain in touch with friends and family who are far away, particularly those who are studying abroad or attending school in a new city or country<sup>17</sup>. Additionally, Social Media can aid in information sharing and learning by sharing educational resources, news articles, and academic research, thus enabling students to stay updated on various topics.

Collaboration and teamwork is yet another benefit; Social Media offers several platforms for group projects and assignments, where students can work together, develop important communication and teamwork skills that would be useful in their future careers<sup>18</sup>. Moreover, Social Media can also serve as an excellent networking platform for students to connect with professionals in their field of interest, explore job openings, and showcase their skills and achievements. Social Media can also serve as a source of support and community for students dealing with mental health issues or other challenges as several platforms have groups and communities dedicated to mental health, wellness, and self-care<sup>19</sup>. However, students should maintain a balanced approach while using Social Media, giving priority to in-person relationships and interactions, as excessive use of Social Media can cause distraction, anxiety, and reduced face-to-face communication skills.

Social Media has increasingly become a part of the daily lives of Junior Secondary School students in Nigeria. However, the excessive use of Social Media has been shown to have negative impacts on their Academic Achievement. One of the most significant impacts of Social media use on Academic Achievement is poor time management. Social Media platforms can be highly addictive, and students may find themselves spending more time on their devices than studying, resulting in poor time management and neglect of their studies<sup>20</sup>. Distractions from

Social Media can also significantly affect Academic Achievement among Junior Secondary School students in Nigeria who are studying Business Studies. Social Media platforms can be a significant distraction for students, leading to a decrease in productivity and a negative impact on their academic performance. Notifications, updates, and messages can pull students away from their schoolwork, causing them to lose focus on their studies.

Sleep deprivation is also a common consequence of Social Media use among Junior Secondary School students in Nigeria. Many students stay up late scrolling through social Media, leading to a lack of sleep. Lack of sleep can cause cognitive impairments such as difficulty concentrating and retaining information, which can negatively impact academic performance. Another significant consequence of Social Media Use on Academic Achievement in Business Studies among Junior Secondary School students in Nigeria is cyberbullying. Cyberbullying is a growing problem on social Media platforms, and if a student is a victim of cyberbullying, it can cause emotional distress, leading to poor academic performance. Moreover, Social Media often portrays unrealistic and idealized versions of people's lives, leading students to compare themselves to others and feel pressure to measure up<sup>21</sup>. This can cause stress and anxiety, which can negatively impact academic performance in Business Studies among Junior Secondary School students in Nigeria.

Furthermore, Social Media Use can have significant negative consequences on academic achievement in Business Studies among Junior Secondary School students in Nigeria. It is crucial for students to balance their Social Media Use with other activities, including studying and other extracurricular activities, to avoid the negative impacts of Social Media use on academic performance. Parents, guardians, and educators must also educate students on responsible Social Media Use to help them manage their time effectively and minimize

distractions to enhance their academic performance. Therefore it is important to research into actual implications of these identified negative influence of Social Media Use on student's Academic Achievement especially in Business Studies.

Another variable to be considered in this study is "School Factors". The term School Factors in the context of this study refer to the set of organizational structures, policies, and practices that shape the educational experience of students. These factors can have a significant impact on the academic, social, and emotional development of students, and they can either support or hinder their success. The ones to be focused on in this study are instructional resource availability and adequacy, class size and teaching method. The following paragraphs contain a comprehensive discussion of each of the indices of School factors and how they are likely going to influence student's Academic Achievement in the study area.

The availability and adequacy of instructional resources play a crucial role in enhancing the quality of teaching and learning in Business Studies in Junior Secondary Schools in Nigeria. Instructional resources refer to all the materials and equipment that are used in teaching and learning, including textbooks, computers, laboratory equipment, audio-visual aids, and other relevant materials<sup>22</sup>. The availability and adequacy of instructional resources in schools have a direct impact on the academic achievement of students. Adequate instructional resources provide opportunities for students to gain a deep understanding of the subject matter and foster critical thinking skills<sup>23</sup>. For instance, if students have access to a well-equipped Business Studies laboratory, they can conduct practical experiments that reinforce theoretical concepts taught in the classroom. Similarly, if they have access to current textbooks, they can keep up with the latest trends in the business world, which will enhance their knowledge and skills. On the other hand, a lack of adequate instructional resources can have a negative impact on students'

Academic Achievement. It can limit their ability to learn and prevent them from reaching their full potential. For instance, if there are no textbooks made available, students may struggle to study and learn the necessary concepts, which can result in poor academic performance.

Moreover, lack of instructional resources may also de-motivate students, as they may feel that their efforts are not being supported adequately. This could ultimately lead to a lack of interest in the subject matter and low Academic Achievement<sup>24</sup>. It is therefore essential for schools to ensure that instructional resources are readily available and adequate for Business Studies in Junior Secondary Schools in Nigeria. This will help to improve the quality of education and ensure that students receive a well-rounded education that prepares them for the challenges of the future.

The state of instructional resources in Junior Secondary Schools in Nigeria especially in Southwestern part, in Business Studies, is a cause for concern. For many years, students have been subjected to substandard learning materials, inadequate textbooks, and outdated technology. These poor conditions have significantly affected the Academic Achievement of students in Business Studies. Poor availability and inadequacy of instructional resources has made it difficult for students to learn effectively. In many schools, the ratio of textbooks to students is alarmingly low, with some students having to share textbooks or do without altogether. The limited availability of textbooks makes it challenging for students to engage in independent reading and research, which is critical to understanding Business Studies concepts.

Furthermore, the inadequate nature of instructional resources in Junior Schools also extends to outdated technology. Many schools lack access to modern technological tools that can facilitate learning, such as computers, projectors, and other audiovisual aids<sup>25</sup>. These tools are crucial for delivering high-quality instruction, but without them, students are left with outdated

and ineffective methods of learning. As a result of these poor conditions, Academic Achievement in Business Studies in Junior Secondary Schools in Nigeria has suffered. Students are often unable to grasp key concepts, and their performance in exams is usually poor. Many students have become disengaged from the subject, with some dropping out altogether.

Class size which is the second index of School Factor in this study refers to the number of students that are taught by a single teacher in a classroom. It has been a topic of debate for a long time, with many studies suggesting that it significantly influence student's Academic Achievement. A smaller class size is generally considered beneficial for students as it provides more individualized attention from the teacher. With fewer students, the teacher can devote more time to each student, providing personalized instruction and feedback. This can help students to better understand the concepts and gain a deeper understanding of the subject matter<sup>26</sup>. Additionally, smaller class sizes allow for more student participation and interaction, which can enhance the learning experience in Business Studies.

Research has consistently shown that smaller class sizes can lead to higher Academic Achievement. Studies have found that students in smaller classes tend to score better on standardized tests, have higher graduation rates, and are more likely to attend college<sup>27</sup>. Moreover, they exhibit better attitudes towards learning, higher levels of engagement, and fewer disciplinary problems. On the other hand, larger class sizes can be challenging for teachers as they have to manage a greater number of students with varying abilities and learning styles. This can lead to less individualized attention, less time for teacher-student interactions, and less feedback. As a result, some students may struggle to keep up with the pace of the class and may experience a decline in academic performance.

Issues of class size have been a long-standing issue in the education system in Nigeria, particularly in Public Junior Secondary Schools in the Southwest region. The class size in most of these schools often exceeds the recommended limit of 40 students per class, which has led to poor academic achievement among students. One of the major issues associated with large class sizes is the inability of teachers to give individual attention to each student. When a teacher has to attend to a large number of students in a class, they may not be able to identify the needs and weaknesses of each student. As a result, students who are struggling with particular subjects may not get the assistance they need to improve their performance.

Additionally, large class sizes can lead to a lack of discipline and order in the classroom. It can be difficult for teachers to control and manage a large number of students, leading to distractions and disruptions in the classroom<sup>28</sup>. This can create an environment that is not conducive to learning and can negatively impact the academic performance of students. Another issue associated with large class sizes is the lack of adequate resources and facilities to support effective teaching and learning. With a large number of students in a class, it can be challenging to provide each student with the necessary materials and resources needed to excel in their studies. For example, textbooks and other learning materials may be insufficient or not available for all students. In all, the issue of class size seems to have contributed significantly to poor Academic Achievement in Junior Secondary Schools in the Southwest region of Nigeria. Reducing class size and providing adequate resources and facilities to support teaching and learning can help improve academic performance among students. It is essential for the government and educational authorities to prioritize reducing class size to ensure that students receive quality education and are equipped to succeed in their academic pursuits.

Teaching method the third index of School Factor in this study refers to the strategies, techniques, and approaches that educators use to facilitate the learning process for their students. It encompasses a wide range of practices, from traditional lecture-based instruction to more student-centered approaches such as problem-based learning, inquiry-based learning, and project-based learning<sup>29</sup>. The choice of teaching method can have a significant impact on student Academic Achievement. One of the most important ways that teaching method can influence student Academic Achievement is by affecting student engagement and motivation. When students are engaged in the learning process, they are more likely to be motivated to learn and to retain the information that they are being taught. On the other hand, when students are disengaged or bored, they may be less motivated to learn and more likely to forget what they have been taught<sup>30</sup>.

Another way that teaching method can influence student Academic Achievement is by affecting the depth of learning that takes place. For example, traditional lecture-based instruction may be effective at conveying information to students, but it may not encourage them to think critically or apply what they have learned in new contexts. In contrast, student-centered approaches such as problem-based learning can help students develop deeper understanding and problem-solving skills<sup>31</sup>.

Teaching method can also influence student Academic Achievement by affecting the amount of feedback and support that students receive. For example, in a traditional lecture-based class, students may receive little feedback or interaction with the instructor, while in a small group or project-based class, they may receive more individualized feedback and support. The choice of teaching method can also impact student Academic Achievement by affecting the level of challenge presented to students. For example, a highly structured and scripted approach to

teaching may provide little challenge to advanced students, while a more open-ended approach may be too challenging for struggling students<sup>32</sup>. Finding the right balance of challenge is important for promoting academic growth and achievement.

Teaching method can influence student Academic Achievement by affecting the classroom climate and culture. For example, a teacher who uses a collaborative and supportive teaching method may create a positive and inclusive classroom environment that encourages students to take risks and work together. In contrast, a teacher who uses a more authoritarian or punitive approach may create a negative and stressful classroom environment that hinders learning and Academic Achievement<sup>33</sup>.

The issue of wrong choice or inadequate teaching method is a significant problem in Nigerian Junior Secondary Schools, particularly in the teaching of Business Studies. This problem has led to poor Academic Achievement among students in this subject and has had adverse effects on their future career prospects. One of the reasons for the wrong choice or inadequate teaching method in Nigerian Junior Secondary Schools is the lack of qualified and experienced teachers. Many schools in Nigeria do not have enough qualified teachers to teach Business Studies, and as a result, unqualified teachers are often employed to fill the gap. These teachers may lack the necessary knowledge and skills to effectively teach Business Studies which can result in poor academic performance among students.

Another reason for the wrong choice or inadequate teaching method in Nigerian Junior Secondary Schools is the lack of appropriate teaching materials and resources. Many schools do not have access to textbooks, instructional materials, and other resources that are necessary to teach Business Studies effectively. This lack of resources can make it difficult for teachers to

deliver high-quality instruction, and this can result in poor Academic Achievement among students.

Additionally, the traditional lecture-based teaching method that is often employed in Nigerian Junior Secondary Schools may not be the most effective approach for teaching Business Studies. Business Studies require practical knowledge and skills, and students need to be taught in a way that allows them to apply what they have learned in real-world situations<sup>34</sup>. However, the lecture-based approach often used in Nigerian schools may not provide students with sufficient opportunities to develop practical skills, and this can result in poor Academic Achievement. Furthermore, the language barrier is another issue that affects the teaching of Business Studies in Nigerian Junior Secondary Schools. English is the official language of instruction in Nigerian schools, but many students may not be proficient in the language, and this can make it difficult for them to understand the subject matter. This can also result in poor Academic Achievement among students.

The consequences of the wrong choice or inadequate teaching method in Nigerian Junior Secondary Schools can be severe. Students who perform poorly in Business Studies may have limited career options in the future, and this can lead to reduced economic opportunities and social mobility. Additionally, poor academic achievement can lead to low self-esteem and motivation among students, which can negatively impact their overall academic performance. Wrong choice or inadequate teaching method in Nigerian Junior Secondary Schools, particularly in the teaching of Business Studies, is a significant problem that affects student Academic Achievement. To address this issue, there is a need for qualified and experienced teachers, appropriate teaching materials and resources, and alternative teaching methods that promote practical knowledge and skills development. Additionally, efforts should be made to address the

language barrier and provide students with the necessary language support to understand the subject matter. By addressing these issues, Nigerian Junior Secondary Schools can improve their teaching of Business Studies and help students achieve better academic performance.

The influence of Social Media use and School Factors on Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria is a topic of great importance, as Social Media use is becoming increasingly prevalent among young people. The background of this study has provided insight into the current state of Social Media use and its impact on Academic Achievement, as well as the School Factors that may contribute to this phenomenon. Further research is needed to explore this topic in more detail, with the aim of developing effective strategies to mitigate the negative effects of Social Media use and improve academic outcomes for Junior Secondary School Students.

Overall, this study is an important step towards understanding the complex relationship between Social media use, School Factors, and Academic Achievement in the Nigerian context, and has implications for educators, policymakers, and parents alike. Against this background, this study intends to examine the influence of “Social Media Usage and School Factors on Academic Achievement of Junior Secondary School Students’ in Business Studies in Southwest, Nigeria.

## **1.2 Statement of the Problem**

The poor Academic Achievement of Southwest Nigerian school students in Business Studies are a pressing issue that demands urgent attention. Business Studies is an essential component of education, equipping students with the necessary knowledge and skills for their future careers<sup>36</sup>. However, the persistent inability of Southwest Nigerian students to achieve academic excellence in this subject is a cause for concern among education stakeholders. In the 2021 Basic Education

Certificate Examination (BECE) administered by the National Examinations Council (NECO), only 29.37% of candidates obtained distinctions in Business Studies, including English Language and Mathematics, indicating an overall poor performance. A study conducted in 2019 reported that only 39.7% of the students scored credit and above, indicating poor performance in the subject. Additionally, the internal examination results of a secondary school in Lagos State in 2021 revealed that only 22.2% of students passed the Business Studies exam, with the rest failing. This trend of poor performance and high failure rates in Business Studies is a major concern for education stakeholders in Southwest Nigeria. The President of the National Association of Business Educators in Nigeria (ABEN) has attributed this issue to inadequate funding for education, lack of qualified teachers, and poor infrastructure. Also, lack of motivation and interest in the subject, poor teaching methods, inadequate teaching facilities, and negative attitudes of students towards the subject are contributing factors<sup>37</sup>. Additionally, some experts have cited poor study habits, inadequate teaching methods, lack of qualified teachers, inadequate teaching materials, and socio-economic factors as the main causes of this problem<sup>38</sup>.

In addition, it seems that the good use of Social Media has been put to its negative effects on students Academic Achievement which invariably, affect academic performance. However, there appears to be a dearth of empirical research on the influence of Social Media use and School Factors on the Academic Achievement of Junior Secondary School students' in Business Studies in Southwest Nigeria. It is against this backdrop that this study seeks to investigate the impact of Social Media use and School Factors on the Academic Achievement of Junior Secondary School students in Business Studies in Southwest Nigeria.

### 1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) and School Factors (instructional resource availability and adequacy, class size, teaching method and school time table) on Academic Achievement in Business Studies of Junior Secondary School students in Southwest, Nigeria. The objectives of the study were to:

- i. determine the level of Junior Secondary School student's Academic Achievement in Business Studies in Southwest, Nigeria;
- ii. identify the mostly used Social Medium (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) among Junior Secondary School students that distract their attention in Business Studies, Southwest, Nigeria;
- iii. examine the status of School Factors (instructional resources availability and adequacy,) on Junior Secondary Schools students Academic Achievement in Southwest, Nigeria;
- iv. establish the combined influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram and Snapchat) and School Factors ((instructional resources availability and adequacy, class size, and teaching methods) on Academic Achievement of Junior Secondary School students in Business Studies in Southwest, Nigeria;
- v. determine the relative influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram and Snapchat) and School Factors ((instructional resources availability and adequacy) on Academic Achievement of Junior Secondary School students in Business Studies in Southwest, Nigeria;
- vi. determine significant gender difference in the use of Social Media among Business Studies students in Junior Secondary School students' in Southwest, Nigeria; and

- vii. ascertain significant gender difference in the level of Junior Secondary School students' Academic Achievement in Business Studies in Southwest, Nigeria;

#### **1.4 Research Questions**

1. What is the level of Junior Secondary School students' Academic Achievement in Business Studies in Southwest, Nigeria?
2. What is the mostly used Social Medium (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) affecting or distracting among Junior Secondary School students' attention in Southwest, Nigeria?
3. What is the status of School Factors (instructional resource availability and adequacy) in Junior Secondary Schools in Southwest, Nigeria?

#### **1.5 Hypotheses**

- H<sub>01</sub>: There will be no significant combined influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram and Snapchat) and School Factors ((instructional resources availability and adequacy, class size, and teaching methods) on Academic Achievement in Business Studies among Junior Secondary School Student in Southwest, Nigeria.
- H<sub>02</sub>: There will be no significant relative influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram and Snapchat) and School Factors ((instructional resources availability and adequacy, class size, and teaching methods) on Academic Achievement in Business Studies among Junior Secondary School student in Southwest, Nigeria.
- H<sub>03</sub>: There will be no significant gender difference in the use of Social Media among Junior Secondary School students in Southwest, Nigeria.

H<sub>04</sub>: There will be no significant gender difference in the level of Academic Achievement among Junior Secondary School students' in Business Studies in Southwest, Nigeria.

### **1.6 Significance of the Study**

The findings of the study hold great importance for all stakeholders in education in a number of ways as it aims to investigate the influence of Social Media use and School Factors on the Academic Achievement of Junior Secondary School students in Business Studies.

Through this research, several significant benefits can be obtained for the students. The study will provide valuable insights into the use of Social Media, which has now become an integral part of students' daily lives. It would explore the effects of Social Media on Academic Achievement, enabling students to better understand the impact of Social Media on their academic performance. This will help students to develop better Social Media habits and use it more effectively as a learning tool.

Also, the research would help to identify School Factors that affect academic performance, such as class size, teaching methods and resources. By highlighting these factors, the study provides students with a deeper understanding of the role of institutions in their academic success. This knowledge could help students to better navigate their academic journey and maximize their potential. Moreover, the study will offer a basis for developing strategies to improve academic performance.

The findings of this study can provide valuable insights for teachers in several areas. The study highlights the impact of Social Media on students' academic performance, emphasizing the importance of responsible technology use. Teachers can use this information to balance students' access to technology with their academic responsibilities, helping them maximize their learning potential. Moreover, the study would identify quality teaching as a critical component of

Academic Achievement, and teachers can use this information to improve their teaching methods and ensure they provide necessary resources and support to their students.

Similarly, the study focuses on Junior Secondary School students in Southwest Nigeria, enabling teachers to understand regional differences in Academic Achievement and adapt their teaching strategies to meet their students' needs better. Fourthly, the study highlights the positive influence of using Social Media for educational purposes, encouraging teachers to explore new ways of incorporating technology into their teaching and engaging students in the learning process. Furthermore, the study emphasizes the importance of School Factors, such as teaching methods and instructional resources in Academic Achievement, promoting collaboration between teachers and school administration to improve the overall learning environment and ensure students have access to necessary resources.

The findings of this study have significant implications for teachers, providing valuable insights into responsible technology use, quality teaching, regional differences, incorporating technology into teaching, and collaboration with school administration.

The findings of this study will be of immense benefit to the school as they provide a comprehensive understanding of the factors that impact Academic Performance among Junior Secondary School students in Southwest Nigeria. The study highlights the impact of Social Media use, School Factors, and teaching quality on Academic Achievement, providing the school with a roadmap to improve student performance and success. By implementing strategies that address the identified factors, the school can improve the academic performance of its students, which is critical to achieving its educational objectives. The study also emphasizes the importance of developing educational policies that support academic success, creating a

conducive learning environment that fosters collaboration between teachers and school administration, and adapting teaching strategies to meet the unique needs of its students.

Furthermore, the study emphasizes the importance of integrating technology into teaching, which is becoming increasingly essential in today's digital age. The school can use this information to develop strategies that incorporate technology into teaching, improving the engagement and learning outcomes of its students. Generally, the study provides valuable insights that the school can leverage to enhance its academic programs and foster a supportive learning environment that promotes student success. The school can use this information to develop evidence-based policies and practices that address the unique challenges faced by its students and help them achieve their academic goals.

Also,, the findings of this study offer significant value to the government, as they provide a comprehensive understanding of the factors that impact academic performance among Junior Secondary School students in Southwest Nigeria. The study highlights the impact of Social Media use, School Factors, and teaching quality on Academic Achievement, presenting a roadmap for the government to improve student performance and success in the region. By implementing strategies that address the identified factors, the government can support the schools in improving the academic performance of their students, which is critical to achieving the country's educational objectives. The study also emphasizes the importance of developing evidence-based educational policies that support academic success and create a conducive learning environment that fosters collaboration between teachers and school administration. Moreover, the study highlights the importance of integrating technology into teaching, which is becoming increasingly essential in today's digital age. The government can leverage this

information to develop strategies that incorporate technology into teaching, promoting engagement and improving learning outcomes of students.

In all, the study provides valuable insights that the government can use to enhance its educational programs, policies, and practices. The government can use this information to develop evidence-based policies and practices that address the unique challenges faced by Junior Secondary School students in Southwest Nigeria, thereby promoting their academic success and contributing to the overall development of the country.

### **1.7 Scope of the Study**

Conceptually, this study is to explore the influence of Social Media Use and School Factors on Academic Achievement in Business Studies among Junior Secondary School students in Southwest, Nigeria. The variables are:

**Social Media Use:** This includes various Social Media platforms such as Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat.

**School Factors:** This includes factors such as Instructional Resource Availability and Adequacy, Class size, and School timetable.

**Junior Secondary School Student's Academic Achievement in Business Studies:** This refers to the academic performance of students in Business Studies at the Junior Secondary School level to be measured using Student Achievement test in Business Studies.

The study will examine the extent to which Social Media use and School Factors influences Academic Achievement in Business Studies, and the factors that influence this relationship. The study is contextualized within the Nigerian educational system and will focus on Junior Secondary School students in the Southwest region of Nigeria. The study will examine the use of

Social Media and School Factors in this context and aim to provide insights that can inform educational policies and practices in the region.

Geographically, the study will be conducted in the Southwest region of Nigeria, which comprises six states: Lagos, Oyo, Ogun, Osun, Ondo, and Ekiti. The study will focus on Junior Secondary School students in this region and will examine the impact of Social Media use and School Factors on Academic Achievement in Business Studies. The study is limited to this geographical area and cannot be generalized to other regions of Nigeria or other countries

### **.1.8 Limitation of the Study**

One limitation of the study is the potential impact of insecurity challenges in Nigeria, particularly in vulnerable areas where the research was conducted. Insecurity issues such as kidnapping and banditry may have affected the accessibility of certain study areas or hindered the willingness of participants to engage in the research process. This may have resulted in sampling biases or limited the representativeness of the study population, thereby affecting the generalisability of the findings. Furthermore, the level of students' understanding about research and research instruments posed some limitations. Given that the study involved Junior Secondary School students, there were needs for the researchers to provide detailed explanations of the research instruments used in the study. This process of explaining the instruments to respondents was time-consuming and thus slowed down the data collection process.

Another limitation to consider is the potential for social desirability bias in self-reported data. Students may have been inclined to provide responses that they perceived as socially acceptable or desirable, rather than reflecting their true behaviours or experiences, potential causal mechanisms.

Furthermore, the study's focus on Junior Secondary School students in Southwest Nigeria may limit the generalizability of the findings to other regions or educational contexts. Cultural, socioeconomic, and infrastructural differences across regions could influence the factors affecting academic achievement differently, emphasizing the need for caution when extrapolating the study findings to broader populations.

### **1.9 Operational Definition of Terms**

An operational definition of a term is a specific and measurable way of defining a concept or variable in order for it to be consistently and objectively observed and measured in research. In line with this, the following terms are defined as they are used in this study.

**Academic Achievement in Business Studies:** This pertains to the level of accomplishment demonstrated by Junior Secondary School students in the field of Business Studies, which is assessed through the implementation of a standardized achievement test. The test consists of twenty five questions meticulously curated from the officially approved Junior Secondary School curriculum in Nigeria. Academic performance is stratified based on the scores obtained on the test. Scores falling below 25 marks are deemed indicative of very low academic achievement, while scores ranging from 25 to 49 are considered average. Conversely, scores of 50 or higher are indicative of high academic achievement in the subject among students.

**Social Media:** This refers to online platforms and tools that allow users to create, share, and interact with content, information, and other users in a virtual community. Social Media platforms may include blogs, microblogs, social networks, video-sharing sites, forums, and messaging applications. Users can connect with others, create and share content, communicate with each other, and engage in a variety of activities such as commenting, liking, sharing, and

messaging. The Social Media considered in this study are (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat)

**Facebook:** A Social Media platform that allows users to create a profile, connect with friends and family, share updates, photos, videos, and links, and join groups based on common interests.

**Twitter:** A Social Media platform that allows users to post short messages, called tweets, of up to 280 characters. Users can also follow other users, retweet messages, and use hashtags to join conversations.

**LinkedIn:** A Social Media platform for professionals that allows users to create a professional profile, connect with other professionals, showcase their skills and experience, and search for job opportunities.

**YouTube:** A video-sharing Social Media platform that allows users to upload, view, and share videos. Users can also subscribe to other users' channels, comment on videos, and create playlists.

**TikTok:** A Social Media platform that allows users to create and share short-form videos, usually set to music. Users can also follow other users, like videos, and comment on them.

**Instagram:** Social Media platform that allows users to share photos and videos, as well as stories that disappear after 24 hours. Users can also follow other users, like and comment on their posts, and use hashtags to join conversations.

**Snapchat:** A Social Media platform that allows users to share photos and videos that disappear after a short period of time. Users can also add filters, lenses, and other effects to their snaps, as well as follow other users and view their stories.

**School Factors:** This refers to formal and informal rules, physical resources norms, and practices that shape the behavior of individuals and organizations within the public secondary schools. In this study, instructional resources, class size and teaching methods was used.

**Instructional Resource Availability:** The availability of instructional resources refers to the presence of materials, equipment, and tools that support effective teaching and learning. This includes textbooks, workbooks, Business Studies laboratory, computers, multimedia resources, and other materials that enhance the learning experience in Business Studies.

**Instructional Resource Adequacy:** Instructional resource adequacy refers to the sufficiency and appropriateness of the available resources to support teaching and learning of Business Studies. This may include the availability of up-to-date textbooks and materials, access to technology, and the number of resources available to students to learn Business Studies.

**Class size:** Class size refers to the number of students in a Business Studies classroom to one teacher.

**Indices of School Factors:** They are Instructional resources, Class size and Teaching methods.

**Moderating Variables:** Moderating variables in this study is gender.

**Gender:** Gender in this study refers to either male or female.

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## **Chapter Two**

### **Literature Review**

This chapter is a critical component of this study and serves as a comprehensive review and synthesis of existing scholarly works related to the topic under investigation. In this chapter, the researcher reviewed and analyzed the relevant literature that informs the current study, providing a solid foundation for the research methodology and findings. By synthesizing and critically evaluating the existing body of knowledge, it also identified research gaps, highlighted key theoretical frameworks, and established the theoretical and conceptual underpinnings of the study. Through an in-depth examination of previous research, this chapter sets the stage for the current study by establishing and providing a thorough understanding of the state of the field. It is presented in the following sections and subsections:

#### **2.1 Conceptual Review**

2.1.1 Academic Achievement

2.1.2 Student's Academic Achievement in Business Studies

2.1.3 Social Media

2.1.4 Social Media Use

2.1.5 School Factors

2.1.6 Instructional Resource Availability

2.1.7 Instructional Resource Adequacy

2.1.8 Class Size

2.1.9 School Time Table

#### **2.2 Theoretical Framework**

2.2.1 Social Cognitive Theory

2.2.2 Institutional Theory

2.2.3 Systems Theory

### **2.3 Review of Empirical Studies**

2.3.1 Social Media Use and Student's Academic Achievement

2.3.2 Instructional Resources and Student's Academic Achievement

2.3.3 Class Size and Student's Academic Achievement

2.3.4 Teaching Methods and Students Academic Achievement

2.3.5 School Time table and Students Academic Achievement

2.3.6 Gender and Students Academic Achievement

### **2.4 Conceptual Model**

### **2.5 Summary of Literature Reviewed**

### **2.6 Gap in Literature Reviewed**

### **2.1 Conceptual Review**

#### **2.1.1 Academic Achievement**

Academic Achievement refers to the level of success or accomplishment that a student has attained in their educational pursuits. It is typically measured by various criteria such as grades, test scores, completion of assignments, participation in class, and overall academic performance<sup>1</sup>.

Academic Achievement can be evaluated at different levels, including primary, secondary, and higher education, and can encompass a wide range of subjects and disciplines. The meaning of Academic Achievement can vary depending on cultural, societal, and individual factors. In some societies, Academic Achievement may be highly valued and considered a significant indicator of a student's success, potential, and future prospects. In such contexts, achieving high grades or accolades may be seen as a measure of a student's intelligence, diligence, and ability to excel in a

competitive environment<sup>2</sup>. However, it is important to note that Academic Achievement is not solely limited to grades or test scores. It can also encompass other aspects such as critical thinking skills, problem-solving abilities, creativity, communication skills, research skills, and the ability to apply knowledge in real-world settings<sup>3</sup>. Academic Achievement is not only about memorization and regurgitation of information, but also involves the development of a deep understanding of concepts, the ability to think critically and independently, and the capacity to apply knowledge to solve complex problems<sup>4</sup>.

Furthermore, Academic Achievement can be influenced by various factors, including socioeconomic status, access to resources and opportunities, cultural background, individual motivation and effort, learning style, and the quality of education provided<sup>5</sup>. Students may face different challenges and barriers that can affect their Academic Achievement, such as learning disabilities, language barriers, discrimination, and lack of support systems. Therefore, it is important to consider the context and individual circumstances when evaluating Academic Achievement<sup>6</sup>.

Examining the meaning of Academic Achievement also requires considering its limitations and potential drawbacks. An exclusive focus on grades or test scores as the sole measure of Academic Achievement can lead to narrow definitions of success and may not fully capture the diverse talents, skills, and abilities that students possess. It may also create undue stress and pressure on students to achieve high grades, leading to issues such as mental health problems, cheating, and a lack of focus on holistic development<sup>7</sup>.

Academic Achievement encompasses the level of success that a student has attained in their educational pursuits, and it can be measured by various criteria. However, it is important to consider the context, individual circumstances, and limitations of such measures when evaluating

Academic Achievement. It is also crucial to recognize that Academic Achievement is not solely limited to grades or test scores, but also involves the development of a range of skills and abilities that contribute to a student's overall growth and success in life<sup>8</sup>. There are several different measures of Academic Achievement that are commonly used to evaluate students' achievement in an educational setting. These measures can vary depending on the level of education, subject area, and specific goals of assessment. Here are some of the commonly used measures of Academic Achievement:

**Grades:** Grades, typically represented as letter grades or numerical scores, are one of the most common measures of Academic Achievement<sup>9</sup>. They are often based on students' performance in assignments, exams, and other assessments. Grades can reflect a student's mastery of subject matter, ability to meet specific learning objectives, and overall performance in a course or subject<sup>10</sup>. However, grades can also be subjective, influenced by factors such as teachers' expectations, grading policies, and subjectivity in scoring<sup>11</sup>.

### **Types of Educational Assessment**

**Standardized Tests:** Standardized tests are designed to measure students' knowledge, skills, and abilities in a consistent and standardized manner<sup>12</sup>. Examples of standardized tests include state or national assessments, such as the SAT, ACT, BECE or other subject-specific exams. Standardized tests are often used to assess students' proficiency in specific subject areas, and their results can be used to make comparisons across different schools, districts, or regions. However, standardized tests may not fully capture the breadth of a student's abilities, and their results can be influenced by various factors, such as test-taking skills, test anxiety, and cultural bias<sup>13</sup>.

**Performance-Based Assessments:** Performance-based assessments require students to demonstrate their knowledge and skills through real-world tasks or projects<sup>14</sup>. Examples of performance-based assessments include presentations, research papers, portfolios, and practical exams. Performance-based assessments can provide a more authentic and holistic measure of a student's abilities, as they often require students to apply their knowledge and skills in context<sup>15</sup>. However, performance-based assessments can also be time-consuming, subjective, and resource-intensive to implement and evaluate<sup>16</sup>.

**Class Participation and Engagement:** Class participation and engagement measures a student's active involvement in classroom activities, such as discussions, group work, and presentations. It can reflect a student's ability to contribute to class discussions, ask questions, and engage in collaborative learning<sup>17</sup>. Class participation and engagement can also indicate a student's level of motivation, interest, and effort in the learning process. However, class participation and engagement can be subjective and may not fully capture a student's understanding of the subject matter or their ability to perform in other assessment formats<sup>18</sup>.

**Academic Awards and Recognition:** Academic awards and recognition, such as honor rolls, scholarships, or certificates, are often used to acknowledge and celebrate students' achievements. These measures may be based on students' grades, test scores, or other criteria, and can provide motivation and incentives for academic excellence. However, academic awards and recognition may focus primarily on quantitative measures of achievement, and their effectiveness in promoting deep learning or intrinsic motivation can be debated<sup>19</sup>.

**Non-Cognitive Factors:** Non-cognitive factors, such as motivation, self-regulation, resilience, and social-emotional skills, can also play a significant role in Academic Achievement. These factors are not directly measured through traditional assessments but can impact students' ability

to succeed academically<sup>20</sup>. Some non-cognitive factors can be measured through self-report surveys or observations, and they can provide insights into students' socio-emotional development and their readiness for academic success<sup>21</sup>. It is important to note that no single measure of academic achievement is perfect, and each measure has its strengths and limitations. The choice of measures should be aligned with the specific educational goals, context, and population being assessed. Additionally, a comprehensive approach to measuring academic achievement should consider multiple measures and take into account the diverse talents, skills, and abilities that students possess. It should also account for potential biases and limitations in assessment methods and strive for a fair, valid, and inclusive assessment process<sup>22</sup>.

### **2.1.2 Student's Academic Achievement in Business Studies**

The concept of student's Academic Achievement in Business Studies is multifaceted and can be critically discussed from various perspectives. Here are some key points for consideration:

**Performance vs. Learning:** Academic Achievement in Business Studies can be viewed in terms of performance or learning. Performance refers to the grades or scores obtained by students in exams or assignments, while learning emphasizes the acquisition of knowledge, skills, and competencies related to Business Studies<sup>23</sup>. A critical discussion can explore the balance between these two aspects. For example, a high grades necessarily indicative of deep learning and understanding of the subject matter, or do they merely reflect surface-level memorization and regurgitation of information? Is the focus on performance alone conducive to promoting critical thinking, problem-solving, and creativity, which are essential skills for success in the business world? <sup>24</sup>.

**Contextual Factors:** Student's Academic Achievement is influenced by various contextual factors such as socioeconomic status, cultural background, prior education, and access to resources<sup>25</sup>. A

critical discussion can examine how these factors impact academic achievement in Business Studies. For instance, students from economically disadvantaged backgrounds may face barriers such as lack of access to quality educational resources, which can affect their academic performance. Similarly, cultural differences in values, communication styles, and learning approaches may impact how students perceive and engage with Business Studies<sup>26</sup>. It is important to consider these contextual factors to avoid over generalizing or making assumptions about students' Academic Achievement in Business Studies.

**Pedagogical Approaches:** The pedagogical approaches used in Business Studies can significantly impact students' Academic Achievement. A critical discussion can explore the effectiveness of various teaching methods, such as lectures, case studies, simulations, and experiential learning, in promoting academic achievement in Business Studies<sup>27</sup>. For example, a lecture-heavy approach may prioritize information delivery but may not necessarily foster critical thinking and problem-solving skills<sup>28</sup>. On the other hand, an experiential learning approach that incorporates real-world business scenarios and encourages active student participation may enhance students' understanding and application of business concepts<sup>29</sup>. It is important to critically evaluate the pedagogical approaches used in Business Studies to ensure that they align with the intended learning outcomes and promote students' Academic Achievement.

**Assessment and Evaluation:** The methods of assessment and evaluation used in Business Studies can significantly impact students' Academic Achievement. A critical discussion can examine the appropriateness and effectiveness of assessment methods such as exams, assignments, projects, and presentations in measuring students' learning and achievement in Business Studies. For instance, an over-reliance on traditional exams may emphasize rote memorization rather than application of concepts to real-world business problems<sup>30</sup>. Alternatively, using authentic

assessments that require critical thinking, problem-solving, and decision-making skills may better align with the skills needed in the business world and promote deeper learning<sup>31</sup>. It is essential to critically evaluate the alignment between assessment methods and learning outcomes to ensure that they accurately measure students' Academic Achievement in Business Studies.

Holistic Development: Academic Achievement in Business Studies should not be limited to the acquisition of subject-specific knowledge and skills but should also encompass the holistic development of students. A critical discussion can explore how Business Studies programs can foster the development of well-rounded individuals who possess not only technical business skills but also soft skills such as communication, teamwork, leadership, and ethical decision-making<sup>32</sup>. Business Studies programs that prioritize holistic development can better prepare students for the complexities and challenges of the business world, and ultimately contribute to their Academic Achievement in a broader sense. The concept of student's Academic Achievement in Business Studies is complex and multi-dimensional. A critical discussion should consider various factors such as the balance between performance and learning, contextual factors, pedagogical approaches, assessment and evaluation methods, and holistic development to provide a comprehensive understanding of Academic Achievement in Business Studies<sup>33</sup>. This critical approach can help in identifying strengths and weaknesses in the current educational practices.

### **2.1.3 Social Media**

Social Media refers to online platforms and technologies that enable users to create, share, and interact with content in virtual communities. It allows people to connect and communicate with each other, share information, and express themselves in various forms such as text, images, videos, and audio<sup>34</sup>. The concept of Social Media is built on the idea of social networking, where

individuals and groups can form relationships and engage in social interactions online. Social Media platforms typically provide features that allow users to create profiles, connect with friends, follow or be followed by others, post and share content, and participate in discussions<sup>35</sup>.

Social Media has transformed the way people communicate, access information, and express themselves in the digital age. It has facilitated the democratization of content creation, allowing anyone with an internet connection to share their thoughts, opinions, and experiences with a wide audience<sup>36</sup>. Social Media has also played a significant role in shaping culture, politics, business, and activism, providing platforms for information dissemination, mobilization, and engagement<sup>37</sup>. However, Social Media also presents challenges such as the spread of misinformation, cyberbullying, privacy concerns, and addictive behaviors. It has also raised ethical concerns related to data privacy, algorithmic bias, and the impact on mental health and well-being<sup>38</sup>.

### **Types of Social Media Platforms**

Social Media platforms can vary in their purpose and functionality. Some common types of social Media platforms include:

**Social Networking Sites:** These platforms, such as Facebook, LinkedIn, and Instagram, focus on connecting individuals and building social networks. Users can create profiles, connect with friends, share updates, photos, and videos, and engage in various activities such as liking, commenting, and sharing<sup>39</sup>.

**Micro-blogging Platforms:** Platforms like Twitter and Tumblr allow users to post short-form content, such as tweets or microblogs, often accompanied by multimedia elements such as images, videos, or GIFs. These platforms are known for their real-time nature, quick information dissemination and are used to bring people of similar interest together<sup>40</sup>.

Media Sharing Platforms: Platforms like YouTube, TikTok, and Pinterest are centered on sharing and discovering multimedia content, such as videos, photos, and infographics<sup>41</sup>. Users can create and share their own content or explore content shared by others.

Discussion Forums/Communities: Platforms like Reddit, Quora, and Stack Exchange facilitate discussions and information exchange on specific topics of interest. Users can post questions, share knowledge, and engage in discussions with like-minded individuals<sup>42</sup>.

Blogging Platforms: Platforms like WordPress, Blogger, and Medium allow users to create and share long-form written content in the form of blogs or articles. Users can express their thoughts, opinions, and expertise on various subjects<sup>43</sup>.

### **Impact of Social Media on Communication and Information Dissemination**

Social Media has significantly impacted the way people communicate and access information. It has made communication more instantaneous, allowing users to connect and share content in real-time, irrespective of geographical boundaries. It has also democratized content creation, providing a platform for individuals and groups to share their perspectives, stories, and ideas with a global audience<sup>44</sup>.

Role in Culture, Politics, Business, and Activism: Social media has played a pivotal role in shaping culture, politics, business, and activism. It has facilitated the spread of information, news, and trends, shaping public opinion and influencing societal norms. It has also provided a platform for political discourse, activism, and social movements, enabling individuals and groups to mobilize, raise awareness, and advocate for change<sup>45</sup>. Additionally, social media has transformed the way businesses engage with customers, market their products, and gather feedback.

Challenges and Ethical Concerns: Social Media also presents challenges and ethical concerns. The spread of misinformation, fake news, and disinformation on social media platforms has raised concerns about the reliability of information and its impact on society. Cyber bullying, harassment, and online hate speech have become prevalent issues, leading to negative impacts on mental health and well-being. Privacy concerns related to the collection and use of personal data by social media platforms have also been a subject of debate. Additionally, the use of algorithms and data-driven content curation has raised concerns about bias, filter bubbles, and echo chambers<sup>46</sup>.

Evolving Nature of Social Media: Social Media continues to evolve rapidly with new platforms, features, and trends constantly emerging. As technology advances, social media is likely to continue shaping the way people communicate, access information, and interact with each other online. It will be important to continually address the challenges and ethical concerns associated with social media and ensure its positive impact on society.

Social Media and User-generated Content: One of the defining features of Social Media is the concept of user-generated content (UGC), where users create and share their own content. UGC has democratized content creation, allowing anyone with an internet connection to become a content creator and share their thoughts, opinions, and creativity with a global audience<sup>47</sup>. UGC has also empowered individuals and communities to express themselves, share their stories, and engage with others in meaningful ways.

Social Media and Influencer Culture: Social Media has given rise to the phenomenon of influencers, who are individuals with a large following on social media platforms. Influencers use their platforms to share their lifestyles, opinions, and endorsements of products or services, and can have significant influence on their followers' behaviors and purchasing decisions<sup>48</sup>.

Influencer culture has become a prominent aspect of social media, with influencers often partnering with brands for sponsored content, and it has also raised discussions around authenticity, transparency, and the impact of influencer marketing on consumer behavior<sup>49</sup>.

**Social Media and Digital Literacy:** Social Media has highlighted the importance of digital literacy, which refers to the ability to critically evaluate, use, and navigate digital information and platforms. With the proliferation of information on social media, users need to develop skills to discern credible information from misinformation, identify potential biases, and protect their privacy online<sup>50</sup>. Digital literacy is crucial for responsible engagement with social media, and it plays a significant role in empowering users to be informed, responsible, and discerning participants in the digital world.

**Social Media and Mental Health:** The impact of Social Media on mental health and well-being has been a topic of research and discussion. While Social Media can provide opportunities for social connection and support, it can also contribute to negative mental health outcomes such as social comparison, cyberbullying, and addiction. Excessive use of Social Media, unrealistic social comparisons, and the constant need for validation through likes and comments can impact mental health, self-esteem, and overall well-being<sup>51</sup>. It is important for users to be mindful of their Social Media usage and practice healthy digital habits.

**Social Media and Privacy Concerns:** Privacy concerns have been a significant ethical concern in the realm of Social Media. Social Media platforms collect and store vast amounts of personal data, and there have been concerns about how this data is used, shared, and protected. Issues such as data breaches, identity theft, and misuse of personal information have raised questions about the ethical implications of data privacy in the context of social media<sup>52</sup>. Users need to be

vigilant about their privacy settings, understand the terms and conditions of Social Media platforms, and take appropriate measures to protect their personal information.

**Social Media and Cybersecurity:** Cybersecurity has become a critical aspect of Social Media due to the potential for data breaches, cyber-attacks, and online threats. Social Media platforms can be vulnerable to hacking, phishing, and other cyber threats, which can compromise the privacy and security of users' personal information<sup>53</sup>. Users need to be cautious about sharing sensitive information on Social Media, use strong and unique passwords, enable two-factor authentication, and stay informed about cybersecurity best practices to protect their online presence.

**Social Media and Online Safety:** Online safety is an important consideration in the context of social media, especially for children, adolescents, and vulnerable populations. Social Media platforms can expose users to risks such as cyberbullying, harassment, and online predators. It is crucial for users, especially young users, to understand online safety measures, practice responsible online behavior, and seek help when encountering online threats or harassment.

**Social Media and Social Activism:** Social media has become a powerful tool for social activism and social change. It has facilitated grassroots movements, allowed for the rapid spread of information, and provided a platform for marginalized voices to be heard<sup>54</sup>. Social Media has been used to raise awareness about social issues, mobilize communities for social change, and amplify voices that are often silenced. It has also played a role in shaping public discourse and holding individuals, organizations, and governments accountable for their actions<sup>55</sup>.

**Social Media and Business:** Social Media has revolutionized the way businesses communicate with their customers, market their products or services, and engage with their audience. Businesses use Social Media platforms to build brand awareness, connect with customers, and gain valuable insights about their target audience. Social Media marketing has become a key

component of many businesses' marketing strategies, and it has opened up new opportunities for businesses to reach and engage with their customers in a more direct and personalized way<sup>56</sup>.

**Social Media and News Consumption:** Social Media has transformed the way news is consumed and shared. News spreads rapidly on Social Media platforms, and they have become a primary source of news for many people. However, the spread of misinformation and fake news on Social Media has raised concerns about the reliability and credibility of news shared on these platforms. It has become crucial for users to critically evaluate the news they come across on Social Media and verify information from reliable sources.

**Social Media and Political Discourse:** Social Media has had a profound impact on political discourse and elections. It has changed the way political campaigns are conducted, allowing for direct engagement with voters, fundraising, and mobilization of supporters<sup>58</sup>. Social Media has also been used as a platform for political activism, online debates, and the spread of political ideologies<sup>59</sup>. However, it has also raised concerns about the spread of misinformation, echo chambers, and polarization in political discourse on Social Media.

**Social Media and Cultural Exchange:** Social Media has facilitated cultural exchange and cross-cultural communication on a global scale. It has connected people from different parts of the world, allowing for the exchange of ideas, experiences, and perspectives. Social Media has enabled cultural diversity to be celebrated and shared, and it has fostered intercultural understanding and appreciation. It has also led to the emergence of online communities based on shared interests, identities, and cultural backgrounds<sup>60</sup>.

**Social Media and Ethics:** The ethical implications of Social Media are complex and multifaceted. Issues such as data privacy, online harassment, fake news, and the spread of misinformation raise ethical concerns about the responsible use of social media. There are also questions about the

impact of Social Media on mental health, well-being, and social relationships<sup>61</sup>. Ethical considerations such as transparency, authenticity, and accountability are important in the context of social media use for individuals, organizations, and society as a whole.

Social Media and Future Trends: Social Media continues to evolve rapidly, and there are ongoing debates about its future trends and impact. Emerging technologies such as virtual reality, augmented reality, and artificial intelligence are expected to shape the future of Social Media, providing new ways for users to interact and engage with content<sup>62</sup>. The social, cultural, and technological aspects of Social Media are expected to continue to evolve, and it will be important to closely monitor and analyze the future trends in this space.

In conclusion, Social Media is a dynamic and multifaceted concept that has transformed various aspects of society, including communication, content creation, activism, business, politics, and culture. It has brought about significant opportunities and challenges, and it continues to shape the way we interact, communicate, and engage with each other in the digital age<sup>63</sup>. It is important for users to be mindful of the implications of social media and use it responsibly, critically evaluating the content they consume and share, being aware of the potential impact on privacy, mental health, and society as a whole. It is also crucial for organizations, policymakers, and stakeholders to address the ethical concerns and ensure that Social Media is used in a responsible and ethical manner. As Social Media continues to evolve, it is likely to play an even more significant role in our lives in the future. New technologies and platforms will continue to emerge, and Social Media will continue to shape how we communicate, share information, and engage with the world around us. It will be essential to stay informed about the latest developments, trends, and debates in the field of Social Media and actively participate in discussions about its impact on society.

In addition, Social Media has become a fundamental part of our modern society, influencing how we communicate, share information, express ourselves, and engage with others. It has transformed various aspects of our lives and society, both positive and negative. As we continue to navigate the digital landscape, it is crucial to use social media responsibly, critically evaluate the content we consume and share, and consider the ethical implications of its use. By being mindful of the impact of social media and actively engaging in discussions about its role in our society, we can harness its potential for positive change and navigate its challenges effectively.

#### **2.1.4 Social Media Use**

Social Media Use can have multiple meanings and interpretations, depending on various factors such as culture, age, individual values, and context. Critically discussing the meaning of Social Media use involves examining its significance, implications, and effects from different perspectives.

**Communication and Connection:** Social Media Use can be seen as a means of communication and connection. It allows people to connect and interact with others, share information, and express opinions or emotions. Social Media platforms provide an opportunity for individuals to maintain relationships with friends, family, and acquaintances, and even form new connections with people from diverse backgrounds. However, the meaning of social media use in terms of communication and connection can vary. It can be both positive and negative, as it can foster meaningful connections but can also lead to superficial or shallow interactions, cyberbullying, and online harassment<sup>64</sup>.

**Information and News:** Social Media use can be a source of information and news. It provides access to a wide range of news, updates, and current events in real-time. It allows individuals to

stay informed about local and global news, politics, and other topics of interest. However, the meaning of Social Media use in terms of information and news can be complex. Social Media platforms are prone to misinformation, fake news, and filter bubbles that can distort perceptions and contribute to the spread of misinformation, leading to the polarization of opinions and the erosion of trust in traditional media <sup>66</sup>.

**Self-Presentation and Identity:** Social Media use can be a tool for self-presentation and identity construction. It allows individuals to curate and share their personal stories, experiences, and achievements, shaping their online persona. Social Media platforms provide opportunities for self-expression, creativity, and self-promotion. However, the meaning of social media use in terms of self-presentation and identity can also have negative implications. It can contribute to the cultivation of a perfect or idealized self-image, leading to social comparison, low self-esteem, and even mental health issues<sup>66</sup>. It can also blur the line between online and offline identities, resulting in the loss of privacy and authenticity.

**Entertainment and Escapism:** Social Media use can be a form of entertainment and escapism. It offers a variety of content, such as videos, memes, and games, which can provide amusement, distraction, and relaxation. Social Media platforms can serve as a source of leisure and pleasure, allowing individuals to unwind and de-stress. However, the meaning of Social Media use in terms of entertainment and escapism can also have downsides. It can lead to addictive behaviors, time-wasting, and procrastination, impacting productivity and well-being. It can also contribute to the development of a passive consumer culture, where individuals are constantly seeking external validation and gratification<sup>67</sup>.

**Commercialization and Consumerism:** Social Media use can be influenced by commercialization and consumerism. Social Media platforms are often used as marketing tools by businesses and

influencers to promote products, services, and lifestyles. Social Media use can involve online shopping, advertising, and sponsored content, shaping consumer behaviors and attitudes<sup>68</sup>.

However, the meaning of Social Media Use in terms of commercialization and consumerism can raise ethical concerns, such as the manipulation of consumer preferences, the invasion of privacy, and the exploitation of vulnerable individuals, particularly children and adolescents<sup>69</sup>.

In conclusion, the meaning of Social Media use is multi-faceted and complex. It can involve communication and connection, information and news, self-presentation and identity, entertainment and escapism, as well as commercialization and consumerism. While Social Media use can have positive impacts, such as facilitating social connections, providing access to information, and fostering self-expression, it can also have negative implications, such as promoting superficial interactions, spreading misinformation, contributing to mental health issues, fostering addictive behaviors, and raising ethical concerns. It is important to critically evaluate and understand the multifaceted nature of Social Media Use, considering its implications and effects on individuals, communities, and society as a whole. This involves being mindful of the ways in which social media use can shape perceptions, behaviors, and attitudes, and being aware of the potential risks and challenges associated with its use. It is also essential to engage in responsible and ethical Social Media Use, including fact-checking, critical thinking, and being mindful of one's online behavior and its impact on others.

Furthermore, it is crucial to recognize that the meaning of Social Media use can differ for different individuals and communities. Factors such as culture, age, socioeconomic status, and personal values can shape how people interpret and engage with social media. It is important to consider diverse perspectives and avoid making sweeping generalizations about Social Media

use. The meaning of Social Media use is complex and multifaceted, involving various dimensions such as communication, information, self-presentation, entertainment, and consumerism<sup>70</sup>. It can have both positive and negative implications, and it is crucial to critically evaluate its meaning and effects from different perspectives. Engaging in responsible and mindful Social Media Use, understanding its risks and challenges, and recognizing diverse interpretations can contribute to a more nuanced and informed understanding of Social Media's role in society.

Social Media use among secondary school students has become a ubiquitous phenomenon, with both positive and negative effects. This critical conceptual review aims to explore the various aspects of Social Media use among secondary school students, including its impact on mental health, academic performance, social interactions, and privacy concerns. One of the significant concerns of Social Media Use among secondary school students is its potential impact on mental health. Research has shown that excessive use of social media can lead to negative psychological outcomes, such as increased anxiety, depression, and reduced self-esteem<sup>71</sup>. The addictive nature of Social Media, with its constant notifications, likes, and comments, can contribute to compulsive and impulsive behavior, leading to addictive behaviors and even Social Media addiction<sup>72</sup>. Moreover, social media platforms can create a false sense of reality, where students compare themselves to others, leading to feelings of inadequacy and low self-worth. This can have a detrimental effect on the mental health and well-being of secondary school students.

Another area of concern is the impact of Social Media Use on academic performance. Spending excessive time on social Media can distract students from their studies and affect their ability to concentrate and complete assignments or homework. Social Media can also promote

multitasking behavior, which has been shown to reduce cognitive performance and academic achievement<sup>73</sup>. Moreover, the spread of misinformation and fake news on Social Media platforms can negatively impact students' ability to discern credible information and critically evaluate sources, leading to a decline in their critical thinking skills.

Social Media use also has implications for social interactions among secondary school students. While Social Media can provide a platform for connecting with peers, it can also contribute to the erosion of face-to-face communication skills. Students may become overly reliant on social media for socializing, leading to reduced interpersonal skills, difficulty in building meaningful relationships, and increased social isolation<sup>74</sup>. Social Media can also expose students to cyberbullying, harassment, and online threats, which can have serious negative consequences on their social and emotional well-being.

The pervasive use of Social Media among secondary school students has raised concerns about its impact on various aspects of their lives. One significant area of concern is the potential negative impact on mental health. Research has shown that excessive use of Social Media can contribute to increased anxiety, depression, and reduced self-esteem among students. The constant comparison to others, cyberbullying, and the pressure to maintain a "perfect" online image can take a toll on students' mental well-being. Additionally, the addictive nature of social media, with its instant gratification features like likes and comments, can lead to compulsive behaviors and Social Media addiction, further impacting students' mental health.

Academic performance is another area that can be influenced by Social Media Use. Spending excessive time on Social Media can result in distraction, reduced productivity, and poor time management, leading to lower academic performance<sup>76</sup>. Students may find it challenging to focus on their studies and complete assignments or homework when constantly

checking their Social Media feeds. Moreover, the habit of multitasking on Social Media while studying or doing schoolwork can lead to reduced cognitive performance and lower Academic Achievement. Social interactions among secondary school students can also be impacted by Social Media Use. While Social Media can facilitate communication and connection with peers, it can also lead to decreased face-to-face interactions and reduced interpersonal skills. Students may become overly reliant on Social Media for socializing, leading to less practice in real-life social skills such as active listening, empathy, and conflict resolution<sup>77</sup>. This can result in difficulties in building meaningful relationships and navigating social situations offline, leading to potential social isolation and loneliness.

Privacy concerns are also a critical aspect of Social Media Use among secondary school students. Many students may not fully understand the implications of sharing personal information online, and the potential long-term consequences of their posts or online behaviors. Social Media platforms often collect vast amounts of data about users, including their browsing habits, location, and personal preferences, which can be used for targeted advertising, profiling, and even identity theft<sup>78</sup>. Moreover, the permanence of information shared on Social Media can have long-term consequences, as posts or images can resurface years later and impact students' reputation, job prospects, or college admissions. It is essential to recognize that social media is not inherently negative, and it can have positive aspects, such as promoting creativity, self-expression, and learning opportunities. However, it is crucial to be aware of the potential risks associated with Social Media use among secondary school students and take steps to mitigate them. Educators, parents, and policymakers play a vital role in promoting responsible and healthy Social Media Use among students. This can include providing education on digital literacy, critical thinking, and online safety, setting healthy boundaries for screen time,

encouraging offline activities, and fostering open communication channels to discuss any challenges or concerns related to Social Media.

One of the concerns with Social Media use among secondary school students is the impact on their physical health. Excessive use of Social Media can contribute to a sedentary lifestyle, as students spend prolonged periods of time sitting and scrolling through their screens. This can lead to a decrease in physical activity, which in turn can result in various health issues such as obesity, cardiovascular problems, and musculoskeletal disorders<sup>79</sup>. Moreover, the blue light emitted from screens can disrupt sleep patterns, leading to sleep disturbances and negatively affecting students' overall well-being and academic performance. Another critical aspect of Social Media Use among secondary school students is the potential for exposure to harmful content. Social Media platforms can be a breeding ground for misinformation, cyberbullying, hate speech, and other inappropriate or harmful content. Students may come across misleading information, fake news, or harmful trends that can impact their beliefs, attitudes, and behaviors. Cyberbullying, in particular, can have severe consequences on students' mental health, leading to increased stress, anxiety, and depression. Moreover, the spread of harmful content on Social Media can contribute to the normalization of unhealthy behaviors or attitudes, such as unrealistic beauty standards, body shaming, or discriminatory behaviors<sup>80</sup>.

Another concern is the potential for Social Media to contribute to the erosion of privacy and the blurring of boundaries between personal and public life. Students may feel pressured to share their personal information, thoughts, and experiences on Social Media in order to gain validation or social approval. This can result in a loss of privacy, where personal information is exposed to a wide audience, and students may struggle to differentiate between their online and offline identities<sup>81</sup>. Moreover, the constant need for validation through likes, comments, and

followers can contribute to a culture of seeking external validation, which can impact students' self-esteem and self-worth. Furthermore, the commercialization of Social Media can also be a concern among secondary school students. Influencer culture and the promotion of products or lifestyles on Social Media can create a sense of materialism, consumerism, and unrealistic expectations among students<sup>82</sup>. Students may feel pressured to conform to certain beauty standards, fashion trends, or consumer behaviors promoted on social media, leading to issues such as low self-esteem, poor body image, and financial strain. Moreover, the targeted advertising on Social Media can exacerbate the influence of consumerism on students, leading to impulsive buying behaviors and potential financial consequences<sup>83</sup>.

While Social Media can offer various benefits, it also presents significant concerns and challenges among secondary school students. These can include impacts on mental health, academic performance, social interactions, physical health, exposure to harmful content, erosion of privacy, and commercialization. It is essential for educators, parents, policymakers, and students themselves to be aware of these issues and take proactive measures to promote responsible and healthy Social Media use, including digital literacy education, critical thinking skills, setting healthy boundaries, fostering offline activities, and promoting a healthy balance between online and offline interactions.

### **2.1.5 School Factors**

School Factors encompass the policies, practices, and overall organizational environment of a school that can significantly impact students' educational experiences and outcomes. In this write-up, we will delve into the concept of School Factors and explore how they influence students' Academic Achievement in secondary schools. The School Factors reviewed in this

study are: Instructional resource availability, Instructional resource adequacy, Class size and School timetable.

### **2.1.6 Instructional Resource Availability**

Instructional Resource Availability refers to the extent to which secondary schools have access to a variety of resources that are necessary for effective teaching and learning. These resources can include textbooks, digital materials, multimedia tools, laboratory equipment, software applications, educational websites, and other tangible and intangible assets that support instruction<sup>84</sup>. Instructional resource availability encompasses both physical and digital resources, as well as the accessibility and usability of these resources by teachers and students. Instructional resources play a crucial role in the teaching and learning process in secondary schools. These resources refer to the materials, tools, and technologies that educators use to support instruction and facilitate student learning. Instructional resource availability is a significant factor that impacts the quality of education and student outcomes in secondary schools. This conceptual review aims to provide a comprehensive overview of instructional resource availability in the context of a secondary school, including its definition, types, importance, challenges, and strategies for effective utilization.

#### **Types of Instructional Resources**

Instructional resources can be classified into different types based on their nature and purpose. Some common types of instructional resources in a secondary school context include:

**Print Resources:** These include textbooks, workbooks, reference books, and other printed materials that are used by teachers and students for instruction and learning. Print resources are typically used for subjects such as English, mathematics, science, social studies, and languages.

**Digital Resources:** These include digital materials such as e-books, online articles, educational websites, and other digital media that are used for instruction and learning. Digital resources are becoming increasingly popular due to their accessibility, interactivity, and multimedia features.

**Multimedia Resources:** These include audio, video, and interactive media that are used to enhance instruction and engage students. Multimedia resources can include educational videos, simulations, animations, and interactive software applications that provide visual and auditory stimuli to support learning.

**Laboratory Resources:** These include laboratory equipment, supplies, and materials that are used for hands-on learning and experiments in subjects such as science, technology, engineering, and mathematics (STEM). Laboratory resources are essential for promoting inquiry-based learning and developing practical skills among students.

**Technological Resources:** These include hardware and software technologies that are used for instruction and learning, such as computers, tablets, interactive whiteboards, projectors, and educational software applications<sup>85</sup>. Technological resources can support personalized learning, collaboration, and digital literacy skills among students.

### **Importance of Instructional Resource Availability**

Instructional resource availability is critical for ensuring high-quality education and improving student outcomes in secondary schools. Here are some key reasons why instructional resource availability is important:

1. **Enhances Instruction:** Instructional resources provide teachers with the necessary tools and materials to deliver effective instruction. These resources can help teachers create engaging lessons, differentiate instruction based on student needs, and facilitate active learning<sup>86</sup>.

Instructional resources can also provide up-to-date information, examples, and illustrations that support concept mastery among students.

2. **Supports Different Learning Styles:** Students have different learning styles and preferences, and instructional resources can cater to these diverse needs. For instance, visual learners may benefit from multimedia resources such as videos or simulations, while auditory learners may prefer audio recordings or podcasts. Instructional resources can help accommodate various learning styles, making instruction more accessible and effective for all students.
3. **Fosters Independent Learning:** Instructional resources can empower students to take ownership of their learning and become independent learners. With access to diverse resources, students can engage in self-directed learning, explore topics of interest, conduct research, and develop critical thinking skills<sup>87</sup>. Instructional resources can also promote digital literacy skills, helping students navigate and evaluate digital information effectively.
4. **Enhances Student Engagement:** Instructional resources can make learning more engaging by providing interactive and multimedia elements that capture students' attention and interest<sup>88</sup>. For example, educational videos, simulations, and interactive software applications can create an immersive learning experience that motivates students to actively participate in the learning process. Instructional resources that are relevant, current, and aligned with students' interests and backgrounds can also increase student engagement and promote a positive attitude towards learning.
5. **Supports Differentiated Instruction:** Instructional resources can support differentiated instruction, which involves tailoring instruction to meet the diverse needs of students. Teachers can use a variety of resources to differentiate instruction based on students' readiness, interests, and learning styles<sup>89</sup>. For instance, advanced learners can be provided with enrichment resources to

extend their learning, while struggling learners can be provided with additional support resources to reinforce concepts. Instructional resources can be used to address individual differences among students and promote inclusive education.

### **Challenges in Instructional Resource Availability**

Despite the importance of instructional resource availability, there are several challenges that secondary schools may face in ensuring adequate access to these resources. Some common challenges include:

1. **Limited Funding:** One of the primary challenges is the availability of sufficient funding to procure and maintain instructional resources. Many secondary schools face budget constraints, which may limit their ability to purchase updated textbooks, digital resources, laboratory equipment, or technological resources. Inadequate funding may also result in outdated or insufficient resources that do not meet the diverse needs of students and teachers.
2. **Technological Infrastructure:** The availability of technological resources, such as computers, tablets, and internet connectivity, can be a challenge in some secondary schools, especially in low-resource settings. Without proper technological infrastructure, access to digital and multimedia resources may be limited, hindering the potential of instructional resource utilization<sup>90</sup>.
3. **Unequal Resource Distribution:** Another challenge is the unequal distribution of instructional resources among different schools or regions. Schools in economically disadvantaged areas may face greater challenges in accessing and maintaining instructional resources compared to schools in more affluent areas. This can exacerbate educational inequities and impact student outcomes.
4. **Resource Obsolescence:** Instructional resources, especially digital resources and technologies, can become obsolete quickly due to rapid advancements in technology and changes in

curriculum and standards. Keeping up with the latest resources and ensuring their relevance and accuracy can be a challenge for schools. Obsolete resources may not effectively meet the learning needs of students or align with current instructional goals and practices.

5. **Teacher Training and Support:** Effective utilization of instructional resources requires teachers to have the necessary skills and knowledge to integrate these resources into their instructional practices. However, not all teachers may be adequately trained or supported in the effective use of instructional resources. Lack of professional development opportunities and ongoing support can hinder teachers' ability to effectively integrate instructional resources into their lessons.

### **Strategies for Effective Utilization of Instructional Resources**

To address the challenges and promote effective utilization of instructional resources in secondary schools, several strategies can be implemented:

1. **Strategic Resource Allocation:** Schools should prioritize resource allocation to ensure that instructional resources are adequate, up-to-date, and aligned with the curriculum and instructional goals. This may involve budgeting for instructional resources, seeking external funding sources, and developing a systematic process for resource procurement, maintenance, and replacement.
2. **Technological Infrastructure Development:** Schools should invest in the development of adequate technological infrastructure, including computers, tablets, internet connectivity, and other necessary equipment, to ensure access to digital and multimedia resources. This may involve seeking partnerships with external organizations, leveraging community resources, or applying for technology grants<sup>91</sup>.
3. **Resource Sharing and Collaboration:** Schools can promote resource sharing and collaboration among teachers, departments, and schools to optimize resource utilization. This may involve

creating a resource-sharing platform, establishing professional learning communities, or organizing resource-sharing events. Collaboration can help schools pool their resources, share best practices, and maximize the impact of instructional resources<sup>92</sup>. Professional Development and Training: Schools should prioritize professional development and training opportunities for teachers to enhance their skills and knowledge in the effective use of instructional resources. This may involve workshops, seminars, online courses, or other forms of professional learning. Teachers should be provided with ongoing support and feedback to continuously improve their instructional practices and integrate instructional resources effectively into their lessons.

4. Curriculum Alignment: Instructional resources should be aligned with the curriculum and instructional goals of the school to ensure their relevance and effectiveness. This may involve conducting regular reviews of instructional resources to ensure their alignment with curriculum standards, updating resources as needed, and involving teachers and curriculum experts in the selection and evaluation process of instructional resources<sup>93</sup>.
5. Equity and Access: Schools should strive to promote equity and access to instructional resources for all students, regardless of their socio-economic background or geographical location. This may involve implementing policies and strategies to address resource disparities, such as providing additional resources to schools in economically disadvantaged areas, exploring open educational resources, or leveraging community partnerships to enhance resource availability.
6. Monitoring and Evaluation: Schools should establish a system for monitoring and evaluating the utilization and effectiveness of instructional resources. This may involve collecting data on resource usage, student outcomes, and teacher feedback to inform decision-making and resource allocation. Regular evaluation can help schools identify gaps and areas for improvement, and make data-driven decisions to optimize instructional resource utilization<sup>94</sup>.

7. Innovation and Future-readiness: Schools should continuously explore innovative instructional resources and technologies to stay updated with the changing educational landscape and prepare students for the future. This may involve piloting new resources, leveraging emerging technologies, and fostering a culture of innovation among teachers and students. Schools should be proactive in anticipating future instructional resource needs and adapting their strategies accordingly.

Instructional resource availability plays a crucial role in the quality of secondary education. It provides teachers with the tools they need to deliver effective instruction, engage students, and promote meaningful learning experiences. However, there are challenges that schools may face in ensuring adequate access to instructional resources. By implementing strategies such as strategic resource allocation, technological infrastructure development, resource sharing and collaboration, professional development and training, curriculum alignment, equity and access, monitoring and evaluation, and fostering innovation, secondary schools can promote effective utilization of instructional resources and enhance the overall quality of education for their students. It requires a concerted effort from schools, teachers, administrators, policymakers, and other stakeholders to ensure that instructional resources are available, relevant, and effectively integrated into the instructional process to support student success in the secondary school context.

### **2.1.7 Instructional Resource Adequacy**

Instructional resource adequacy is a critical aspect of effective education in secondary schools. It refers to the availability, accessibility, and quality of instructional resources, including textbooks, technology, materials, facilities, and other educational tools, that are necessary for teaching and learning to take place at a desired level of quality<sup>95</sup>. The concept of instructional resource

adequacy has been widely discussed and researched in the field of education as it plays a crucial role in shaping the educational experiences and outcomes of students in secondary schools. In this conceptual review, we will critically examine the key dimensions of instructional resource adequacy, its significance in secondary schools, and the challenges and implications associated with it.

### **Dimensions of Instructional Resource Adequacy**

Instructional resource adequacy encompasses various dimensions that are essential for effective teaching and learning in secondary schools. These dimensions include:

**Availability:** Availability of instructional resources refers to the presence of adequate resources required for teaching and learning in secondary schools. These resources include textbooks, reference materials, laboratory equipment, computers, internet access, and other tools necessary for delivering a comprehensive curriculum. The availability of these resources is crucial for teachers to design and implement effective instructional strategies and for students to engage in meaningful learning experiences.

**Accessibility:** Accessibility of instructional resources refers to the ease with which teachers and students can access and utilize these resources. It includes factors such as physical accessibility, affordability, and ease of use<sup>96</sup>. Instructional resources should be readily available and affordable for both teachers and students to ensure that they can fully utilize them for teaching and learning purposes. Additionally, instructional resources should be designed in a way that is easy to use, especially for students with diverse learning needs.

**Quality:** Quality of instructional resources refers to their accuracy, relevance, and alignment with curriculum standards<sup>97</sup>. Instructional resources should be up-to-date, accurate, and aligned with the curriculum requirements to ensure that they provide accurate and relevant information for

teaching and learning. High-quality instructional resources are essential for teachers to deliver accurate content and for students to develop a deep understanding of the subject matter.

### **Significance of Instructional Resource Adequacy in Secondary Schools**

Instructional resource adequacy plays a significant role in secondary schools as it directly impacts the quality of education and student outcomes. Here are some key reasons why instructional resource adequacy is crucial in secondary schools:

1. **Enhances Teaching Effectiveness:** Instructional resources provide teachers with the necessary tools to design and implement effective instructional strategies. Adequate availability and accessibility of instructional resources enable teachers to create engaging and interactive lessons that cater to the diverse learning needs of students<sup>98</sup>. High-quality instructional resources also help teachers in delivering accurate and relevant content, which enhances their teaching effectiveness.
2. **Supports Student Learning:** Instructional resources are essential for students to engage in meaningful learning experiences. Adequate availability and accessibility of instructional resources enable students to access relevant and up-to-date information, engage in hands-on activities, and develop a deep understanding of the subject matter<sup>99</sup>. Instructional resources also facilitate self-directed learning and promote critical thinking skills among students.
3. **Fosters Equity and Inclusion:** Instructional resource adequacy is crucial for promoting equity and inclusion in secondary schools. Ensuring that instructional resources are available, accessible, and of high quality for all students, regardless of their background, socio-economic status, or ability, helps to level the playing field and provide equal opportunities for learning. Instructional resources that are inclusive and culturally responsive also promote diversity and inclusivity in the classroom, fostering a positive learning environment for all students<sup>100</sup>.

## **Challenges and Implications of Instructional Resource Adequacy**

Despite its significance, instructional resource adequacy in secondary schools is not always achieved, and there are several challenges and implications associated with it. Some of the challenges include:

- a) **Funding Constraints:** Funding constraints pose a significant challenge to instructional resource adequacy in secondary schools. Limited financial resources may hinder schools' ability to procure and maintain an adequate supply of instructional resources, including textbooks, technology, and other materials. Insufficient funding may also result in outdated or low-quality instructional resources, which can negatively impact teaching effectiveness and student learning outcomes.
- b) **Unequal Distribution:** Instructional resource adequacy may not be equitable across all schools and districts, leading to unequal distribution. Schools in low-income areas or rural communities may struggle to provide adequate instructional resources due to financial limitations, lack of infrastructure, or other logistical challenges. This can result in educational disparities, where students in some schools may have access to better instructional resources than students in other schools, leading to unequal educational opportunities and outcomes.
- c) **Technological Advancements:** Rapid technological advancements in education have also posed challenges in instructional resource adequacy. Keeping up with the latest technology tools and resources can be costly, and schools may struggle to provide updated technology resources, such as computers, software, and internet access, to support modern teaching and learning practices. Technological disparities among schools or students may further exacerbate the issue of instructional resource adequacy, creating a digital divide and impacting students' digital literacy skills<sup>101</sup>.

d) Curriculum Alignment: The alignment of instructional resources with the curriculum is another challenge. Instructional resources should be aligned with the curriculum standards to ensure that they provide accurate and relevant information for teaching and learning. However, not all instructional resources may align with the specific curriculum requirements of a school or district, leading to inconsistencies in content coverage and potential gaps in students' learning<sup>102</sup>. The implications of inadequate instructional resource adequacy in secondary schools can be far-reaching. It can result in reduced teaching effectiveness, limited student engagement, lower academic achievement, and disparities in educational outcomes among students<sup>103</sup>. Inadequate instructional resources can also impact the professional development of teachers and hinder the overall quality of education in secondary schools.

Instructional resource adequacy is a critical concept in Junior Secondary Schools that encompasses the availability, accessibility, and quality of instructional resources necessary for effective teaching and learning. It plays a significant role in enhancing teaching effectiveness, supporting student learning, and promoting equity and inclusion in education. However, challenges such as funding constraints, unequal distribution, technological advancements, and curriculum alignment issues can impact instructional resource adequacy in secondary schools. Addressing these challenges and ensuring adequate instructional resources are available, accessible, and of high quality is crucial to providing equitable educational opportunities and promoting positive student outcomes in secondary schools.

### **2.1.8 Class Size**

The concept of class size in education refers to the number of students enrolled in a single classroom, typically with one teacher. The topic of class size has been widely debated and researched in educational circles, with proponents and critics expressing different viewpoints.

Class size also refers to the number of students assigned to a single classroom and taught by one teacher. It is an important aspect of the educational environment and can vary widely depending on the educational institution, grade level, and educational policies of a particular region or country.

Class size can have a significant impact on various aspects of education, including teaching and learning experiences, classroom management, student engagement, and academic outcomes<sup>104</sup>. Smaller class sizes typically refer to classrooms with fewer students, while larger class sizes generally have more students in a single classroom. The ideal class size is a topic of ongoing debate among educators, policymakers, and researchers. Proponents of smaller class sizes argue that they can lead to increased student engagement, personalized attention, and improved academic outcomes. Smaller classes may allow teachers to get to know their students better, differentiate instruction, and provide more individualized support to meet the diverse needs of students. Students in smaller classes may also feel more connected to their peers and engage in more active participation in classroom activities<sup>105</sup>.

On the other hand, larger class sizes can pose challenges. With more students in a classroom, teachers may find it harder to provide individualized attention, manage student behavior effectively, and create an inclusive classroom environment<sup>106</sup>. Students may have fewer opportunities to actively participate in class discussions and receive immediate feedback from teachers. In larger classes, teachers may also face increased workload and time constraints, which can impact the quality of instruction and student outcomes.

It is worth noting that the optimal class size may vary depending on the grade level, subject area, and instructional approach. For example, younger students in early childhood education settings may benefit from smaller class sizes to ensure more focused attention and

support, while older students in higher education may be able to thrive in larger classes with more independent learning opportunities.

It is also important to consider other factors that can influence the effectiveness of class size, such as the quality of teachers, instructional materials, curriculum, and available resources. Teacher effectiveness, pedagogical strategies, and classroom management techniques can all play a critical role in mitigating the impact of class size on student outcomes<sup>107</sup>. In addition, class size can be influenced by various external factors, such as budget constraints, school funding, and policy decisions. Smaller class sizes may require hiring additional teachers, creating more classrooms, and allocating resources, which can have financial implications for educational institutions.

### **Pros of Smaller Class Sizes**

**Individualized Attention:** With fewer students in a class, teachers are able to provide more individualized attention to each student, which can lead to improved academic performance. Teachers can better identify and address the specific needs of students, provide more feedback, and tailor their instruction to meet the diverse learning styles and abilities of students.

**Better Classroom Management:** Smaller class sizes can lead to improved classroom management. With fewer students, teachers can establish better relationships with students, manage student behavior more effectively, and create a more positive and inclusive classroom environment. This can lead to increased student engagement and participation in classroom activities<sup>108</sup>.

**Increased Student Achievement:** Some research studies have shown that smaller class sizes can lead to improved student achievement, particularly in the early grades. Students in smaller classes tend to score higher on standardized tests, have higher graduation rates, and are more

likely to attend college. This can be particularly beneficial for students from disadvantaged backgrounds who may need additional support.

### **Cons of Smaller Class Sizes**

**Cost:** One of the main criticisms of smaller class sizes is the cost associated with hiring more teachers and creating additional classrooms. Smaller class sizes can require increased financial resources, including hiring more teachers, providing additional classroom space, and purchasing more instructional materials. This can be challenging for cash-strapped school districts, particularly in areas with limited funding.

**Limited Resources:** Smaller class sizes may not always guarantee access to better resources. With limited resources, including textbooks, technology, and other instructional materials, smaller classes may not necessarily result in improved educational outcomes. Schools may need to prioritize resources, and smaller class sizes may not always be the most effective way to allocate limited resources.

**Teacher Quality:** The quality of teachers is a critical factor in student achievement, regardless of class size. In smaller classes, teachers may face increased workload and may have to deal with a wider range of student abilities, which can be challenging. Ensuring that teachers are well-prepared, qualified, and supported with professional development is essential for effective instruction, regardless of class size.

**Overemphasis on Class Size:** Critics argue that an overemphasis on class size as the sole determinant of educational success may ignore other important factors, such as teacher effectiveness, curriculum quality, and parental involvement<sup>109</sup>. Class size alone may not be sufficient to improve student outcomes, and a more comprehensive approach to education reform may be necessary.

Class size is a complex and multifaceted concept in education that can impact various aspects of teaching and learning. While smaller class sizes may offer potential benefits such as increased individualized attention and improved student outcomes, other factors such as teacher quality, instructional materials, and available resources also play important roles in shaping the educational experience. The optimal class size may vary depending on various factors, and a balanced approach that considers multiple aspects of education is necessary when evaluating the impact of class size on student success.

### **2.1.9 School Time Table**

The concept of a school timetable, which outlines the schedule of classes, activities, and breaks for students and teachers, has been a long-standing practice in educational institutions. The school timetable is a structured plan that outlines the schedule of classes, activities, and breaks for students and teachers in an educational institution. It typically includes details such as the timing of each subject or activity, the duration of each class or session, and the days of the week when classes take place<sup>110</sup>. The primary purpose of a school timetable is to provide a framework for organizing the school day and ensuring that all subjects and activities are covered within a specific time period. It helps to establish a routine and structure for students, teachers, and other stakeholders, enabling them to effectively manage their time and resources<sup>111</sup>. A well-designed timetable can contribute to the smooth functioning of a school and facilitate efficient teaching and learning. The school timetable typically includes a variety of elements, such as:

**Subject Allocation:** The timetable determines when each subject is taught and the duration of each class or session. It ensures that all subjects in the curriculum are covered within a designated time period and that students have equal access to different subjects.

Teacher allocation: The timetable assigns teachers to specific classes or subjects, ensuring that there is adequate coverage of all classes and those teachers have a clear understanding of their responsibilities.

Class Allocation: The timetable allocates students to specific classes or groups, ensuring that students are organized in a way that is conducive to effective teaching and learning. It may also take into consideration factors such as student preferences, abilities, or special needs.

Time allocation: The timetable determines the timing and duration of each class or session, including breaks, lunchtime, and other activities. It ensures that there is an appropriate balance between instructional time and breaks, and that students and teachers have enough time for transition between classes or activities.

Resource Allocation: The timetable may also consider the availability of resources, such as classrooms, laboratories, or equipment, and allocate them based on the needs of different subjects or activities. It ensures that resources are effectively utilized and that there are no conflicts or overlaps.

Special Events and Activities: The timetable may also incorporate special events or activities, such as assemblies, sports practices, or extracurricular activities, and allocate time for them. This helps to create a well-rounded educational experience for students beyond academic subjects.

The school timetable serves as a critical tool for planning, organizing, and managing the daily operations of a school. It helps to ensure that all subjects and activities are covered, teachers and students are appropriately allocated, and resources are effectively utilized. It also provides a sense of structure and routine for students, helps to manage teacher workload, and facilitates the smooth functioning of a school <sup>112</sup>. However, it is important to recognize that the design and

implementation of a school timetable should be flexible, reflective of local needs, and aligned with modern educational requirements to ensure optimal learning outcomes for students.

However, there are several critical aspects of the school timetable that can be examined from different perspectives.

**Flexibility:** One criticism of the traditional school timetable is its lack of flexibility. Timetables are often rigidly structured, with fixed time slots for each subject or activity, leaving little room for adjustments or individualized learning. This lack of flexibility can be limiting, especially for students with different learning styles, abilities, or interests. It may not allow for personalized learning plans, and can hinder the ability of teachers to adapt their teaching methods to cater to the diverse needs of students in the classroom<sup>113</sup>.

**Standardization:** School timetables are often standardized across schools or districts, with similar schedules followed year after year. While standardization can provide consistency and ease in planning, it may not necessarily reflect the specific needs or aspirations of individual schools or communities<sup>114</sup>. Different schools may have different requirements, such as local cultural practices, extracurricular activities, or community engagements, which may not be accommodated in a standardized timetable. This can result in a lack of autonomy and creativity for schools and teachers in designing their own schedules.

**Time Allocation:** The allocation of time in a school timetable can be a contentious issue. The amount of time allocated to different subjects or activities may not always be optimal, and can impact the quality of education. For instance, some subjects may receive more time and resources, while others may be marginalized or squeezed into shorter time slots. This can result in an imbalance in the curriculum and hinder the development of well-rounded individuals.

Additionally, factors such as travel time between classes, breaks, and extracurricular activities may also affect the overall effectiveness of the timetable.

**Over-Reliance on Traditional Subjects:** School timetables often prioritize traditional academic subjects, such as math, science, and language, while other areas, such as physical education, arts, or vocational skills, may receive less attention. This can lead to an imbalance in the curriculum and neglect the holistic development of students. It may also perpetuate a narrow definition of education that emphasizes academic achievements over other important skills and competencies<sup>115</sup>.

**Teacher Workload:** The design and implementation of a school timetable can significantly impact the workload of teachers. Teachers are responsible for preparing lesson plans, grading assignments, providing individualized attention to students, and engaging in professional development, among other tasks. A poorly designed timetable with heavy workloads and insufficient preparation time can lead to teacher burnout, decreased job satisfaction, and compromised quality of education.

**Technological Advancements:** With the rapid advancement of technology, the traditional school timetable may not always be aligned with modern educational needs. For instance, online learning, blended learning, or flipped classrooms may require different scheduling approaches that allow for flexibility, self-paced learning, or collaborative activities. Traditional timetables may not always be conducive to incorporating technology in the classroom, which can limit the potential of technology-enhanced learning<sup>116</sup>. While the concept of a school timetable has been a longstanding practice in education, there are several critical aspects that need to be considered.

Flexibility, standardization, time allocation, over-reliance on traditional subjects, teacher workload, and technological advancements are some of the key areas that can impact the

effectiveness of a school timetable. Educational institutions should strive to design timetables that are adaptable, reflective of local needs, promote holistic development, manage teacher workload, and are aligned with modern educational requirements to ensure optimal learning outcomes for students.

## **2.2 Theoretical Framework**

### **2.2.1 Social Cognitive Theory**

Social Cognitive Theory, developed by Albert Bandura, is a psychological framework that focuses on the interaction between an individual's cognition, behavior, and the social environment. Bandura proposed that individuals learn and develop through a process of observational learning, where they observe and imitate others, and through self-regulation, where they set goals, monitor their progress, and adjust their behavior accordingly<sup>117</sup>. As a framework for a thesis on Social Media Use, School Factors, and Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria, Social Cognitive Theory can provide a valuable lens for understanding how Social and Cognitive factors interact in shaping students' behaviors and academic outcomes.

In the context of Social Media Use, Social Cognitive Theory can help explain how students' observations of their peers, teachers, and other influential figures on Social Media platforms can influence their behaviors and attitudes towards Academic Achievement. For example, if students observe their peers or influencers on Social Media posting about their Academic Achievements or study habits, they may imitate those behaviors and develop similar study habits. On the other hand, if students observe negative behaviors such as procrastination or disinterest in academics on Social Media, they may also imitate those behaviors, leading to lower academic achievement. School factors, such as school policies and practices, can also play a role

in shaping students' Academic Achievement. Social Cognitive Theory can help analyze how these School Factors influence students' cognition and behavior. For instance, if schools have strict policies on Social Media Use during school hours or provide structured study programs that promote academic engagement, students may regulate their Social Media Use and engage more in their studies, leading to better academic outcomes.

Furthermore, Social Cognitive Theory emphasizes the role of self-regulation in individuals' behavior. It suggests that students' ability to set goals, monitor their progress, and adjust their behavior based on feedback can significantly impact their Academic Achievement<sup>118</sup>. For instance, if students are motivated to achieve high grades in Business Studies, they may set academic goals, develop study plans, and monitor their progress regularly. On the other hand, if students lack self-regulation skills, such as time management or self-motivation, they may struggle with Academic Achievement, even if they have access to social media or supportive School factors.

In conclusion, Social Cognitive Theory, developed by Albert Bandura, can serve as a valuable framework for understanding the complex interactions among Social Media Use, School Factors and Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria. By considering the cognitive, behavioral, and social aspects of students' experiences, Social Cognitive Theory can provide insights into how students learn, regulate their behavior, and achieve academic success in the context of Social Media Use and School Factors. This framework can inform the design of interventions and policies that promote positive academic behaviors and outcomes among Junior Secondary School students in Nigeria and beyond.

### 2.2.2 Institutional Theory

Institutional theory is a sociological framework that examines the ways in which formal and informal rules and regulations shape behavior within organizations<sup>119</sup>. It focuses on how organizations are influenced by external factors, such as norms, values, and practices, which create school pressures that shape their structure, processes, and outcomes<sup>120</sup>. One of the prominent authors associated with School theory is Meyer and Rowan, who introduced the concept of "institutional Isomorphism" in their seminal work "Institutionalized Organizations: Formal Structure as Myth and Ceremony" published in 1977. They argued that organizations tend to adopt similar structures and practices in order to gain legitimacy and conform to the expectations of their environment. They identified three types of institutional isomorphism: coercive, mimetic, and normative. Coercive isomorphism refers to organizations adopting certain practices due to external pressures, such as regulations or laws. Mimetic isomorphism occurs when organizations imitate each other to gain legitimacy or cope with uncertainty. Normative isomorphism is driven by professionalization and the desire to conform to professional standards and norms<sup>121</sup>.

In the context of the study on the influence of Social Media Use, Instructional resources, Class size, and School timetable on Junior Secondary School Students' Academic Achievement in Business Studies in Southwest Nigeria, Institutional theory can serve as a useful framework to understand how external factors shape the educational system in Southwest Nigeria. For example, it can help analyze how coercive isomorphism affects the use of Social media in Junior Secondary Schools. Are there any regulations or policies that promote or inhibit the use of social media for educational purposes? How do these external pressures influence the adoption of social media as a teaching and learning tool? It can also investigate mimetic isomorphism by

examining how schools imitate each other in terms of instructional resources, class size, and school timetable. Do schools in the Southwest Nigeria region tend to adopt similar practices in these areas? What are the reasons behind the adoption of these practices? Are there any factors that contribute to the imitation of certain practices in educational institutions? Normative isomorphism can also be explored by investigating how professional standards and norms influence the use of instructional resources, class size, and school timetable in Junior Secondary Schools. What are the professional standards and norms related to these factors? How do they shape the decision-making process of educators and school administrators? Are there any conflicts or tensions between different professional standards and norms?

In addition, Institutional Theory can also help understand how these School Factors, such as Social Media use, Instructional resources, Class size, and School Timetable, may ultimately influence Junior Secondary School students' Academic Achievement in Business Studies. You can examine how these factors shape the teaching and learning processes, student engagement, and educational outcomes. By applying Institutional theory as a framework, the researcher critically analyzes the complex interplay between social, cultural, and organizational factors that influence the educational system in Southwest Nigeria and provide valuable insights for your thesis research.

### **2.2.3 Systems Theory**

Systems Theory is an interdisciplinary framework that focuses on the complex interactions and relationships among various components or subsystems within a larger system. It emphasizes the interdependencies and dynamics among these subsystems and how they work together to achieve the overall goals and functions of the system<sup>122</sup>. One of the prominent authors associated with systems theory is Ludwig von Bertalanffy, who introduced the concept of General Systems

Theory in the mid-20th century. Bertalanffy argued that systems can be found in various fields, such as biology, psychology, sociology, and organizations, and that they share common principles and characteristics. He emphasized the importance of understanding systems as wholes, rather than just the sum of their individual parts, and highlighted the importance of feedback, hierarchy, and self-regulation in system dynamics<sup>123</sup>.

In the context of this study on the influence of Social media use, Instructional resources, Class size, and School Timetable on Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria, systems theory can provide a holistic perspective to analyze the interactions and interdependencies among these factors. For example, it can help examine how Social Media use, Instructional resources, Class size, and School timetable are interconnected within the larger system of the educational environment in Southwest Nigeria. How does the use of Social Media influence Instructional resources, Class size, and School timetable, and vice versa? Are there feedback loops or causal relationships between these factors? How do changes in one subsystem affect the dynamics and outcomes of the entire system? It can also analyze how the different subsystems of the educational system, such as teachers, students, school administrators, and policymakers, interact with each other in relation to social media use, instructional resources, class size, and school timetable. How do these subsystems influence each other's behaviors and decisions? Are there conflicts, dependencies, or synergies among these subsystems? How do these interactions shape the overall outcomes of the educational system?

Furthermore, Systems Theory help understand the emergent properties and self-regulatory mechanisms within the educational system<sup>124</sup>. For example, it can guide the investigation on how the system as a whole regulates the use of Social Media, allocation of instructional resources, management of class size, and scheduling of school timetable. Are there

any emergent patterns or behaviors that arise from the interactions among these factors? How does the system maintain stability or adapt to changes? Are there any mechanisms that self-regulate the system to achieve its goals and functions? By applying Systems Theory as a framework, the researcher was able to analyze the complexity and dynamics of the educational system in Southwest Nigeria in a holistic manner, considering the interactions and interdependencies among Social Media use, Instructional resources, class size, and school timetable, and their influence on Junior Secondary School students' Academic Achievement in Business Studies. This systems thinking approach can provide valuable insights into the interconnected nature of the educational system and contribute to a comprehensive understanding of the topic in your thesis research.

## **2.3 Review of Empirical Studies**

### **2.3.1 Social Media Use and Student's Academic Achievement**

One of the most common means, channels or instruments for passing information across is the media<sup>125</sup>. In a lay man understanding, media is seen as any means of information sharing that requires the use of such media as newspapers, radios, televisions, magazines etc. Media may be seen as those means of communication through which one can be able to pass information across to a large population of persons; these means include the televisions, newspapers, and radio <sup>126</sup>. More so, Media is any medium through which one is able to express, cultivate or convey information. On the other hand, social may be seen as those activities involving human environment and the individuals living and sharing resources together in the environment <sup>127</sup>.

Social is a means through which people interact together for the common good of all; it simply refers to the people or the society in general. From the foregoing, one could refer to social media as any media circulated with the help of social interactions. Basically, Social Media may

be referred to the cybernetic and simulated relationships, among people, organizations, and companies etc., this entails the invention, sharing or exchanging of data in the form of texts, images, and symbols<sup>128</sup>. It entails the process through which people interact by sharing, creating and exchanging information and ideas through virtual communities and networks<sup>129</sup>. Social Media which are internet-based applications are built on the Web 2.0 ideology and technology.

Consequently, Social Media are built on web-based facilities that allow for the construction of public or semi-public profiles by individuals or groups of individuals<sup>130</sup>. The following have been identified as the most common social media platforms currently in use, these are; Facebook, Twitter, Whatsapp, YouTube, Wikipedia, LinkedIn, Reddit, Instagram, Pinterest etc., However, SixDegrees.com which enables people to communicate through message sharing was first introduced before the other ones; however, it could not stand the test of time despite having millions of users as registered members, as a result, it crashed out in 2000<sup>131</sup>.

Findings showed that other social platforms such as the Friendster and LinkedIn followed in 2002 after the collapse of SixDegrees.com. More so, between 2003 and 2006, other platforms such as the Flickr and Facebook (restricted only to Harvard) came into existence including the Hi5. Other platforms that followed included the Orkut, and MySpace emerging in 2003, YouTube, Cyworld (China), and Yahoo! 360 in 2004. "In 2005, Windows Live Spaces, Facebook (for high school and corporate networks), Ning, Asian Avenue, Bebo (relaunched) followed, while Twitter, Facebook (non-restricted), and Cyworld (USA) followed in 2006"<sup>132</sup>. Among these numerous social media platforms, the Facebook, Twitter, Instagram, Tiktok, Youtube and Whatsapp have been recognized as the ones commonly used by students; in Nigeria for instance, majority of students spend an ample of their time on platforms such as the Facebook, Twitter and Whatsapp while making use of smartphones, Android or ipad which is now a

common gadgets among them; because of this reason, very many students spend 2 to 3 hours checking activities and updating their profiles on these social networks even at the peril of their educational and career pursuit<sup>133</sup>.

The advancement of Social Media has taken over almost all spheres of human endeavors despite negative implications. The educational environment is equally not left out of this; people are therefore tempted to claim that these social applications-social media carries with it the potential to further improve learning and sharing of information among learners and teachers<sup>134</sup>. Social Media has the ability to close the gap between the learners as the teacher even down a physical distance is existing between them; in essence, it enables learners from all parts of the world to learn and work together without any hindrance(s)<sup>135</sup>. Social Media is a central path through which individuals frequently interact and share ideas despite been far apart. Social Media has proven to improve communication skills, social participation and commitment, improve peer support, and ensure the realization of education based on collaborative strategies; thus, the impacts of Social Media on communication, learning, research and education in general cannot be overemphasized<sup>136</sup>.

Notwithstanding, despite these benefits of Social Media, it appears that the negative impacts of it on students is alarming as students tend to abandon their studies in a bid to catch up with the trends and distractions of these platforms such as chatting, texting, gaming etc.<sup>137</sup>. Through Social Media, students learn correct spellings, sentences, pronunciations, and essay writings through the usage of Google. Social networking sites can become useful instruments in improving correct spellings and writings among students as it offers elasticity in learning, inspires inventive ideas and increases interpersonal interactions among students and instructors<sup>138</sup>. The usage of Facebook has raised the level of anxiety among students as they

appear to become apprehensive about being without their cell phones for a few hours. It has been observed that all over the world, students engage themselves in using social media; spending a quality of their time on the internet by visiting various platforms. This time spent by students on social media has become of great concern to so many people, especially with the increase in the amount of time students spend online; students spend more time usually multi-tasking by visiting several sites and accessing volumes of contents<sup>15</sup>. This agrees with the view of Pew Internet and American Life Project that 64 percent of teens on social media visit one or more platforms <sup>139</sup>.

Equally, it has been noted that close to 55 percent of teenagers have created profiles on social networking sites, with 47 per cent having uploaded photos, while 14 per cent have posted videos, with nearly all of them having posted an image or comment on a platform <sup>140</sup>. It was reported that an average Nigerian student spends about six to seven hours on internet daily, while some spend more hours doing all night browsing <sup>141</sup>. Most of the factors that have been identified to be responsible for the breakthroughs experienced by Social Media are its universal access, convenience, functionality, and flexibility of social technologies. More so, Social Media platforms have the ability to influence people given such conventional media like Televisions, Radios, and Newspapers <sup>142</sup>.

Thus, bearing in mind that the primary goal of a student is his Academic Achievements especially at the secondary school level since it is the stage for most career building, there is a need therefore to take their studies very serious. Academic achievement has become a thing of concern and interest to all learners, teachers, parents etc.; as a result, educational stakeholders have been working effortlessly to ensure that those factors that are capable of hindering Academic Achievement of students are brought under control <sup>143</sup>.

Academic Achievement is referred to the way(s) students deal with their studies as well as the actualizations of different tasks assigned to them by their teachers <sup>144</sup>. Academic Achievement can also, be referred to as the product of education-the extent to which students, teachers or institutions have achieved their educational objectives<sup>145</sup>. Academic Achievement can thus be seen as observable and measurable behaviors of an individual within a particular situation. Grade Point Average (GPA) and test results represent students' Academic Achievement; it is one of the current educational problems of public interest based on poor level of students' academic achievement especially in secondary schools and postsecondary schools<sup>146</sup>. It should equally be noted that Academic Achievement of students both at secondary and post-secondary schools is worrisome. Furthermore, such factors as economic, social and psychological factors have been identified as likely threats to students' Academic Achievement <sup>147</sup>. These factors may have strong influences on students' Academic Achievement; however, the influences could vary from one person to another and from country to another. Most previous studies on Academic Achievement of students have focused on factors such as socio-economic background, class environment, gender differences, family educational background and teaching and learning style preferences <sup>148</sup>. These factors identified have been viewed as factors responsible for students' poor Academic Achievement in schools. It is therefore necessary to understand that no matter how well conceived a country's developmental plans may be, low Academic Achievement is capable of ruining everything down. This therefore implies that poor Academic Achievement and high failure rate are indicators of underdevelopment of a society<sup>149</sup>. It has been indicated that social media networks often directly or indirectly necessitate access to information and knowledge attainment; more so, that these networks have influences on student Academic Achievement <sup>150</sup>.

However, poor Academic Achievements in the recent times have been traced to technological developments. While technological advancement is gradually gaining dominance in the present society, the study habits of students are also fast vanishing into thin air<sup>151</sup>. The authors affirmed that students now lack the skills of reading and instead spend more hours on electronic media. Browsing the internet, playing with handsets and passing non-stop text messages seem to be the order of the day; this has made reading books and other<sup>152</sup>. Students' involvement in Social Media activities such as making new friends and gaining access to relevant information can be channeled towards making improvements in their Academic Achievement, but this depends on the individual's ability and willingness to utilize the opportunity of coping with academic related stress. Utilizing these opportunities and benefits of Social Media networks can positively help students improve in their academic pursuits. A student who is able to creatively make waves and enormous progress in the utilization of social media can equally do exploits in his/her academic life if he is able to channel the same energy towards his/her studies<sup>153</sup>.

Children cannot achieve much success in their academics unless their expectations are raised and television sets are turned off. It is a common thing these days for young people to become addicted to social media activities; as a result, they abandon their studies and shift attentions to chatting with friends, even during lectures<sup>154</sup>. Additionally, many students use their phones to engage in activities which appear to be quite distracting most times. However, Social media can be very resourceful to the academic progress of both male and female students. Being a male or a female could simply be referred to as Gender. Gender has become a reoccurring decimal in studies that involved students' academic achievement<sup>155</sup>.

Gender is seen as a concept that draws out the distinctions between the males' roles and responsibilities and that of the females. Gender refers to socially constructed expectations for male and female behaviors which prescribe a division of labour and responsibilities between males and females granting of different rights and obligation to them<sup>156</sup>. In consonance with the above assertion, gender refers to those social facts of being a male or a female. Several studies have been carried out on Social media and Gender differences and its influences on Academic Achievement of students. Some researchers have reported that females spend more time on social media than their male counterparts. It was added with the occurrences of events, the advancement of technology in education is increasingly becoming a feminine activity<sup>157</sup>.

On the other hand, researches among Chinese and British students have reported the males engage themselves in using social media more than the females as they appear to be more skilled technologically than the females. A significant difference exists between the achievement of male and female students with the male students having a better achievement than the females<sup>158</sup>. In agreement with this view, it was observed that there is a significant influence of gender on students' Academic Achievement. However, these findings above are in disagreement with the findings of some researchers as reported that the influence of gender on any of the dimensions of technologies studied was not significant<sup>159</sup>.

Furthermore, no differences have been found by numerous studies on the usage of social media by males and females. This aligns with the finding that gender has no significant influence on the achievement of male and female students. So there still exists a great deal of controversies among various studies on gender comparison. Social media have become very common among students all over the world; this of course includes the schools in Enugu State where students have been seen to attending schools and classes with expensive gadgets like the mobile phones,

tablets and iPods etc. with applications, facilities and software that can connect them to the internet and all forms of social media platforms, websites and so on<sup>160</sup>. Evidences have shown both from the results of West African Examination Council (WAEC) of 2014 to 2018 and internal examinations that most students fail Business Studies. This trend could be attributed to many factors such as misuse of social media as a tool for learning, examination malpractice and environmental factors, among others<sup>161</sup>. It is against this background that this study sought to investigate the influence of Social media on student's Academic Achievement in Business Studies. Various researches have shown that there have been consistent poor Academic Achievements among Junior Secondary School's students in Nigeria. This has become a major point of concern to students, teachers, parents, guardians, as well as other stakeholders in the field of education, including researchers. And if this problem is not addressed, the issue of poor academic achievement especially in Business Studies may grow worse. Already, studies have revealed that students' achievement in the use of English has been adversely affected by social media. Students tend to use short-handwriting in chatting with friends; as a result, they become used to it, this thus makes them commit errors during examination<sup>162</sup>.

However, this issue of poor achievement has been linked to teachers and student's characteristics such as qualification, experience, attitude or interest and gender. A research was conducted, titled "The impact of Social media on Students' Academic Performance", in Malaysia to examine the impact social media use places on tertiary institution students' academic performance. The simple random sampling (SRS) technique was used to obtain a sample size of 120 students from two colleges. The researchers used only two departments from each of these colleges, which they said were the most populated of all the departments in the two colleges, to actualize this sample. The questionnaire method was used by the researchers to gather data for

the research. The study investigated the impact that the time students appropriate on social media has on their academic performance. The finding was that students who spend more time on social media platforms for mere casual chats are most likely to see a drop in their academic performances. The duration students spend on social media networks was found by the researchers to be insignificant to their academic performance. This, according to them, is so because some students can spend much time on social media platforms and yet their performance for the semester or academic year still remains the same<sup>163</sup>.

The researchers also reported a positive and significant relationship between friends and people connections and students' academic performance. This, according to the researchers, is so because students can form study groups which facilitate better means through which they improve on their studies. They explained further that lecturers can connect with students to provide study materials that can be helpful and useful to them. A positive and significant influence of Nature of Usage on students' academic performance was reported by the researchers. The research found a significant relationship between internet addiction and students' academic performance. The researchers explained that the more addicted one is to the internet the more time one spends on it. One spends more time without taking into consideration one's meal. They stressed that missing of the meal could affect the health of the students which in turn will have a negative impact on their academic performance.

Privacy/security problems, as reported by the researchers, have significant influence on students' academic performance. This is so according to the finding because the changes that are been made frequently on these social media platforms could destabilize students' concentration on their studies and thus affect their test or examination scores. This research work could be considered relevant and useful especially for the fact that a wide range of control variables were

considered in ascertaining their influence on students' academic performance. The most common and central of these control variables considered was time duration spent on social media networks by students. Time is an asset that many things seek to compete for in any man's life. Balancing the time between mere social media involvement and academic work is one of the most obvious problems facing many students. The researchers, on the other hand, on health addiction, indirectly contradicted the earlier mentioned report on the first control variable (time duration). They earlier reported that the length of time spent on social media has no influence on students' academic work. On the contrary, they stated that internet addiction leads to spending lengthy hours which can lead to health problems. Health problems will surely lead to poor academic performance<sup>164</sup>.

Also, this study failed to proffer solution and make recommendations with respect to the different findings gathered. This present study is set to close this kind of flaw. Elsewhere, another researcher conducted a research titled "Influence of Social Networking on Secondary School Students" in Enugu State, Nigeria to ascertain the relationship between social media use and academic performance of secondary school students. The sample comprised seven hundred (700) students selected from ten (10) secondary schools in Enugu East LGA. The researchers used the proportionate stratified random sampling technique to select these 700 students. A structured questionnaire was used by the researchers for data collection. The reliability of the instruments was established using Cronbach Alpha Coefficient formula. Data obtained in the study were analyzed using descriptive statistics. Arithmetic mean was used to answer the research questions and the null hypothesis was tested using z-test at 0.05 significance level. This research examined the influence of gender difference on social media use. The result revealed that there is significant difference in the extent to which male and female students make use of

social networking. The researchers found that majority of female students use social networking sites for their assignments. A greater number of male students use social networking sites for communication purposes as well as for entertainment purposes (pleasure) <sup>165</sup>. They also reported that majority of female students use social networking sites as an information link and a majority of male students use social networking sites to keep vigilance about happenings in the world (News). The male students according to them also use social networking sites to relate with their peers and classmates more than their female counterparts. To which of the numerous social networking sites students are mostly exposed to, the researchers reported that Tiktok, Facebook, WhatsApp, Messenger, Instagram and MySpace topped the chart in that order. The findings of this study also showed that to a high extent students visit some social networking sites for various purposes, which include; relating with their peers and classmates, for communication and for entertainment (pleasure) <sup>166</sup>. This finding, according to the researchers, is in line with that of people whose study found that majority of secondary school students visit social networking sites for entertainment reasons other than educational reasons (which include research and learning new things)<sup>167</sup>.

As touching the time students spend on social media sites, the study revealed that students visit social networking sites on daily basis; they spend a significant amount of time (three hours daily each time they visit the sites). The result, according to the researchers also indicated that some of these social networking accounts are active all through the day, therefore making students spend much time including their leisure hours on the sites. They correlated this result with the one that showed that students who use social networking sites have their accounts active all through the day even while doing homework and while at class<sup>168</sup>.

This research revealed that students disagreed with the positive statements on the influence of social networking on them. This, according to the researchers, implies that students do not believe in the positive influence of social networking on their reading habits, social welfare and overall attitude except for the fact that they agreed that social networking broadens their knowledge on different subject matters. The report also stated that students also agreed to the negative statement that as a result of constant social networking, they resort to book cramming rather than reading their books which make them have a loose grip on what they read, leading to poor performances in continuous assessments and examinations. The report of this study portrays its effectiveness in that a large sample size (700) was used which made room for a wider coverage. In another way, the researchers made good and clear recommendations to teachers, parents/guardians etc, as a result of their findings. They are thus quoted as saying “the school authorities, teachers, parents and guardians should pay more attention to the male folks. They need to be guided properly and informed on the vulnerability they may face on these sites if not utilized in moderation. School teachers can introduce a group discussion forum on these networking sites for the students to contribute positively on different topics of interest; this will keep them active in a productive way”.

On the other hand, the study only reported the influence of gender difference on Social Media use. It did not clearly spell out the influence of social media use on students’ academic performance as a result of gender difference. Also, the researchers though came to the conclusion that social networking has negative impact on students’ academic performance, did not clearly point out which of the factors considered leads to negative impact and which leads to positive impact<sup>169</sup>. This present study will do justice to that.

Also, another researcher conducted a research on the use of Social Media use. The purposive sampling was used to select mass communication undergraduate students while the simple random sampling was used to select the 282 students that form the sample size for the study. The questionnaire was used to gather all the data for this research. The researchers patterned the questionnaire in one way to ascertain the exposure of students to social media networks. Their finding showed that the undergraduate students of Kogi State University have access to social media and that the extent of their exposure to social media is high. This, according to them, was evident as the majority of the respondents agreed to that effect (68%). The implication of this is that the students of Kogi State University are exposed to Social Media. Findings of this study further showed that the Facebook is the Social Media network that is mostly used by the undergraduate students of Kogi State University. The researchers evidenced this finding by the fact that the majority of the respondents agreed that facebook is the social network mostly used by the students of Kogi State University. It was noted that facebook is the most used media by students of the same institution.

In conclusion the researchers emphasized that “students who spend more time on social media are likely to perform poorly in their academics. This is because, instead of reading their books, they spend their time chatting and making friends via the social media and this will definitely have negative effect on their academic performance, because when you do not read, there is no way you can perform well academically<sup>170</sup>.”

Though there have been many social, economic, and environmental factors that have added to the pressure of students in the past ten years, the drop-out rate for students is still a major national problem <sup>171</sup>. Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more

important than ever for educators to encourage graduation and further education <sup>172</sup>. However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate secondary school, one out of three does not have possess the knowledge and skills that would lead him or her to the next level, such as college or Polytechnic or University. The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time<sup>173</sup>. For example, he or she may be on the computer, while also talking on the phone, sending instant messages to a friend, chatting, watching films and emailing someone else all at the same time. While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication <sup>174</sup>.

Technology has also taken a dive in this present decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking- all of the most basic skills for students academic achievement. As one researcher stated, “Literacy is, in reality, the cornerstone of student achievement, for any student, in any grade” <sup>175</sup>. The question that many school professionals have with regards to communication is whether or not Junior Secondary School student is able to follow school curriculum in courses like Business Studies. Also, will it be possible to teach them without the use of multi-tasking and using new forms of technology<sup>176</sup>.

The Social media engages students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The

web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc. Additionally different institutions even nowadays are developing groups on several Websites<sup>177</sup>. The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe<sup>178</sup>. Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives<sup>179</sup>. While the increase of using technology is helpful for getting together with others along with the recognition on the internet, most students are now abusing its usefulness.

Social Media users often time experience poor performance academically. It should be noted that social media is negatively associated with Academic Achievement of student and is a lot more significant than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades<sup>180</sup>. In addition, addicted users prefer using internet, setting back their personal and professional responsibilities which ultimately lead to poor academic achievement. In the same vein, social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower grades which in turn affects their academic achievement. Also mentioned among various unique distractions of this generation, social media remains a major distraction of current generation.

### **Student's Addictiveness to Social Media**

On the internet, students engage in a variety of activities some of which may be potentially addictive<sup>181</sup>. The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Secondary school students and undergraduates' students spend more time on Facebook, Tiktok,

Pinterest, Twitter and other Social Media platforms through smartphones, which are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit<sup>182</sup>. Social media addiction is the excessive use of the internet and the failure to control this usage which seriously harms a person's life and have adverse effect on students' Academic Achievement<sup>183</sup>.

In an article on the Daily Trust newspaper, it was observed that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled<sup>184</sup>. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion far detached from reality<sup>185</sup>. An article on The Sunday Observer observes that if the dangerous trend of social media network "obsession" is left unchecked, it could further affect an already collapsing education system in Nigeria<sup>186</sup>. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process<sup>187</sup>.

This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. Internet addiction is significantly and negatively related to Students' Academic

achievement, as well as emotional attributes<sup>188</sup>. In a study of 884 students' of different universities in Nigeria, it was perceived that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that Youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied <sup>189</sup>. Also, a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be<sup>190</sup>.

Furthermore, the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. Students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, chatting, Facebooking and doing all sorts of things on their phones while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost<sup>191</sup>.

### **Students Exposure to Social Media**

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer or phones to send and receive information's anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages<sup>192</sup>. Some schools are so equipped that there is internet connection

made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on these social platforms. It is a common thing now to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone. According to a joint study by Campus2Careers and Study Breaks on the use of mobile devices among students discovered that, an average undergraduate spend 3.6 hours a day with their cell phones and smartphones, while spending less time with computers, TV's, handheld gaming devices and e-readers<sup>193</sup>.

### **2.3.2 Instructional Resources and Student's Academic Achievement**

Instructional resources serve as a channel between the teacher and the students in delivering instructions<sup>194</sup>. They may also serve as the motivation on the teaching-learning process. It is use to get the attention of the students and eliminate boredom. Instructional materials are highly important for teaching; especially for inexperienced teachers. Teachers rely on instructional materials in every aspect of teaching. They need material for background information on the subject they are teaching. Young teachers usually have not built upon their expertise whenever they enter into the field. Teachers often use instructional materials for lesson planning. These materials are also needed by the teachers to assess the knowledge of their students. Instructional materials are essential for all of these activities.

There is a strong positive link between instructional resources and academic achievement. Schools that possess more instructional resources performed better than schools that have less instructional resources<sup>195</sup>. Some researchers observed that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources<sup>196</sup>. There was a low level of instructional resources available in public schools and hence, public

schools had acute shortages of both teaching and learning resources. Effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available. The quality of instructional processes experienced by a learner determines quality of education and also, creates into the learner's quality learning experience<sup>197</sup>. Students' academic achievement is affected by the quality and quantity of teaching and learning resources. This implies that the schools that possess adequate teaching and learning materials such as textbooks, charts, pictures, real objects for students to see, hear and experiment with, stand a better chance of performing well in examination than poorly equipped ones<sup>198</sup>.

### **Challenges that Teachers Face in Accessing Instructional Resources**

Teachers in secondary schools most especially in rural areas face some challenges in accessing instructional materials. One of the big challenges that teachers in the rural areas secondary schools face is in accessing instructional materials. Meager funds are usually provided by the government for purchasing instructional materials. These secondary schools depend to the large extent on the government for funding. Very little support is received from local government and communities around the schools due to poverty. Other funds are provided in form of grants. The grant is aimed at improving the quality of education by making sure that sufficient learning resources are found at school level. In particular, the grant is meant to finance the purchase of textbooks and other teaching and learning resources as well as to fund repairs, administration materials, and examination expenses<sup>199</sup>.

However, while the number of students who are enrolled in schools has been increasing each year, education grant has been dropping. Even without adjusting for inflation, the actual amount of money reaching schools for grants is clearly much less today compared to what it was before. Government's Policy towards efficient provision of these aspects of educational

resources has not been encouraging and has always not been well planned, monitored, supervised and evaluated with rural schools as the back bench of implication of these policies<sup>200</sup>.

Another challenge that teachers face is the lack of exposure and limited accessibility to modern instructional facilities. Most Junior Secondary Schools especially in rural areas do not have access to information communication technology (ICT) which could alleviate shortage of instructional materials. As we are in a new millennium, there is an increased awareness of the need to use modern scientific approach in teaching and learning processes in our schools<sup>201</sup>. At present, there is a universal recognition of information and communication technology as a major force in the dissemination of knowledge. Majority of teachers who were trained early 1990's and backward do not have skills in the field of Information and Communication Technology<sup>202</sup>. Where there are skilled teachers, other problems naturally include problem of installation, maintenance, operation, network administration and local technicians to service or repair these equipment's and the other facilities<sup>203</sup>. In most of the Junior Secondary Schools, most of the facilities are non-existent; hence the traditional chalk and duster approach still dominates in secondary school pedagogy in South West, Nigeria.<sup>204</sup>.

Poor salary is also another challenge that teachers face. Teachers like most civil servants in Nigeria are poorly paid. This becomes a hindrance for them to purchase their own teaching materials or acquisition of new ideas, skills and knowledge by failure in enrolling for further educational programmes including Information and Communication Technology (ICT). With this, the academic and intellectual capacities of teachers and learners are bound to be affected substantially during classroom interaction<sup>205</sup>.

Lack of sufficient skills and creativity may hinder teachers to improvise their own instructional resources. State, local governments and communities around secondary schools are

supposed to provide resources most especially funds to these schools so that teachers can use them to access instructional resources. But very often this is not the case due to number of reasons. Some local communities cannot afford it. Also the performance of State and local government in the collection of their own revenue have been recorded very poor.

There have been several studies on instructional resource and academic achievement. For instance, was conducted on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated instructional 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 subjects<sup>206</sup>. In the same vein; the effect of instructional resources on the Academic Achievements of students in Ogun State was investigated. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials<sup>207</sup>.

A study that was conducted in Nigeria determined the effects of instructional resources on the academic performance of students in Business Studies in Nigeria and revealed a positive

relationship. This study was carried out to find out the effects of instructional resources on the Academic Achievement of secondary school students in Business Studies. For the purpose of the study, data were collected from three hundred and five students, eleven (9) Business Studies teachers and seven (5) principals in eleven (11) selected secondary schools in Ogbomoso North and Central Local Government areas of Oyo State. Teachers and students in the sampled schools were administered, an investigator – constructed questionnaire. Business Studies Achievement Test was also administered on the students in the selected schools. Results of the study indicated that adequate supply of instructional resources have significant effects on students' achievement in Business Studies<sup>208</sup>.

Furthermore, the results revealed that schools with adequate teachers' quality and material resources in Business Studies showed superiority in achievements. Instructional materials are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' Academic Achievement. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization<sup>209</sup>.

Instructional resources referred to objects or devices that assist the teacher to present a lesson to the learners in a logical and manner<sup>210</sup>. Furthermore, instructional materials are visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities<sup>211</sup>. Similarly, Instructional materials of all kinds must appeal to the sense organs during teaching and learning. It is an object or devices that assist the teachers to present their lessons logically and sequentially to the learners<sup>212</sup>. Instructional materials are also used by teachers to aid explanations and make learning of subject matter understandable to

students during teaching learning process<sup>213</sup>. In the same vein, several studies carried out in some areas in Nigeria indicated that the results of Senior School Certificate Examinations were completely bad in nearly all subjects offered by the students. He stressed further that only about 10% of candidates ‘meaningfully passed’ the examination due to non availability and inadequate of instructional resources in teaching and learning process. Non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools<sup>214</sup>. In most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential teaching aids which in actual sense affect their performance. It is very important to use instructional resources for instructional delivery to make students acquire more knowledge and to promote academic standard<sup>215</sup>.

In addition, it should be noted that there is gross inadequacy and under utilization of instructional materials necessary to compensate for the inadequacies of sense organs and to reinforce the capacity of dominant organs. School teachers should try their possible best in the provision of locally made materials in substitution for the standard ones to promote their lessons as basic materials such as textbooks, chalkboard and essential equipment like computer, projector, television and video are not readily available in many schools<sup>216</sup>. There is needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students’ interests in the subject<sup>217</sup>.

Similarly, effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic<sup>218</sup>. Despite the fact that instructional resources are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian

secondary schools leading to low level of performance of learners in government examinations which in turn had adverse effects on their academic achievement. Instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills. Teachers are encouraged to improvise teaching aids because they enhance learners' full participation in the lesson, gives room for inquiry, problem-solving, discussion and clarification of issues and ideas among students and the teacher<sup>219</sup>. Improvisation is a valuable teaching tool. Students, teachers, parents, Parents/Teacher Association, government and philanthropists should be involved in improvising instructional resources for the teaching and learning in schools. The importance of improvisation of instructional materials is making learning concrete and real, substitute's one thing for another, allow the students to participate in the production of materials, economical and more teacher-student resource oriented<sup>220</sup>

### **2.3.3 Class Size and Student's Academic Achievement**

Class factors are very important in the teaching-learning activities, particularly when students' academic performance is being considered. Class size is an important factor in relation to academic performance and academic achievement of students. There is a consensus among various researchers and educationists that, the lower the class size or teacher-students ratio, since students' achievement decreases as class size increases. Many studies have pointed out the significance of teacher-students ratio to cognitive learning in the school<sup>221</sup>. . The National Policy on Education recommended that the teacher-students ratio should be 1:30<sup>222</sup>.

In emphasizing the importance of class size to the learning/teaching process, the All Nigeria conference of principals of secondary schools (ANCOPSS) recommended a maximum of forty students per class for effective management and better control<sup>223</sup>. Class size has negative coefficient with examination performances of students. The relationship between class size and

academic achievement is a major controversy. The lower teacher-students ratio allows for more effective communication between the learner and the teacher. The effect of class size on cognitive achievement has been debated and researched for many years and has been inconclusive<sup>224</sup>.

Similarly, with these methodological problems, research has generally demonstrated a significant correlation between the influence of Student-Teacher Ratio, class or teacher – students' ratio on student's performance in a variety of educational setting<sup>225</sup>. In the view of this fact, it could be said that teacher-students ratio is one of the important factors determining good academic achievement of students. There is positive relationship between certain variables such as class size, teacher – students' ratio, student's factors and performance in examination. They were discovered to be factors that have direct influence on academic achievement of schools<sup>226</sup>.

Class size as one of the factors influencing Academic Achievement is defined as an educational tool that can be described as an average number of students per class in a school<sup>227</sup>. Various studies show improved results from class size reduction and experts suggest many benefits of smaller classes. The beneficial impact of class size reduction is significant on academic success<sup>228</sup>. Educators have many reasons for the positive effects of reducing classes on Academic Achievement. They say that having fewer students in a class will create less noise than more students by which the teachers get more time to work on students. Also, teachers get more time to pay individual attention on each of their student<sup>229</sup>. For example, in large class-sizes, because of the time shortage, teachers always make groups of the students and give them class-works. In such case, some students in the group will not do anything and the teacher never knows who did it and who didn't do it. But in small-sized classes, teachers work on students individually, which obligate each student to show his/her work<sup>230</sup>.

However, some controverts disagrees the effect of class-size. Researchers and educators have argued that large class sizes can have negative effects on student's achievement. This consists of a decrease in student achievement of those in larger classes and increase in student achievement of those in smaller classes. The dispute is that students in larger classes have less one-on-one time with the teacher, which therefore leads to less instruction time and in turn lower test scores<sup>231</sup>. Also it is implicated that in large class discipline becomes more of an issue because there are more students to attend to. On the contrary, in a smaller class students are given more on the curriculum being taught instead of discipline and other issues that are occurring around them.

In another research, it was stated that “there was no significant difference in post test achievement scores between large classes and small class control groups in developmental English”., “larger is sometimes better”<sup>232</sup>. Two problems, which large classes pose, they are (1) the provision of an opportunity for discussion or for any kind of oral input to the written work is difficult; and (2) the amount of making involved can dissuade even the not enthusiastic teacher from setting the amount of written work that he feels would benefit the students<sup>233</sup>. For enthusiastic teachers, “if classes are very large, it is important that as far as possible, the learners should be constantly busy and the tasks should function continuously without repeated intervention from the teacher”.

On the other hand, most parents, teachers and students have a belief that small group classes are preferable to large ones. “There is, after all, an orthodox tradition to the proposition that small classes are necessary for student achievement”. In some of the experiments performed in reading scores on individual tests, the smallest classes were significantly higher and the largest classes were lowest of all”<sup>234</sup>. As a corollary to this, through meta-analyses that compare to large

classes, small classes lead to higher students achievement, more favourable teacher effects (e.g. moral, attitude towards student) greater attempts in individual, a better classroom climate and more favourable student effects (e.g. self concept and participation)<sup>235</sup>.

Other studies have been carried out on class size and Academic Achievement of students, the findings of the study revealed that class size whether large or small was not related to academic achievement of pupils in a standardized achievement test. Data was used from the 1998 National Assessment of Educational Progress (NAEP) reading test to establish the impact of smaller classes on Academic Achievement discovered that being in a small class does not affect reading achievement in any significant way<sup>236</sup>. A research was conducted on a student-teacher ratio with class size. At the first place, the study stated that —first, student-teacher ratios are not the same as class size then, The boundary between class size and student-teacher ratio are described, —these econometric estimates relate class size or teacher intensity to measures of student performance. Furthermore, a summary of the findings of 377 econometric studies of the determination of student performance was carried out.. He calculated class size and student-teacher ratio differences, 277 studies reflected on student teacher ratio. If class size systematically matter, there was a 15% significant correlation between teacher and student achievement<sup>237</sup>.

Teacher effectiveness is a major factor which promotes effective teaching and learning process in Nigeria. He refers to learning as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interest of the student and some given subject matter content, the ability of the teacher to relate the leaning activities to the development process of the learners and to their current and immediate interests and needs<sup>238</sup>.

The existing relationship between student-teacher ratio and students' Academic Achievement has not been quite clear, it is not worthy that various experts and researchers had endeavored to establish a solid relationship between student-teacher ratio and students' academic performance. The teacher is employed primarily to impart knowledge as well as contribute to existing knowledge. The teaching-learning process is a two ways affair involving the teachers talking as well as the learners (students) participating in the process in addition to supervision and marking students works. From the aforementioned, it could be adduced that direct relationships exist between the teacher and students which could impact on the Academic Achievement of the latter<sup>239</sup>.

Academic Achievement is no doubt, the main focus of all educational activities which has received tremendous attention from educationists. However, prediction of Academic Achievement is still not clear. Apparently, predictability of academic achievement is a complex (and by no means an easy) task. In the relevant literature, there are so many intricately related factors associated with Academic Achievement that make the prediction of Academic Achievement (at best) situational.

It is very easy for teachers to evaluate, educate and get positive feedback if class-size is small and number of students in class is very less. Most of the experts consider that lower student-teacher ratio or "student teacher ratio" give better upshots in contrast to higher student-teacher ratio. In many cases, higher student-teacher ratio outcome brings in high score<sup>240</sup>. In general, student-teacher ratio plays a decisive role in augmenting the quality of education. Actual class- size may be quite larger than the pupil teacher ratio due to absenteeism and specialism of teachers. Moreover, class-size is sometimes lower than calculated pupil teacher ratio in the system of multiple shifts. Some of the researchers fall out that deliberate student-teacher ratio is

logical approximations of definite class-size. Generally, quality of education is much better when pupil teacher ratio is low. Best part is that it further improves Academic Achievement of both educational institute and students. However, this includes both teaching as well as non-teaching staff. No one can deny the fact that teachers are principal factor when it comes to educational proviso and maintain quality of education. For better and quality education, some of the major attributes that needs your consideration includes count of teachers in the institution, student teacher ratio and personal trait of individual teachers<sup>241</sup>. Most common personal characteristics comprise academic qualification, content knowledge, and years of expertise, pedagogical training and aptitude. Smaller class size not only increased achievement for all students but also benefited most those students who are minorities.

Small class sizes narrowed the achievement gap, reduced grade retention, decreased behavioral problems, reduced truancy, and increased graduation rates<sup>242</sup>. But Fletcher (2009) did not find the same level of significance for Krueger and Whitmore's (2001) results. Word et al. (2004) found that minority, low income, and urban students achieved their most significant improvements during the first two years of having smaller class size rather than building cumulatively every year for four years. Students in the smaller class sizes retained their advantage over other students who attended larger classes when students returned to larger classes beginning in fourth grade. Moreover, these researchers found that the advantages of smaller class size continued generally throughout high school<sup>243</sup>. In another research, the researcher found that all students who attended smaller classes continued to outperform those students who had attended larger classes in mathematics, language arts, and science tests through eighth grade.

Also, in the last 10 years much more careful analyses have been done of the impact of class size on student learning. The best studies focus on removing or at least reducing likely sources of bias in the estimates. Almost all sources of bias arise because class size is correlated with unobserved student, parent or school variables that directly affect student learning<sup>244</sup>. For example, parents who are very concerned about their children's education are more likely to move to areas where schools have small classes, which lead to a negative correlation between class size and parents' educational aspirations and thus overestimation of the impact of class size reductions if parental aspirations are unobserved<sup>245</sup>.

Another problem is that parents may enroll their children in schools that they perceive to be of high quality, increasing class sizes in schools perceived to be of high quality. If some or all of the quality variables that parents use to form their perceptions are not in the data set, this behaviour will induce positive correlation between unobserved components of school quality and class size, and thus will cause underestimation of the impact of reductions in class size on learning. a third problem is that educators can assign students to classes of different sizes depending on their abilities; estimates will be biased if student ability is not observed, and the direction of bias will depend on whether high ability or low ability students are assigned to small classes<sup>236</sup>.

Most studies on class size focus on student academic performance, but the results between large and small classes and others report have negative effects on academic performance. Moreover, there is a dearth of research explaining how and why class size influences student behaviors and educational achievement. Additional research is needed to better understand classroom dynamics related to class size The Encyclopedia of Education (2001), emphasized the peoples concern over class size increase and population explosions.

According to the encyclopedia, the matter is of continuing interest to educators who are responsible for controlling students, schools and the resources for teaching<sup>237</sup>. The increase in class size may have some implications for students academic performance, this is particularly so when as a result of class size, it becomes difficult for school authority or teachers to undertake adequate supervision of students, provides conducive seating arrangement, effective communication and to ensure effective time management.

Understanding if there is a relationship between the number of students in a classroom and the academic achievement of the students is vital to educators. Providing the best possible learning environment for all students while making informed decisions about how to best utilize limited funding is at the center of the class size debate.

Students' overpopulation harms the tone of the school, affecting both teachers and students. On the contrary, researchers have noted that effective teaching and high academic performance can only be achieved when supported by adequate infrastructural facilities and manageable class size<sup>238</sup>. Also, large classes negatively affect some students more than others. The negative effect of class size on grades differs across different categories of students. It was revealed that schools with an average class size of 35 and below obtained a better result than schools with more than 35 students in senior secondary schools. Small classes may benefit students more when instruction relies on discussion, by allowing more students to participate and be recognized, than when lecture and seatwork are the main modes of instruction<sup>239</sup>.

#### **2.3.4 Teaching Methods and Students Academic Achievement**

Teaching Method is defined as instructional method used for delivering the content to students. Theories of teaching and learning have long emphasized the important role teachers play in supporting students' development in areas beyond their core academic skill for example, in their

conceptualization of high quality teaching<sup>240</sup>, Teaching methods are patterns of teacher behavior that occur either simultaneously or in sequence in a verified way. Choosing specific teaching methods that best achieves course objectives is one of the most important decisions a teacher faces. Knowing what methods are available and what objectives each method is best suited for, help teachers make this decision more easily<sup>241</sup>.

Also, teaching method is a set of emotional supports and organizational techniques that are equally important to learners as teachers' instructional methods. Teachers can help students becomes more self – reliant, motivated to learn, and willing to take risks by making his/her instructional methods to be emotionally supportive and safer channel<sup>242</sup>. The major role of instructional materials is to provide a wide range of alternative avenues through which the same unit of instruction can be presented to learners. The effective utilization of instructional aids in schools makes students to learn in a meaningful way and so, they become actively involved intellectually, perceptually and physically<sup>243</sup>. Teaching is a continuous process that involves bringing about desirable change in learners through appropriate methods. Teaching methods work effectively especially if they suit learners' needs since every learner interprets and responds to questions in a unique way<sup>244</sup>.

Teaching methods depend on the skills and information a teacher wants to convey his or her students. Many studies have shown that teachers' teaching methods had an impact on students' achievement and to handle real life situations<sup>245</sup>. There is variety of teaching and instructional methods on the basis of their validity, authenticity and worth among learners. It should be noted that all teaching methods did not have the same value but depend on the content and students' needs. The classroom learning environment should support real interaction of multiple activities with pupils' scholastic achievement<sup>246</sup>.

## **Types of Teaching Methods**

**Teacher-centered methods:** Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. The approach is least practical, more theoretical and memorizing. It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, he should attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants<sup>247</sup>.

**Student-centered method:** With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning. Most teachers today apply the student centered approach to promote interest, analytical research, critical thinking and enjoyment among students<sup>248</sup>. The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student only. For better performance of students, the use of activity stimulating and student-centered approach like demonstration method instead of depending on the conventional approach like lecture method need to be embraced<sup>249</sup>. Student-centered approaches which are more effective are more encouraged because they embrace the concept of discovery learning. The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement<sup>250</sup>.

**Teacher-student interactive method:** This teaching method applies the strategies used by both teacher-centered and student-centered approaches. Most teachers today apply the teacher –

student interactive approach to promote interest, analytical research, critical thinking and enjoyment among students<sup>251</sup>. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer. The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. The discussion along with learning material method when properly used can develop in the students' higher learning skills. It can give the students increased capability for generalization and transfer, a sense of the relevance of learning, and the ability to analyze, synthesize, and apply what is learned<sup>252</sup>. . As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic achievement.

Quite remarkably, regular poor academic achievement by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners<sup>253</sup>. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. Since teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered<sup>254</sup>.

A teacher has many options when choosing a style, by which to teach. The teachers may prepare lesson plans; get help from their colleagues and internet and by using his/her own innovative ideas. When selecting an appropriate teaching method, the teachers need to know about students' background, skills, knowledge, learning environment and educational goals<sup>255</sup>. The recent years have discovered the appropriate teaching methods that suit with students

learning and achievement. The effective classroom characteristics include learning environment, teaching organizational skills and interact with pupils<sup>256</sup>.

The impacts of different teaching methods on Academic Achievement of students are still inconclusive and contradictory and advocate the use of modern teaching methods than to traditional methods. The teaching strategies used by teachers in some setting have adopted teaching techniques and they share these methods with each other. Some methods become dominant in specific learning environment and they rely on the same methods to improve the progress of students<sup>257</sup>. The relationship of teaching method with students' achievement has proved difficult in analyzing the data because of missing information about pupils' prior achievement score<sup>258</sup>.

The socio economic status of parents makes it easier for kids to select the school with better and modern resources. The teachers' efforts and use of resources may change in different situations and institutions. Studies have focused on causal relationship between students' socio-economic status and school-related indicators and scholastic achievement like class size effect and school performance<sup>259</sup>. The effect of teaching methods on instructional objectives used by teachers in classroom leads to better achievement score. Teaching methods used by teachers also, improve the knowledge and skills among students that lead to desired learning experiences<sup>260</sup>. The selection of unique teaching method is affected by multiple factors like content that taught, objectives, teachers' preparation for lecture, learning resources and willingness and motivation of teachers make students able to apply those methods to solve every day problems<sup>261</sup>. The teaching methods may vary from situation or country depending upon information and skills being taught and enthusiasm and motivation of students. Teachers' qualification and students'

environmental factors did not usually affect students' poor performance but teaching methods of teachers are responsible for poor achievement score<sup>262</sup>.

### **2.3.5 School Time table and Students Academic Achievement**

One of the most important components of a school is its time table. That is why all schools whether small or big, follow a time table. It is a time table that divides the duration of school into various periods and designates different subjects on each period<sup>263</sup>. A time table specifies activities that are supposed to be carried out in a school on a particular day. So, it is quite essential in schools.

#### **Importance of time table in a school:**

1. Ensures that all Subjects are Studied Equally: A curriculum includes many subjects that every student has to learn. However, the students have their own interests. There are some subjects that students love to study and they want to study those particular subjects only. Without a time table, students will study only their favorite subjects and as a result, they'll fail in all other subjects. A well-designed time table is a solution to this problem. School's time table ensures that all the subjects get equal amount of time so that students can learn effectively<sup>264</sup>. It makes lesson planning and delivery easy. With a fixed time table, teachers are aware of their day-to-day activities. They can create a lesson plan to effectively deliver the lecture. A proper time table also allows teachers to complete their syllabus on time and provide enough time for revisions.
2. Optimization of Time: The time table is set in such a way that students can study different subjects without getting bored. For example, after a period of Science, students can study Book keeping for the next half hour. In this way,

they don't get bored of studying a particular subject. There is also a lunchtime or break where students can interact with each other and refuel themselves. A time table also includes games and extra curriculum periods in order to allow students to carry out physical activities along with mental activities. Furthermore, periods are also allotted for art, music, dance and other curricular activities that allow students to follow their passion. This reduces the wastage of time and promotes effective learning<sup>265</sup>.

3. **Maintains Order in the School:** A time table ensures that each class has only one teacher during learning hours of a particular period. Time table also reduces the confusion while learning. Students are very clear about the subject they have to study in a particular period. Furthermore, teachers are also clear about what and how much they have to deliver. This maintains order and discipline in the school.
4. **A well-constructed timetable establishes a Natural Rhythm and Routine,** which can be comforting to teachers and students<sup>66</sup>. Having a plan as a learner is very important as it helps you maximize and prioritize on the things that are of urgency or importance. Students who follow a timetable are more likely to manage their time well, finish their tasks on time, and get better grades<sup>267</sup> According to a report Students who used a timetable had an average GPA of 3.28, while those who did not use one had a GPA of 2.84<sup>268</sup>.
5. **Prevents Wastage of Time and Energy:** The timetable shows exactly what is to be done at a particular time. It, thus, directs the attention of the pupil to one thing at a time. Thus, one's energy is automatically directed in a particular direction which prevents wastage of

time and energy. It also prevents confusion, duplication, overlapping and unnecessary repetition on the part of the pupil and the teacher<sup>269</sup>.

- Ensures Equitable Distribution of Time: The timetable gives due place, extension and emphasis to various subjects and activities, according to their relative importance or difficulty <sup>270</sup>. This is very essential for the all-round development of a child. According to a National Education Association survey, 70% of teachers agree that having a predictable and well-planned schedule aids in students' academic progress. This ensures that while the more important subjects and activities get more attention and time, the less important ones are not neglected<sup>271</sup>.
- Helps in the Formulation of Good Habits: A good timetable aids in inculcating the habits of orderliness, punctuality and steadiness of purpose in children. It ensures regularity and even progress. It develops a methodical attitude towards work among pupils. Such adherence to a pre-arranged plan of work is the secret of success by preventing laxity<sup>272</sup>.
- Helps in Achieving Desired Goals: Following a timetable steadily ensures consistency in efforts to achieve a significant goal. Be it achieving a certain score or a target position, giving it a place in the daily routine makes sure that efforts are being made regularly to accomplish the set goal. According to a survey by the website Edutopia, 85% of teachers think that setting up a schedule is crucial for students' performance<sup>273</sup>.
- Regulates Body Clock: The so-called body clock keeps body processes running according to a schedule. It is a 24-hour cycle that regulates the timing of processes like eating, sleeping, and temperature control. If you have a fixed bedtime along with a fixed wake-up hour, your body clock knows exactly when to produce which hormone according to your activities along the day such as eating, studying, playing, etc<sup>274</sup>.

- Ensures Discipline: Scheduling a timetable will ensure all your activities are listed and thereby ensures time management along with discipline. This also leads to a better focus as the child is concentrating on one task without worrying about others.

Three major types of timetables are:

#### 1. Master Time Table

In this type of time table you can simply manage the availability of teachers and their respective classes in the particular time slot. Usually, these types of time tables are used in the principal's office or in the office of HOD (Head of Department). With the help of these kinds of time tables School management could easily arrange the free periods of the classes and leaves arrangement for the Teachers could be done without having that extra pressure of efficiency<sup>275</sup>.

#### 2. Teachers' Time table

All the teachers are given these types of timetables. It mentions all the details of the classes which teachers have to teach and help them to make a roadmap accordingly<sup>276</sup>. Every teacher of the school is provided with this type of timetable to maintain their secondary work apart from teaching along with the teaching in the classes.

#### 3. Classroom Time Table

Every class has its own time table according to which all the students in the class carry their books of different subjects. Teachers came in the particular time slot that eases both students and teachers to manage the time for every subject in a week. And also, by the help of class room time table School management could easily have an eye on all round development of the students. As a classroom timetable includes timings of the teachers of different subjects, teachers of extracurricular activities and sports teachers.

A good Time table ensures that students are well prepared, organized and focused to manage their daily lives and complete academic assignments on time. It can lead to improved success which can lead to good academic achievement. It was observed that the students get less time for leisure in school as compared to home because most of the time is utilized on academic activities in school especially with the aid of school time table.

### **2.3.6 Gender and Students Academic Achievement**

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the Internet as well as on social media networks. Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games<sup>290</sup>. Girls have reported that they use social media for things like chatting and downloading music. Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social groups. According to most research done on the topic, the number of teenage girls and boys who communicate on these social media networks are equally divided<sup>291</sup>.

Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender. For girls, social networking sites are primarily placed to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends<sup>292</sup>. Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums. However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join<sup>293</sup>.

Girls are also more likely than boys to share personal information about their daily lives. Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems. Only 15% of boys shared any personal information besides their hobbies, interests, and friendships<sup>294</sup>. This study also showed that adolescents use SNS when dealing with a death of a peer, and use forums and member profiles to help their grieving process.

In a recent study, it was shown that boys seem to benefit more from social media use and communication technology than girls do. This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls' do<sup>295</sup>. The early stages of social networking, as mentioned earlier, included web technology such as AIM, which helped many "chat" with others on the computer rather than in person. The number of teenagers, both male and female, participating on social networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society.

Studies have suggested that even though the gender gap in the use of social media platforms is closing among junior secondary school students, boys and girls still differ greatly in what they do online. Whereas more female students use social media to search for information, more male students use the media to play games, meet friends, chat and do other things<sup>296</sup>. Such gender differences prevail from primary school through secondary school in some societies. In a study of 5th and 6th graders in a particular School, for example, it was found that boys tended to spend a little more time than girls in terms of weekly use of the social media. They also differed significantly in their top three online activities: the percentages of time girls spent searching for

homework information were higher than those of boys; in contrast, boys used social media platforms more often than did girls<sup>297</sup>.

As found in a large survey, Junior Secondary School students who spent more time on social had lower academic achievement in later school years. Although the association is only marginally significant, it raises an important issue as to the role of gender differences in understanding how social media use is correlated with academic achievement<sup>298</sup>.

Gender refers to socially constructed differences between male and female. Scholars, policymakers, and practitioners have observed and seem to agree upon socially constructed differences between male and female and its significant effects in their lives. Studies conducted across the world among the students studying in different levels found a significant gender difference in academic performance. Several studies have reported that female students outperform their male counterparts. Some even believe that gender difference exists at the level of cognitive functioning in the academic environment<sup>299</sup>.

Studies have also observed gender inequality in the classroom because of instructional design during teaching and learning process. In this context, United Nations have been concentrating on ensuring complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes for all girls and boys by 2030 as guided by the Sustainable Development Goals.

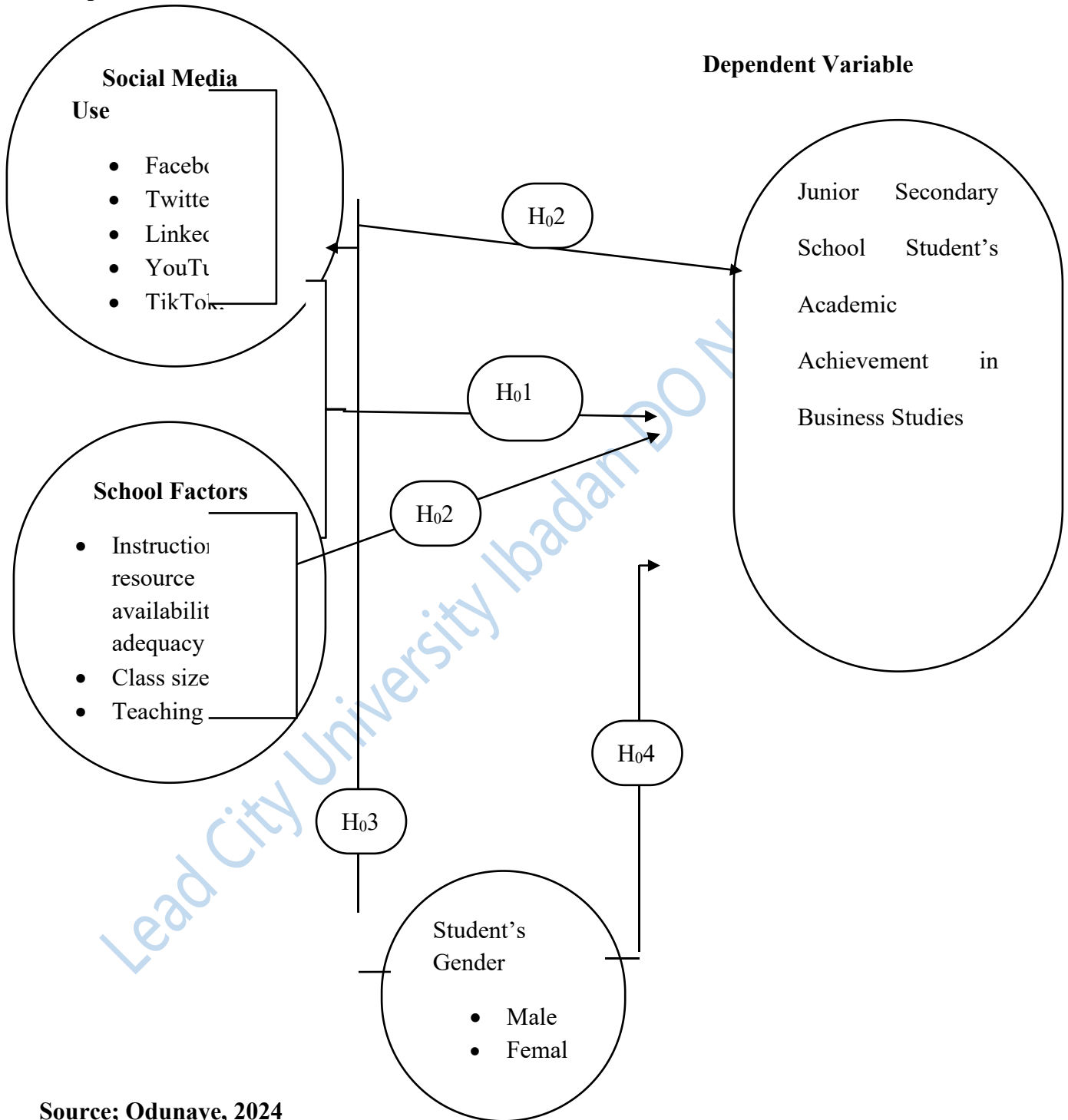
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## 2.4 Conceptual Model

### Independent Variables



Source; Odunaye, 2024

The conceptual model presents the influence of Social Media Use and School Factors on the Academic Achievement of Junior Secondary School students in Southwest, Nigeria. The inclusion of popular Social Media platforms such as Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat suggests an interest in investigating the impact of these platforms on Academic Achievement. However, it is important to consider that Social Media can have both positive and negative effects on academic performance, and empirical investigation is necessary to determine the direction and strength of this influence. The model incorporates several School Factors, including instructional resource availability and adequacy, class size and teaching method. These factors are relevant to the educational context and can play a role in shaping students' Academic Achievement. Investigating the relative influence of these factors is important for understanding the educational landscape in Southwest, Nigeria.

Additionally, the model acknowledges the interconnectedness between Social Media Use and School Factors suggests that both factors can independently contribute to Academic Achievement, but their combined influence may be more significant. This implies that Social Media Use and School Factors are not isolated variables but should be considered in conjunction to gain a comprehensive understanding of their impact on students' academic performance. Moreover, the model introduces the dimension of gender differences in two aspects: Social Media Use and Academic Achievement. It suggests that there may be variations in Social Media usage patterns between male and female students in public and private Junior Secondary Schools in Southwest, Nigeria. Exploring these gender differences can shed light on potential disparities in access, usage habits, and motivations related to Social Media.

Moreover, investigating gender differences in Academic Achievement specifically in the field of Business Studies can help identify areas for improvement and inform targeted

interventions. Overall, the conceptual model outlines a comprehensive framework to investigate the influence of Social Media Use and School Factors on the Academic Achievement of Junior Secondary School students in Southwest, Nigeria. Empirical research using appropriate research methods and data collection techniques is necessary to validate and refine the model.

## **2.5 Summary of Literature Reviewed**

The literature review for the study provides valuable insights as it reveals that Social Media can have both positive and negative effects on academic performance. While it offers access to educational resources, collaboration opportunities, and academic discussions, it can also lead to distractions and reduced focus on academic tasks. Moreover, the literature emphasizes the importance of School Factors such as instructional resource availability, class size, teaching method, and school time table. Schools with better resources, smaller class sizes, effective teaching methods, and well-structured timetables tend to create a conducive learning environment that positively impacts academic performance. However, the specific influence of these factors may vary across different contexts.

Additionally, the reviewed literature highlights the need to investigate the combined influence of social media use and School Factors on Academic Achievement. While previous studies have examined their independent effects, understanding how these factors interact can provide a more comprehensive understanding of their impact on students' academic performance. This integrated approach is crucial for developing effective interventions and educational strategies. Furthermore, the literature acknowledges the existence of gender differences in Social media use and Academic Achievement. Variations in access, usage patterns, and motivations have been observed between male and female students. Specifically, in subjects like Business Studies, gender disparities in Academic Achievement have been reported. Exploring these

gender differences can provide valuable insights into the challenges and opportunities faced by male and female students, allowing for targeted interventions to address any imbalances. In all, the literature review underscores the need for a comprehensive study that considers the relative influence of Social Media Use, School Factors, and gender differences on the Academic Achievement of Junior Secondary School students in Southwest, Nigeria. Understanding the complex dynamics among these factors is essential for developing effective educational strategies and ensuring inclusive learning environments.

## **2.6 Gap in Reviewed Literature**

The reviewed literature reveals a notable gap that necessitates this investigation. While existing research provides insights into the individual influences of Social Media Use and School Factors on Academic Achievement, there is a lack of comprehensive studies that examine the combined influence of these factors. This gap indicates the need for a holistic approach that considers the interplay between Social Media Use and School Factors to gain a more thorough understanding of their influence on students' Academic Achievement in Business Studies. By investigating the combined influence, the study aims to fill this gap and provide a more comprehensive understanding of the factors influencing Academic Achievement among Junior Secondary School students in Southwest, Nigeria.

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## **Chapter Three**

### **Methodology**

This chapter contains the methods and techniques that were used in this study. Specifically, presented in this chapter are the research design adopted, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection, and methods of data analysis.

#### **3.1 Research Design**

A descriptive survey research design was adopted for the study. This research design entails the process of collecting data from a representative sample of a population to produce a result that can be generalized to the whole population. It was considered appropriate for the study because the research is concerned with the collection of data for the purpose of description and interpretation of data without any form of variable manipulation. Since all students in Junior Secondary School offering Business Studies in Southwest, Nigeria cannot be reached due to the large population; the study was conducted using samples of students from public selected secondary schools. These samples were selected in such a manner that the results obtained could be generalized to the entire population.

#### **3.2 Population of the Study**

The study's population is all students in public Junior Secondary Schools in Southwest Nigeria. As of the time of this study, there are two thousand, two hundred and sixty-two (2,262) public secondary schools in the six states of south-western Nigeria (Lagos, Ogun, Oyo, Ondo, Ekiti and Osun state respectively). In these schools, there are one hundred and ninety nine thousand eight hundred and seventy five (**199,875**) Junior Secondary School students. Details of the study's population are presented in table 3.1 below:

**Table 3.1: Population of the Study**

S/N	Southwest States	Senatorial Districts	No. of Public Sec. Schools.	No. of Public Junior Sec. sch. Students
1.	<b>Lagos</b>	Lagos Central	74	11,474
		Lagos East	88	10,626
		Lagos West	160	6,702
		<b>Sub-Total</b>	<b>322</b>	<b>28,802</b>
2.	<b>Ogun</b>	Ogun Central	100	17,211
		Ogun East	134	15,939
		Ogun West	108	10,053
		<b>Sub-Total</b>	<b>342</b>	<b>43,203</b>
3.	<b>Oyo</b>	Oyo Central	244	17,991
		Oyo North	171	10,518
		Oyo South	210	19,845
		<b>Sub-Total</b>	<b>625</b>	<b>48,354</b>
4.	<b>Osun</b>	Osun Central	112	11,994
		Osun East	159	7,012
		Osun West	123	13,230
		<b>Sub-Total</b>	<b>394</b>	<b>32,236</b>
5.	<b>Ekiti</b>	Ekiti Central	159	9,810
		Ekiti East	57	4,548
		Ekiti North	64	4,554
		<b>Sub-Total</b>	<b>280</b>	<b>18,912</b>
6.	<b>Ondo</b>	Ondo Central	103	14,715
		Ondo North	89	6,822
		Ondo South	107	6,831
		<b>Sub-Total</b>	<b>299</b>	<b>28,368</b>
		<b>Grand Total</b>	<b>2,262</b>	<b>199,875</b>

Source;<sup>1</sup>

### 3.3 Sample and Sampling Techniques

A multi-stage sampling approach incorporating different sampling techniques at various stages were used to gather sample out of a portion of the population that participated in the survey. In the first stage, Southwest Nigeria was divided into three groups based on proximity, in other words, Ogun and Lagos states form a stratum while Ondo and Ekiti, Oyo and Osun also form a

stratum each. Subsequently, a simple random sampling technique were employed to select one state from each stratum,

In the second stage, schools that have been in existence for at least forty years and have a minimum of 100 students in their J.S.S 2 classes were chosen from each senatorial district in the selected states. The rationale behind this selection criterion is that the researcher assumes that such schools have been in operation for a considerable duration and thus possess students with sufficient experience to provide valuable information for achieving the study objectives.

In the third stage, the sample size in each of the selected schools were determined using the Taro Yamane Formula ( $n = N/(1+N(e)^2)$ ), where 'n' signifies the sample size, 'N' represents the population under study, and 'e' indicates the margin of error (0.05). Finally, a simple random sampling technique was employed to select students from each sampled school based on the sample frame.

**Table 3.2: Sample Frame**

S/N	States	Senatorial Districts	No. of Public Sec. School	No. of public Junior Sec. Sch. Students	No. of Sampled School	No. of J.S.S 2 Students in the Sampled School	Number of Sampled Students
1.	Ogun	Ogun Central	100	17213	52	5,737	375
		Ogun East	134	15940	71	5,313	372
		Ogun West	108	10053	63	3,351	356
		<b>Sub-Total</b>	<b>342</b>	<b>43206</b>	<b>206</b>	<b>14,401</b>	<b>1,103</b>
2.	Ondo	Ondo Central	103	14716	54	4,905	374
		Ondo North	89	6823	35	2,274	339
		Ondo South	107	6833	62	2,277	340
		<b>Sub-Total</b>	<b>299</b>	<b>28372</b>	<b>151</b>	<b>9,456</b>	<b>1,053</b>
		<b>Sub-Total</b>	<b>625</b>	<b>48359</b>	<b>199</b>	<b>16,118</b>	<b>1,134</b>
3.	Oyo	Oyo Central	244	17993	81	5,997	375
		Oyo North	171	10520	55	3,506	358
		Oyo South	210	19846	63	6,615	401
		<b>Sub-Total</b>	<b>625</b>	<b>48359</b>	<b>199</b>	<b>16,118</b>	<b>1,134</b>
<b>Ground Total</b>		<b>1,266</b>	<b>119,937</b>	<b>556</b>	<b>39,975</b>	<b>3,290</b>	

### 3.4 Instrument for Data Collection

Self-developed four likert scaled questionnaire and Business Studies Achievement Test was developed for the study for the purpose of gathering relevant data for the study. The questionnaire titled: Social Media Use, School Factors and Junior Secondary School Students' Academic Achievement in Business Studies in Southwest, Nigeria (SMUSSABSQ) while Business Studies Achievement Test was titled (BSAT). "SMUSSABSQ" will contain five sections namely sections A, B, C, D and E. Section A contains items to gather information on respondents' demographics such as the gender, age range, type of family, parental socio-

economic status and home location. Section B contains seven items checklist designed to determine the mostly used Social medium (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) among Junior Secondary School students in Southwest, Nigeria. Section C contains ten items to determine state of School Factors such as instructional resource availability in Junior Secondary schools in Southwest, Nigeria. Also, section D contains ten items specially designed to determine the level of adequacy of Instructional resources availability in Junior Secondary schools in Southwest, Nigeria. Furthermore, section E contains another six items specially designed to determine the level of effectiveness of teaching method used by Business Studies teachers in Junior Secondary Schools in Southwest, Nigeria.

“BSAT” on the other hand, contains twenty five standardized multiple choice questions with four options each carefully structured from approved Junior Secondary School Business Studies curriculum in Nigeria.

### **3.5 Validity of the Instruments**

The assessment of the instrument's validity was conducted using the face and content validity method. To this end, the supervisor carefully examined the research instrument, including the structure, sufficiency, and content of the questionnaire items. In addition, the researcher seeks the input of experts in research item development from the Faculty of Education at both Lead City University and the University of Ibadan. All the necessary corrections were implemented prior to administration.

### **3.6 Reliability of the Instruments**

An instrument is considered reliable when it consistently measures what it was intended to measure under the same circumstances from one instance to the other. To ensure the reliability of the instrument that was used in this study, a pilot study was conducted by administering

questionnaires to a group of fifty (50) students from five schools in Ibadan, Oyo State who were deliberately exempted from the actual study. The reliability of the instrument was assessed using the Cronbach alpha coefficient, and an r-value was generated to ascertain the degree of reliability of the instrument. The instrument has a reliability coefficient of 0.87 while Junior Secondary School textbook was used for the Achievement test<sup>2</sup>.

### **3.7 Method of Data Administration**

The researcher oversees the administration of research instruments to selected respondents, aided by six (6) trained research assistants. Each of the sampled states was assigned two research assistants to facilitate the process. This methodology aims to minimize missing data and ensure that the respondents attend to the instruments themselves.

### **3.8 Method of Data Analysis**

The data obtained from the study were subjected to analysis through both descriptive and inferential statistical methods. Descriptive statistics including frequency counts, simple percentages, and means was employed to evaluate the responses of participants to the research questions. Meanwhile, inferential statistics such as Multiple Regression was employed to test hypotheses 1 and 2 while t-test was used to test hypotheses 3 and 4. All relevant findings were presented in tabular form.

### Endnotes

1. Universal Basic Education Commission (UBEC). *Digest of Basic Education Statistics for Public and Private Schools in Nigeria*, 2023
2. E.T. Ehiamezor, K.O. Osu-Nwufe, G.I. makeri-Yahaya & T.O. Oladunjoye, *Juniour Secondary Business Studies 2*. West African Publishers Ltd, 2018.

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## Chapter Four

### Results and Discussion of Findings

This chapter contains presentation of results as well as discussion of findings. It is presented in the following sub-sections: Questionnaire return rate, Presentation of Demographic characteristics of respondents, Presentation of results on Research Questions, Test of Hypotheses and Discussion of findings.

#### 4.1 Questionnaire Return Rate

#### 4.2 Presentation of Demographic Characteristics of Respondents

**Table 4.2 Age Range of Respondents**

	<b>Age Range</b>	<b>Frequency</b>	<b>Percentage%</b>
1	Between 9- 10	975	29.8
2	Between 11-15	1900	58.1
3	Between 16-20	396	12.1
	<b>Total</b>	<b>3271</b>	<b>100</b>

Source: Research Survey, 2024

The age distribution of respondents in the study presented in table 4.2 provides valuable insights into the characteristics of the target population of Junior Secondary School Students in Southwest Nigeria. The majority of participants, comprising 58.1% of the sample, fall within the age range of "between 11-15 years" indicating a moderate representation of adolescents in the sample.. Additionally, nearly one-third of respondents (29.8%) are ' between 9-10 years old' This suggests a significant emphasis on younger students in the study, A smaller proportion of students, accounting for 12.1% of the sample, fall within the age range of "between16-20 years," reflecting a minority of older students included in the study.

Understanding the age distribution of respondents is crucial for interpreting the findings of the study and discerning its implications for educational practices and policies. Given the predominant focus on younger Junior Secondary School Students, the study's conclusions are

likely more applicable to this age group. This distribution emphasises the importance of considering the developmental stage and age-specific needs of students when designing interventions to enhance Academic Achievement. It also suggests that educational strategies aimed at addressing the influence of Social media use and School factors on Academic Performance should be tailored to the characteristics and experiences of younger students.

**Table 4.3 Gender Distribution of Respondents**

S/N	Gender	Frequency	Percentage%
1	Male	1570	48.0
2	Female	1701	52.0
	<b>Total</b>	<b>3271</b>	<b>100</b>

Source: Research Survey, 2024

The gender distribution of respondents in the study presented in table 4.3 provides essential information about the representation of males and females within the sample of Junior Secondary School Students in Southwest Nigeria. The table shows that females slightly outnumber males, with 52.0% of respondents identifying as female and 48.0% as male. This near-balanced gender distribution indicates a relatively equitable representation of both genders in the study.

Understanding the gender composition of the sample is crucial for interpreting the findings of the study and considering their implications for educational practices and policies. It suggests that the study's conclusions are applicable to both male and female Junior Secondary School Students in the region. Additionally, it highlights the importance of considering gender-specific experiences and needs when designing interventions to enhance Academic Achievement.

The balanced representation of males and females in the sample also highlights the potential for gender-sensitive approaches to educational research and policymaking. By acknowledging and addressing gender-related disparities in academic outcomes and experiences, educators and policymakers can develop more inclusive and effective strategies to support the educational success of all students.

In all, the gender distribution of respondents provides valuable insights into the characteristics of the sample and underscores the importance of gender-sensitive approaches in educational research and practice. It suggests that efforts to improve Academic Achievement among Junior Secondary School Students in Southwest Nigeria should consider the diverse needs and experiences of both male and female students.

**Table 4.4 Number of Student in Class**

S/N	Number of Student in Class	Frequency	Percentage (%)
1	Less than 20	495	15.1
2	21-30	627	19.2
3	31-40	973	29.7
4	41-50	648	19.8
5	Above 50	528	16.1

Source: Research Survey, 2024

The distribution of class sizes among Junior Secondary School Students in Southwest Nigeria presented in table 4.4 reflects a diverse educational landscape, with various class size categories impacting teaching and learning experiences:

Firstly, the most prevalent class size category, reported by 29.7% of respondents, falls within the range of 31-40 students. This indicates that a significant portion of students attend classes with this number of peers, suggesting that it represents the most common classroom setting in the region. The prevalence of this class size range implies that many students may face challenges associated with larger class sizes, potentially impacting individualized attention and classroom dynamics.

Subsequently, the next most common class size category is 41-50 students, reported by 19.8% of respondents. This finding suggests that a considerable number of students are placed in relatively large classes, where teachers may encounter difficulties in providing personalized attention and tailored instruction to meet the diverse needs of students.

Additionally, 21-30 students constitute a substantial category, reported by 19.2% of respondents. While not the most prevalent, this class size range still represents a significant proportion of students. The prevalence of this class size range implies that many students experience a moderate classroom environment, which may offer a balance between manageable class sizes and opportunities for meaningful interactions with teachers and peers.

Moreover, a smaller percentage of students, accounting for 16.1%, are in classes with more than 50 students. This finding highlights that a notable proportion of students experience exceptionally large class sizes, which may present significant challenges for educators in terms of classroom management, maintaining student engagement, and providing personalized support to address individual learning needs effectively.

Lastly, 15.1% of respondents reported being in the classes with less than 20 students. Although representing a minority of students, these smaller class sizes may offer advantages such as increased opportunities for individualized attention, tailored instruction, and a conducive learning environment conducive to academic success.

Overall, the distribution of class sizes underscores the diversity of educational experiences among junior secondary school students in Southwest Nigeria. It emphasizes the importance of considering class size as a critical factor that can significantly impact teaching and learning outcomes, with implications for educational policies and practices aimed at optimizing classroom environments and supporting student success.

**Table 4.5 Number of Periods of Business Studies in a Week**

S/N	Number of Periods of Business Studies in a Week	Frequency	Percentage (%)
1	Once	1155	35.3
2	Twice	1461	44.7
3	Three times	655	20.0
4	More than three times	00	0.00
	<b>Total</b>	<b>3271</b>	<b>100</b>

Source: Research Survey, 2024

Table 4.5 provides insights into the frequency of Business Studies classes attended by Junior Secondary School Students in Southwest Nigeria. Here's a detailed interpretation of the findings: Firstly, the data indicates that a considerable portion of students, accounting for 35.3%, have Business Studies classes only once a week. This frequency suggests that a significant segment of the student population receives relatively limited exposure to Business Studies instruction. Consequently, these students may have fewer opportunities to delve deeply into the subject matter and develop a comprehensive understanding of business concepts and principles.

Conversely, the most prevalent frequency reported among respondents is attending Business Studies classes twice a week, comprising 44.7% of the sample. This finding suggests that nearly half of the students benefit from more frequent instruction in Business Studies compared to those with classes once a week. The increased frequency of twice-weekly classes may offer students additional opportunities to engage with the subject material, participate in discussions, and receive feedback from teachers, potentially enhancing their learning outcomes and academic performance in Business Studies.

Moreover, approximately 20.0% of respondents reported having Business Studies classes three times a week. While representing a smaller proportion of students, this frequency indicates a significant number of individuals with relatively high exposure to Business Studies instruction.

Students attending classes three times a week may benefit from more comprehensive coverage of the curriculum, deeper exploration of topics, and increased opportunities for active learning and skill development in business-related areas.

Interestingly, there are no instances of students reporting Business Studies classes more than three times a week. This absence suggests that the majority of students receive instruction in Business Studies within the range of once to three times a week, with no instances of more intensive instruction frequency beyond this range.

In all, the distribution of the number of periods of Business Studies in a week highlights variations in the frequency of instruction among Junior Secondary School Students in Southwest Nigeria. While some students have limited exposure to the subject with classes once a week, others benefit from more frequent instruction, attending classes twice or even three times a week. Understanding these variations in instructional frequency is crucial for educators and policymakers to tailor instructional practices and support mechanisms effectively to meet the diverse learning needs of students in Business Studies.

**Table 4.6 Times of Business Studies Classes**

S/N	Time of Business Studies Classes	Frequency	Percentage (%)
1	Morning	1676	51.2
2	Afternoon	1595	48.8
	<b>Total</b>	<b>3271</b>	<b>100</b>

Source; Field work

Table 4.6 presents data on the timing of Business Studies classes attended by Junior Secondary School Students in Southwest Nigeria.

Firstly, the distribution reveals that Business Studies classes are scheduled during both morning and afternoon sessions, with a slight difference in frequency between the two:

**Morning Classes:** According to the data, 51.2% of respondents attend Business Studies classes in the morning. This indicates that a slight majority of students have their Business Studies classes scheduled during the morning hours. Morning classes may offer students the advantage of engaging with the subject materials when they are fresh and alert, potentially leading to better retention and comprehension of the content. The prevalence of morning classes suggests that schools prioritize core subjects such as Business Studies early in the day, aiming to capitalize on students' peak cognitive functioning during these hours.

**Afternoon Classes:** Conversely, 48.8% of respondents attend Business Studies classes in the afternoon. This indicates that a significant proportion of students have their Business Studies classes scheduled later in the day. Afternoon classes may present challenges such as fatigue and decreased attention span, particularly after a full day of academic activities. However, they also provide flexibility for students who may have other commitments or obligations in the morning, allowing them to engage with the subject material at a time that suits their individual schedules.

Overall, the distribution of the timing of Business Studies classes underscores the flexibility and adaptability of educational schedules in Southwest Nigeria. It suggests that schools strive to accommodate the diverse needs and preferences of students by offering classes at different times of the day. Understanding these variations in class timing is essential for educators and policymakers to optimize learning environments and support student engagement and academic success in Business Studies. By recognizing the importance of timing in the delivery of instruction, educators can effectively cater to the individual needs of students and promote their overall learning outcomes in Business Studies.

### 4.3 Presentation of Results on Research Questions

**Research Question One:** What is the level of Junior Secondary School Students' Academic Achievement in Business Studies in Southwest, Nigeria?

**Table 4.7** Level of Student's Academic Achievement in Business Studies

S/N	Scores in Achievement Test	Frequency	Percentage (%)
1	Less than 25 (Very Low)	363	11.1
2	25-49 (Low)	1272	38.9
3	50-69 (High)	712	21.8
4	70-100 (Very High)	924	28.2
	<b>Total</b>	<b>3271</b>	<b>100</b>

**Source: Research Survey 2024**

Research Question One seeks to assess the level of Junior Secondary School Students' Academic Achievement in Business Studies in Southwest Nigeria. To answer this question, a set of twenty-five objective questions, each carrying four marks, was administered to the sampled students. The summary of the results is presented in Table 4.7, which provides an overview of the distribution of scores among the students.

In examining the distribution of scores, the researcher found the following breakdown:

- Less than 25 (Very Low): 11.1% of students scored below 25 marks, indicating a "Very Low" level of Academic Achievement. This suggests significant struggles among a notable portion of students, possibly indicating areas of weakness or gaps in understanding of Business Studies concepts.
- 25-49 (Low): The largest proportion of students, comprising 38.9% of the sample, fell within the "Low" category, scoring between 25 and 49 marks. This indicates a basic understanding of Business Studies concepts but signals a need for further support and intervention to enhance performance.

- 50-69 (High): Approximately 21.8% of students achieved scores between 50 and 69 marks, categorizing their Academic Achievement level as "High." This suggests that a minority of students demonstrated a satisfactory level of proficiency in Business Studies, performing above average.
- 70-100 (Very High): Lastly, 28.2% of students scored between 70 and 100 marks, indicating a "Very High" level of Academic Achievement. This segment of students excelled in Business Studies, demonstrating an advanced understanding of the subject matter and performing exceptionally well in the assessment.

To determine the overall level of Student Academic Achievement, the researcher considers the score range with the highest frequency and percentage. In this case, the "25-49 (Low)" category stands out, with 38.9% of students falling within this range. Therefore, the overall level of Student Academic Achievement in Business Studies can be categorized as "Low." This suggests that while many students demonstrated a basic understanding of Business Studies concepts, further support and intervention may be necessary to improve their performance and enhance overall Academic Achievement in the subject.

**Research Question Two:** What is the mostly used Social Medium (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) affecting or distracting among Junior Secondary School students' attention in Southwest, Nigeria?

**Table 4.8 Level of Usage of Social Media (Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram and Snapchat) among Junior Secondary School Students' in Southwest, Nigeria**

S/N	How often do you use the following	Always(%)	Seldom(%)	Rarely(%)	Never(%)	Mean	Std.
1	Facebook	1474(45.1)	941(28.8)	559(17.1)	297(9.1)	3.10	0.988
2	Twitter	297(9.1)	198(6.1)	561(17.2)	2215(67.7)	1.56	0.955
3	LinkedIn	165(5.0)	297(9.1)	396(12.1)	2413(73.8)	1.45	0.856
4	YouTube	1314(40.2)	813(24.9)	320(9.8)	824(25.2)	2.80	1.211
5	TikTok	1867(57.1)	744(22.7)	363(11.1)	297(9.1)	3.28	0.984
6	Instagram	1122(34.3)	712(21.8)	9429(28.8)	4959(15.1)	2.75	1.084
7	Snapchat	1669(51.0)	1008(30.8)	330(10.1)	264(8.1)	3.25	0.934

**Source: Research Survey, 2024**

The findings from Research Question Two shed light on the prevalence and usage patterns of various Social Media Platforms among Junior Secondary School Students in Southwest Nigeria.

The study aimed to identify the most frequently used Social media platform among students by assessing the level of usage across platforms such as Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat, as presented in Table 4.8.

TikTok emerges as the most frequently used Social media platform among the surveyed students, with 57.1% reporting they use it always. This significant usage suggests a strong preference for TikTok among Junior Secondary School Students in Southwest Nigeria, highlighting its popularity for entertainment and social interaction.

Following closely behind TikTok, Snapchat ranks second in terms of usage frequency, with 51.0% of students reporting they use it always. This indicates a significant preference for Snapchat's messaging and multimedia features among Junior Secondary School Students in the region, reflecting its appeal for private and instant communication among peers.

Facebook, while widely used, ranks third in usage frequency among the surveyed students, with 45.1% reporting they use it always. Despite its slightly lower usage compared to TikTok and Snapchat, Facebook maintains widespread popularity and usage among Junior Secondary School Students in the region, serving as a primary platform for social networking and communication.

YouTube emerges as another highly utilized platform, with 40.2% of students reporting they use it always. Given its popularity for entertainment and educational content, YouTube's widespread usage is not surprising among students, reflecting its appeal as a source of diverse multimedia content.

Similarly, Instagram usage is prevalent, with 34.3% of students reporting they use it always. Instagram's popularity for photo and video sharing among younger demographics is reflected in its usage patterns among Junior Secondary School students, positioning it as a prominent platform for visual content sharing and social interaction.

In contrast, platforms like Twitter and LinkedIn exhibit relatively low usage levels among students. Only 9.1% of students reported using Twitter always, while an overwhelming majority (67.7% for Twitter and 73.8% for LinkedIn) indicated they never use these platforms. These

findings indicate limited engagement with professional networking platforms like LinkedIn and microblogging platforms like Twitter among Junior Secondary School Students in Southwest Nigeria.

In all, the data from Table 4.8 illustrates the varying levels of usage among different Social media platforms among Junior Secondary School Students in Southwest Nigeria. While platforms like TikTok, Snapchat, Facebook, YouTube, and Instagram enjoy widespread usage, others like Twitter and LinkedIn are used less frequently. These findings provide valuable insights into the digital media consumption habits of students in the region, which can inform educational strategies and interventions related to digital literacy and online safety. The ranking of social media platforms based on frequency and percentages of usage indicates TikTok as the most used platform, followed by Snapchat, Facebook, YouTube, Instagram, Twitter, and LinkedIn.

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**Research Question Three:** What is the status of School factors (instructional resource availability and adequacy) in Junior Secondary Schools in Southwest, Nigeria?

**Table 4.9 Level of Availability of Instructional Resources to Teach Business Studies in Junior Secondary Schools in Southwest, Nigeria**

S/N	Items	Highly Available %	Available %	Not Highly Available %	Not Available %	Mean	Std.
1	Classroom	693(21.2)	1951(59.6)	528(16.1)	99(3.0)	2.99	0.703
2	Business Studies textbooks	528(16.1)	1108(33.9)	1041(31.8)	594(18.2)	2.48	0.967
3	Business Studies Laboratory	66(2.0)	99(3.0)	429(13.1)	2677(81.8)	1.25	0.609
4	Computer system	264(8.1)	1050(32.1)	1297(39.7)	660(20.2)	2.28	0.876
5	Business News and Magazines	99(3.0)	198(6.1)	528(16.1)	2446(74.8)	1.37	0.733
6	Business Simulation Games	264(8.1)	231(7.1)	495(15.1)	2281(69.7)	1.53	0.935
7	Financial Statements	396 (12.1%)	822 (25.1%)	973 (29.7%)	1080 (33.0%)	2.16	1.020
8	Business Analysis Tools	462 (14.1%)	1405 (43.0%)	942 (28.8%)	462 (14.1%)	2.57	0.900
9	Business Journals and Research Papers	132 (4.0%)	528 (16.1%)	1627 (49.7%)	984 (30.1%)	1.94	0.788

10	Business Simulations	231 (7.1%)	330 (10.1%)	913 (27.9%)	1797 (54.9%)	1.69	0.916
<b>Weighted Mean/Std.</b>						2.03	0.805

**Source: Research survey 2024**

**Decision Rule: Mean:** < 2.5 is Low, = 2.5 is Moderate, > 2.5 is high

Table 4.9 offers insights into the availability of instructional resources crucial for teaching Business Studies in Junior Secondary Schools across Southwest Nigeria. Each resource is evaluated based on its availability, with responses categorized into Highly Available, Available, Not Highly Available, and Not Available. Additionally, mean scores and standard deviations are provided, offering a comprehensive summary of the distribution of responses. A weighted mean is also calculated, providing an understanding of the overall availability.

Upon careful examination of the data, significant disparities in the availability of instructional resources become apparent across various categories. For instance, classrooms emerge as one of the most readily available resources, with a mean availability score of 2.99, indicating a high level of availability. This suggests that classrooms, essential for facilitating teaching and learning activities, are adequately provided in Junior Secondary Schools in Southwest Nigeria.

Conversely, certain resources such as Business Studies Laboratory, Business News and Magazines, Business Simulation Games, Business Journals and Research Papers, and Business Simulations exhibit notably lower availability, with mean scores ranging from 1.25 to 1.94. These findings highlight potential deficiencies in the provision of these resources, which could hinder the effective delivery of Business Studies education in the region.

Furthermore, resources like Business Studies textbooks, Computer systems, and Financial Statements demonstrate a moderate level of availability, as indicated by mean scores falling

below the threshold of 2.5 set by the decision rule. Although these resources are somewhat accessible, their availability is not as robust as that of classrooms, highlighting areas where improvement may be necessary to enhance the quality of Business Studies Education.

The weighted mean, calculated to be 2.03, provides an overarching perspective on the availability of instructional resources across all categories. According to the decision rule, a mean score below 2.5 signifies low availability. Therefore, the weighted mean of 2.03 suggests that, on average, the availability of resources tends towards the low level in Junior Secondary Schools in Southwest Nigeria. This emphasizes the urgency of addressing resource deficiencies to ensure equitable access to quality education in Business Studies, thereby fostering better educational outcomes in the region.

In all, while some instructional resources demonstrate high, moderate, or low availability individually, the overall weighted mean indicates a prevailing trend towards low availability. These findings highlight the importance of strategic interventions to bridge resource gaps and enhance the quality of Business Studies education in Junior Secondary Schools across Southwest Nigeria.

**Table 4.10: Level of Adequacy of Instructional Resources to teach Business Studies in Junior Secondary Schools in Southwest, Nigeria**

S/N	Items	Very Adequate (%)	Adequate (%)	Not Very Adequate (%)	Not Adequate (%)	Mean	Std.
1	Classroom	462(14.1)	1665(50.9)	847(25.9)	297(9.1)	2.70	0.821
2	Business Studies textbooks	132(4.0)	660(20.2)	1591(48.6)	888(27.1)	2.01	0.797
3	Business Studies Laboratory	66(2.0)	165(5.0)	2120(64.8)	920(28.1)	1.81	0.613
4	Computer system	99(3.0)	132(4.0)	2347(71.8)	693(21.2)	1.89	0.601
5	Business News and Magazines	165(5.0)	297(9.1)	1537(47.0)	1272(38.9)	1.80	0.802
6	Business Simulation Games	264(8.1)	198(6.1)	1697(51.9)	1112(34.0)	1.88	0.842
7	Financial Statements	396(12.1)	561(17.2)	1362(41.6)	952(29.1)	2.12	0.965
8	Business Analysis Tools	363(11.1)	951(29.1)	1037(31.7)	9209(28.1)	2.23	0.981
9	Business Journals and Research	165(5.0)	1149(35.1)	1231(37.6)	726(22.2)	2.23	0.850

	Papers						
10	Business Simulations	396(12.1)	231(7.1)	1692(51.7)	952(29.1)	2.02	0.920
	<b>Weighted Mean/Std.</b>					2.16	0.90

**Decision Rule: Mean:** < 2.5 is Low, = 2.5 is Moderate, > 2.5 is high

The assessment of instructional resources to teach Business Studies in Junior Secondary Schools in Southwest Nigeria presented in table 4.10 reveals a varied landscape of adequacy. Classrooms emerge as the most satisfactory aspect, garnering a high rating with a mean adequacy score of 2.70. However, there is a notable disparity in other essential resources. Business Studies textbooks, Business Studies Laboratory, Computer systems, Business News and Magazines, and Business Simulation Games all receive low ratings, with mean adequacy scores ranging from 1.80 to 2.01. This suggests a critical need for improvement in these areas to enhance the quality of education delivery.

Similarly, Financial Statements, Business Analysis Tools, Business Journals and Research Papers, and Business Simulations still fall short of the benchmark for adequacy, each scoring below 2.5. This highlights a pervasive inadequacy across various instructional resources crucial for effective teaching of Business Studies. The mean adequacy scores for Financial Statements and Business Simulations stand at 2.12 and 2.02, respectively, while Business Analysis Tools and Business Journals and Research Papers both score 2.23.

These findings signal the urgent necessity for strategic interventions to bolster the provision of instructional resources in Junior Secondary Schools, particularly in the realm of Business Studies education. Addressing deficiencies in textbooks, laboratory facilities, technological infrastructure, and supplementary materials such as business news and journals is

paramount to fostering a conducive learning environment. Moreover, attention should be directed towards enhancing access to essential tools like financial statements and business analysis resources, which are foundational to understanding key concepts in Business Education. In all, while certain aspects of instructional resources, such as classrooms, may meet satisfactory standards, the overall assessment reveals substantial inadequacies across multiple fronts (2.16). It is imperative for educational policymakers and stakeholders to prioritize resource allocation and strategic interventions to bridge these gaps and ensure a more robust educational framework for Business Studies in Junior Secondary Schools in Southwest Nigeria.

#### 4.4 Test of Hypotheses

H<sub>01</sub>: There will be no significant combined influence of Social media use and School factors on Academic Achievement in Business Studies among Junior Secondary School Student in Southwest, Nigeria.

**Table 4.11: Summary of Regression Analysis Showing combined influence of Social media use and School factors on Academic Achievement in Business Studies among Junior Secondary School student in Southwest, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.945	.892	.892	.330	
ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2940.045	2	1470.023	13520.388	.000
Residual	355.318	3268	.109		
Total	3295.363	3270			

a. Dependent Variable: Student Academic Achievement

b. Predictors: (Constant), Social Media Use, School Factors

Table 4.11 presents the summary of Regression analysis conducted to examine the combined influence of Social media use and School factors on Academic Achievement in Business Studies among Junior Secondary School Students in Southwest Nigeria yielded significant results.

The Regression model demonstrates a strong relationship between the predictors (Social media use and School factors) and the dependent variable (Student Academic Achievement), as indicated by the coefficient of determination (R squared) of 0.892. This means that approximately 89.2% of the variability in Academic Achievement can be explained by the combination of Social Media Use and School Factors.

Moreover, the ANOVA results further support the significance of the Regression model. The F-statistic of 13520.388 is highly significant ( $p < 0.001$ ), suggesting that the Regression model as a whole is a good fit for the data and that the predictors collectively contribute significantly to explaining the variance in Academic Achievement.

The results of the Regression analysis provide evidence to reject the null hypothesis ( $H_0$ ) that there will be no significant combined influence of Social Media use and School Factors on Academic Achievement in Business Studies among Junior Secondary School Students in Southwest Nigeria. Instead, the findings suggest that both Social Media use and School Factors play a significant role in determining Academic Achievement in this context.

$H_0$ 2: There will be no significant relative influence of Social Media use (Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram and Snapchat) and School Factors ((instructional resources availability and adequacy, class size, and teaching methods) on Academic Achievement in Business Studies among Junior Secondary School Students in Southwest, Nigeria.

**Table 4.12 Summary of Regression Analysis Showing significant relative influence of Social Media use and School Factors on Academic Achievement in Business Studies among Junior Secondary School student in Southwest, Nigeria**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
(Constant)	B	Std. Error	Beta		
(Constant)	1.564	0.098		15.955	.000
Facebook	0.109	0.019	0.107	5.789	.000
Twitter	0.191	0.017	0.182	10.972	.000
LinkedIn	0.557	0.018	0.475	30.773	.000
YouTube	0.157	0.015	0.190	10.818	.000
TikTok	0.114	0.016	0.112	7.103	.000
Instagram	0.205	0.016	0.221	12.925	.000
Snapchat	0.140	0.018	0.131	7.596	.000
Instructional Resources	0.024	0.004	0.183	5.425	.000
Adequate Instructional Resources	0.062	.003	0.474	18.441	.000
Teaching Methods	.195	.006	1.079	33.983	.000

Number of Student in your Class	.216	.015	.275	14.145	.000
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Dependent Variable: Student Academic Achievement

The regression analysis conducted to assess the relative influence of Social Media use (including platforms like Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat) and School Factors (comprising instructional resources availability and adequacy, teaching methods, and class size) on Academic Achievement in Business Studies among Junior Secondary School students in Southwest Nigeria yielded significant findings.

Firstly, the analysis indicates that each Social Media platform has a significant influence on student Academic Achievement. For instance, the coefficients for Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat are estimated to be 0.109, 0.191, 0.557, 0.157, 0.114, 0.205, and 0.140, respectively. These coefficients represent the change in academic achievement associated with a one-unit increase in the use of each respective social media platform. The statistical significance of the t-values (ranging from 5.789 to 30.773) and the p-values ( $< 0.001$ ) for each platform confirms that all of them significantly influence academic achievement.

Secondly, the analysis emphasizes the substantial influence of Social factors on student Academic Achievement in Business Studies. The coefficients for instructional resources, adequate instructional resources, teaching methods, and class size are estimated to be 0.024, 0.062, 0.195, and 0.216, respectively. These coefficients represent the change in Academic Achievement associated with a one-unit increase in each School factor. The statistical significance of the t-values (ranging from 5.425 to 33.983) and the p-values ( $< 0.001$ ) for each factor indicates that all of them significantly affect Academic Achievement.

In all, the regression analysis demonstrates that both Social media use and School factors significantly influence academic achievement in Business studies among Junior Secondary School students in Southwest Nigeria. Social media platforms like Facebook, Twitter, LinkedIn, YouTube, TikTok, Instagram, and Snapchat exert individual impacts on Academic Achievement, while School factors encompassing instructional resources availability and adequacy, teaching methods, and class size collectively play a crucial role. These findings highlight the multifaceted nature of factors contributing to Academic Achievement and emphasize the importance of considering both Social media use and School factors in educational contexts.

H<sub>03</sub>: There will be no significant gender difference in the use of Social media among public Junior Secondary School students in Southwest, Nigeria

**Table 4.13: Summary of t-test showing significant gender difference in the use of Social media among public Junior Secondary School students in Southwest, Nigeria**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Male student use of social media	1570	3.12	.975	.025
Female student use of social media	1701	3.28	.981	.024

	<b>T</b>	<b>Df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>95% Confidence Interval of the Difference</b>	
					<b>Lower</b>	<b>Upper</b>
Male student use of social media	126.997	1569	.000	3.124	3.08	3.17

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media

Female  
student  
use of  
social  
media

137.948      1700      .000      3.280      3.23      3.33

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The t-test conducted to evaluate the gender difference in the use of Social Media among public and private Junior Secondary School students in Southwest Nigeria indicates that female students tend to use Social Media more frequently compared to male students.

The analysis reveals that female students have a higher mean score of Social Media Use (3.28) compared to male students (3.12). Additionally, the one-sample t-test results show highly significant differences in Social Media Use between genders, ( $P=0.05$ ) with both male and female students demonstrating substantial deviations from the test value of 0.

Several factors could contribute to the observed gender difference in Social Media Use among Junior Secondary School students. One likely reason is differences in socialization patterns and preferences. Research suggests that females often engage more in social interaction and communication, which are central aspects of Social Media Use. Therefore, female students may be more inclined to use Social Media platforms to connect with peers, share experiences, and engage in social networking activities.

Furthermore, cultural and societal norms may play a role in shaping gender-specific behaviors regarding technology and communication. In many cultures, females are encouraged to prioritize relationships and social connections, which may lead to greater involvement in Social Media platforms that facilitate interpersonal communication.

Additionally, differences in interests and preferences between genders may influence Social Media usage patterns. Certain Social Media platforms may cater more to interests commonly associated with females, such as fashion, lifestyle, and interpersonal relationships, leading to higher engagement among female students. Moreover, access to and familiarity with technology could contribute to the gender disparity in Social Media Use. If females have greater access to smartphones, tablets, or computers, they may be more likely to use Social Media platforms regularly.

Overall, while various factors may contribute to the observed gender difference in Social Media use among Junior Secondary School students, including socialization patterns, cultural norms, interests, and access to technology, further research is needed to gain a comprehensive understanding of the underlying mechanisms driving this phenomenon.

H<sub>04</sub>: There will be no significant gender difference in the level of Junior Secondary School student's Academic Achievement in Business Studies in Southwest, Nigeria.

**Table 4.14 Summary of t-test Analysis Showing gender difference in the level of Junior Secondary School student's Academic Achievement in Business Studies in Southwest, Nigeria**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>	
Male student Achievement Score	1570	2.69	.998	.025	
Female student Achievement Score	1701	2.67	1.001	.024	
<b>T</b>	<b>Df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>95% Confidence Interval of the Difference</b>	
				<b>Lower</b>	<b>Upper</b>

Male student Achievement Score	106.820	1569	.000	2.690	2.64	2.74
Female student Achievement Score	110.034	1700	.000	2.671	2.62	2.72

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The t-test analysis conducted to assess the gender difference in the level of Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria indicates a statistically significant result.

Male students achieved slightly higher mean scores in Business Studies, with a mean achievement score of 2.69 compared to female students, who had a slightly lower mean achievement score of 2.67. The difference was statistically significant as  $P < 0.05$ . Despite this small numerical difference, both genders displayed significant variations from the test value of 0, suggesting a substantial gender disparity in Academic Achievement.

The statistical significance of the t-test results, with highly significant p-values ( $< 0.001$ ) for both male and female achievement scores, provides strong evidence to reject the null hypothesis of no significant gender difference in Academic Achievement. The findings suggest that male students tend to achieve slightly higher academic performance in Business Studies compared to their female counterparts in Junior Secondary Schools in Southwest Nigeria.

Several factors may contribute to this observed gender difference in Academic Achievement. Firstly, variations in learning styles and preferences between genders may influence academic outcomes. Research suggests that males and females may have different approaches to learning and problem-solving, with males often exhibiting greater confidence in quantitative subjects like Business Studies.

Secondly, societal and cultural expectations may shape academic aspirations and performance. In some cultures, there may be gender-specific expectations regarding Academic Achievement, with males encouraged to excel in subjects perceived as more technical or analytical, such as Business studies. Additionally, differences in access to educational resources and opportunities could contribute to variations in Academic Achievement between genders. Factors such as access to quality teaching, study materials, and educational support may impact students' academic performance differently based on gender.

Moreover, individual factors such as motivation, self-efficacy, and interest in the subject matter may also play a role in determining Academic Achievement. It is possible that male students in this context may exhibit higher levels of motivation or interest in Business Studies, leading to slightly better performance compared to female students.

In all, while male students achieved slightly higher mean scores in Business Studies compared to female students in Junior Secondary Schools in Southwest Nigeria, further research is needed to explore the underlying factors contributing to this gender difference in Academic Achievement. Understanding these factors is essential for implementing targeted interventions to support all students in achieving their full academic potential, regardless of gender.

#### **4.5 Discussion of Findings**

The findings of research question one shed light on the Academic Achievement levels of Junior Secondary School students in Business Studies within Southwest Nigeria. Through the administration of twenty-five objective questions, each carrying four marks, the researcher aimed to gauge the proficiency of sampled students in the subject. The results, summarized in Table 4.7,

reveal a diverse range of scores among the students, reflecting varying levels of understanding and performance in Business Studies.

A notable discovery from the analysis is the prevalence of low Academic Achievement among the sampled students. With nearly half of the students scoring below 50 marks, the findings underscore the urgent need for interventions to improve learning outcomes in Business Studies. The significant proportion of students categorized as low or very low achievers highlights the challenges faced by educators in effectively imparting knowledge and fostering understanding of business concepts in the region.

Comparatively, findings from related studies offer insights into factors influencing Academic Achievement in similar settings. For instance, a study corroborates the prevalence of low academic achievement levels among students in Nigeria and across states in Southwest Nigeria<sup>1</sup>. These studies identify systemic issues such as inadequate resources and overcrowded classrooms as contributing factors to poor performance, underscoring the need for comprehensive reforms in the education sector.

Conversely, a study highlights the potential impact of extracurricular activities on academic achievement in Business Studies<sup>2</sup>. Their findings suggest that poor approaches to education, including participation in extracurricular has influenced low learning outcomes among Junior Secondary School students in Nigeria. Similarly, some related studies explored innovative teaching strategies and the role of parental involvement in improving student performance. These studies highlights poor pedagogical approaches and collaborative efforts between schools, parents, and communities in the observed low Academic Achievement levels among Junior Secondary School students in Nigeria<sup>3,4</sup>.

While the current study contributes specific insights into the Academic Achievement levels of Junior Secondary School students in Business Studies in Southwest Nigeria, it aligns with existing research highlighting the prevalence of low performance in the region. The findings justify the need for targeted interventions, resource allocation, and innovative teaching methods to enhance learning outcomes and foster academic success among students. By addressing these challenges collaboratively and holistically, stakeholders can work towards improving Academic Achievement of Junior Secondary School students in Business Studies in Southwest Nigeria.

The findings from Research Question Two present a comprehensive examination of the prevalent usage patterns of various Social media platforms affecting or distracting among Junior Secondary School students attention in Southwest Nigeria, offering insights into their digital media consumption habits. TikTok emerged as the most frequently utilized platform among the surveyed students, indicating a significant preference for entertainment and social interaction within this demographic. This dominance of TikTok aligns with global trends, highlighting its widespread adoption among youth worldwide and emphasizing its role as a prominent social media platform among younger audiences.

The educational implications of TikTok's popularity among Junior Secondary School students in Southwest Nigeria are noteworthy. Given TikTok's primary function as an entertainment platform, its pervasive usage suggests a potential distraction from academic pursuits. Educators and policymakers must recognize the impact of social media on students' attention spans and prioritize strategies to promote digital literacy and responsible online behavior among adolescents. Integrating lessons on digital citizenship and media literacy into the curriculum can empower students to navigate social media platforms like TikTok responsibly and discern between productive and non-productive online activities.

Similarly, Snapchat exhibited high usage frequency among students, reflecting its appeal for private communication and multimedia sharing. This finding underscores the need for educators to address the challenges of maintaining students' focus on educational tasks amidst the allure of social media distractions. By incorporating digital citizenship education into the curriculum, educators can equip students with the skills to navigate social media responsibly and make informed decisions about their online interactions.

On the contrary, platforms like Twitter and LinkedIn experienced low usage levels among junior secondary school students in Southwest Nigeria. While these platforms offer valuable opportunities for professional networking and information dissemination, their limited engagement among adolescent users suggests a gap in digital literacy and awareness of their potential benefits for academic and career development. Educators can leverage this opportunity to educate students on the practical applications of social media in academic and professional settings, emphasizing the importance of cultivating a positive online presence and utilizing social media platforms like Twitter and LinkedIn for educational and career advancement purposes.

Furthermore, the widespread usage of platforms like Facebook and YouTube among students mirrors global trends of these platforms' enduring popularity. While Facebook provides opportunities for social networking and community building, YouTube serves as a valuable resource for educational content and skill development. Educators can harness the educational potential of these platforms by incorporating them into classroom instruction and facilitating collaborative learning experiences that leverage students' familiarity with social media for educational purposes.

However, the varying usage patterns across different social media platforms underscore the need for nuanced approaches to digital literacy education and online safety initiatives in

Southwest Nigeria. By acknowledging the diverse preferences and behaviors of students in navigating the digital landscape, educators can develop tailored interventions to promote responsible digital citizenship and empower students to make informed choices about their online activities.

Comparatively, the prevalence of TikTok usage among youth in Southwest Nigeria aligns with findings of a study in the United States, demonstrating the platform's universal appeal and its ability to resonate with adolescents across diverse cultural contexts<sup>5</sup>. This parallel emphasizes the transformative impact of TikTok on youth culture worldwide and highlights its status as a leading social media platform among younger demographics.

Similarly, Snapchat exhibited high usage frequency among Junior Secondary School students in Southwest Nigeria, reflecting its appeal for private communication and multimedia sharing. This finding resonates with research by an author in some selected states in Nigeria, which identified Snapchat as a preferred platform for ephemeral messaging and visual content creation among teenagers<sup>6</sup>. The consistent popularity of Snapchat across different states highlights its universal appeal as a platform for intimate and spontaneous communication among youth.

On the contrary, platforms like Twitter and LinkedIn experienced low usage levels among Junior Secondary School students in Southwest Nigeria. This aligns with findings from a study which indicated that platforms like Twitter and LinkedIn are less popular among younger demographics compared to platforms like Facebook and Instagram<sup>7</sup>. Despite their utility for professional networking and information dissemination, these platforms may not resonate as strongly with adolescent users in the region.

Furthermore, the widespread usage of platforms like Facebook and YouTube among students mirrors global trends of these platforms' enduring popularity. While Facebook provides opportunities for social networking and community building, YouTube serves as a valuable resource for educational content and skill development. A study in Lagos state emphasized the central role of Facebook and YouTube in adolescents' social media usage, highlighting their significance as primary channels for social networking and content consumption among youth<sup>8</sup>.

However, contrasting findings pose different results. For instance, a study identified different social media usage patterns among adolescents, with platforms like Snapchat dominating the landscape<sup>9</sup>. Such discrepancies underscore the importance of considering local nuances and cultural factors when interpreting social media usage among youth.

In all, the findings of this study offer valuable insights into the digital media consumption habits of Junior Secondary School students in Southwest Nigeria, emphasizing the dominance of platforms like TikTok and Snapchat while indicating relatively lower engagement with platforms like Twitter and LinkedIn. By comparing these findings with related studies, both supportive and contradictory, a comprehensive understanding of Social media usage among youth emerges, highlights the need for context-specific approaches to digital literacy education and online safety initiatives in the region.

The findings from Research Question Three provide a comprehensive assessment of the status of School factors, particularly Instructional resource availability and adequacy, in Junior Secondary Schools in Southwest Nigeria. The evaluation of various instructional resources crucial for teaching Business Studies reveals significant disparities in their availability across different categories. While some resources such as classrooms demonstrate high levels of availability, others, including Business Studies Laboratory, Business Simulation Games, and Business

Journals, exhibit notably lower availability, indicating potential deficiencies in the provision of these resources.

These findings have profound educational implications for Business Studies education in Junior Secondary Schools in Southwest Nigeria. The high availability of classrooms is promising, as they are essential for facilitating teaching and learning activities. However, the low availability of other critical resources such as Business Studies Laboratory and Business Journals may hinder the effective delivery of Business Studies education. Lack of access to these resources could limit students' opportunities for practical learning experiences and exposure to current industry practices, potentially impacting their overall understanding and preparedness for future careers in business.

Moreover, the low level of availability of resources like Business Studies textbooks and computer systems suggests that while these resources are somewhat accessible, there is room for improvement to ensure equitable access for all students. Access to updated textbooks and technology-enabled learning resources is vital for enhancing the quality of instruction and preparing students for the increasingly digitalized business environment. Addressing resource deficiencies in these areas is essential to providing students with a well-rounded and comprehensive educational experience in Business Studies.

The weighted mean, calculated to indicate the overall availability of instructional resources, underscores the prevailing trend towards low availability in Junior Secondary Schools in Southwest Nigeria. This finding highlights the urgent need for strategic interventions to bridge resource gaps and enhance the quality of Business Studies education. Investing in infrastructure development, resource allocation, and capacity building initiatives can help address deficiencies and ensure equitable access to quality education for all students.

In comparing these findings with related studies, supportive study on instructional resource availability in Nigerian schools aligns with the observed disparities in resource availability, emphasizing the need for targeted interventions to improve resource provision<sup>10</sup>. Similarly, another study on educational infrastructure in Nigeria provides context to the challenges faced by schools in the region, corroborating the findings of resource deficiencies in Junior Secondary Schools in Southwest Nigeria<sup>11</sup>.

On the contrary, a study on investigation into resource availability in Nigerian schools may present contrasting findings, highlighting variations in resource provision across different regions or school types<sup>12</sup>. Similarly, a study on factors contributing to low Academic Achievement in Nigerian schools may shed light on the interconnectedness between resource availability and educational outcomes, further emphasizing the importance of addressing resource deficiencies to improve student performance<sup>13</sup>.

Similarly, the assessment of instructional resources to teach Business Studies in Junior Secondary schools in Southwest Nigeria presents a varied landscape of adequacy, with notable disparities across different categories. While classrooms emerge as the most satisfactory aspect, garnering a high rating with a mean adequacy score of 2.70, other essential resources such as Business Studies textbooks, laboratory facilities, computer systems, and supplementary materials like business news and magazines receive low ratings, indicating critical inadequacies in these areas.

This finding highlights the urgent necessity for strategic interventions to bolster the provision of instructional resources in Junior Secondary Schools, particularly in the realm of Business Studies education. Addressing deficiencies in textbooks, laboratory facilities, technological infrastructure, and supplementary materials such as business news and journals is

paramount to fostering a conducive learning environment. Moreover, attention should be directed towards enhancing access to essential tools like financial statements and business analysis resources, which are foundational to understanding key concepts in Business Education. Similarly, resources like financial statements, business analysis tools, business journals and research papers, and business simulations fall short of the benchmark for adequacy, with mean adequacy scores ranging from 2.02 to 2.23. This pervasive inadequacy across various instructional resources crucial for effective teaching of Business Studies highlights the need for comprehensive reforms and targeted interventions to improve resource provision and enhance the quality of education delivery in the subject.

While certain aspects of instructional resources, such as classrooms, may meet satisfactory standards, the overall assessment reveals substantial inadequacies across multiple fronts, with a mean adequacy score of 2.16. It is imperative for educational policymakers and stakeholders to prioritize resource allocation and strategic interventions to bridge these gaps and ensure a more robust educational framework for Business Studies in Junior Secondary Schools in Southwest Nigeria.

In comparing these findings with related studies, supportive study on instructional resource adequacy in Nigerian schools aligns with the observed disparities in resource availability, emphasizing the need for targeted interventions to improve resource provision<sup>14</sup>. Similarly, a study research on educational infrastructure in Nigeria provides context to the challenges faced by schools in the region, corroborating the findings of resource deficiencies in Junior Secondary Schools in Southwest Nigeria<sup>15</sup>.

Contrastingly, investigation into resource adequacy in Nigerian schools may present differing perspectives, highlighting variations in resource provision across different regions or

school types<sup>16</sup>. Similarly, research on factors contributing to low Academic Achievement in Nigerian schools may shed light on the interconnectedness between resource adequacy and educational outcomes, further emphasizing the importance of addressing resource deficiencies to improve student performance<sup>17</sup>.

In all, the findings of this study highlight the critical importance of addressing resource deficiencies to enhance the quality of Business Studies education in Junior Secondary Schools in Southwest Nigeria. By recognizing the educational implications of resource adequacy and advocating for targeted interventions, educators and policymakers can work towards ensuring equitable access to quality education and improving educational outcomes for students in the region.

Test of hypothesis one was conducted to explore the combined influence of Social media use and School factors on Academic Achievement in Business studies among Junior Secondary School students in Southwest Nigeria yielded significant results. The analysis revealed a strong relationship between the predictors (social media use and School factors) and the dependent variable (student academic achievement). This suggests that these factors collectively explain a substantial portion of the variability in Academic Achievement.

The ANOVA results further supported the significance of the regression model, indicating that the predictors collectively contribute significantly to explaining the variance in Academic Achievement. This underscores the importance of considering both Social media use and School factors when examining factors influencing academic performance.

The findings provide compelling evidence to reject the null hypothesis ( $H_0$ ) that there will be no significant combined influence of Social media use and School factors on Academic

Achievement. Instead, the results suggest that both Social media use and School factors play significant roles in determining Academic Achievement in this context.

The significant influence of Social media use confirms the importance of considering digital platforms as potential factors affecting students' performance. Social media platforms offer opportunities for communication, collaboration, and information sharing, but they also present distractions and potential negative influences on academic focus and time management. Therefore, educators and policymakers need to be aware of the impact of Social Media Use and develop strategies to help students navigate these platforms effectively while minimizing their negative effects on academic performance.

Additionally, the significant influence of School Factors highlights the importance of the school environment and support structures in facilitating student success. School Factors encompass a wide range of variables, including teaching quality, school resources, administrative support, and extracurricular opportunities. Schools that provide a conducive learning environment, effective teaching methods, and adequate support systems are more likely to foster positive academic outcomes among students.

The findings of this study emphasize the need for a comprehensive approach that considers both individual and contextual factors. By recognizing the combined influence of Social Media Use and School Factors, educators and policymakers can develop targeted interventions and policies to support student success in Business Studies and other academic subjects. This may involve implementing digital literacy programs, promoting responsible social media use, enhancing school resources, and providing professional development opportunities for educators. By addressing these factors holistically, stakeholders can work towards improving

Academic Achievement and enhancing the overall educational experience for Junior Secondary School students in Southwest Nigeria.

The findings carry several important educational implications. Firstly, recognizing the impact of Social Media on academic performance emphasises the need for educators and policymakers to integrate digital literacy education into the curriculum. While Social Media platforms offer valuable opportunities for communication and collaboration, they also present distractions that can impede students' focus and productivity. By incorporating digital literacy programs, schools can equip students with the skills to navigate Social Media responsibly, discern credible information, and manage their online time effectively, thus mitigating potential negative effects on Academic Achievement.

Moreover, the significant influence of School Factors highlights the critical role of the school environment in shaping student outcomes. Educational institutions should prioritize creating a conducive learning environment that fosters academic engagement and success. This involves ensuring adequate resources, such as updated learning materials, technology infrastructure, and well-equipped facilities, to support teaching and learning. Additionally, investing in professional development opportunities for educators can enhance teaching quality and instructional practices, ultimately benefiting student Academic Achievement. Furthermore, schools should strive to provide comprehensive support systems that address the diverse needs of students, including academic, social, and emotional support, to facilitate their holistic development and success.

Another educational implication of the findings is the importance of promoting a balanced approach to technology use among students. While Social Media can be a valuable tool for learning and communication, excessive screen time and digital distraction can negatively

impact academic performance. Educators and parents must collaborate to establish clear guidelines and boundaries for technology use, both inside and outside the classroom. Encouraging students to engage in offline activities, such as reading, physical exercise, and face-to-face interactions, can help mitigate the adverse effects of excessive screen time and promote overall well-being and academic success.

Furthermore, the findings emphasize the need for schools to adopt evidence-based interventions and policies that address the multifaceted nature of Academic Achievement. This includes implementing data-driven strategies to identify and support students who may be at risk of academic underachievement due to factors such as excessive Social Media Use or inadequate institutional support. By leveraging insights from research findings, educational stakeholders can develop targeted interventions that effectively address the specific needs and challenges faced by students in Southwest Nigeria.

This finding aligns with several other studies in the field. For instance, a study conducted in a different region, also found a positive correlation between Social Media Use and Academic Achievement among Secondary School students, particularly when social media was utilized for educational purposes<sup>18</sup>. Similarly, another study emphasized the significance of School support highlighted in the original study<sup>19</sup>.

Moreover, findings from a related study which tracked students' academic performance, supported the idea that excessive Social Media Use could negatively impact Academic Achievement, emphasizing the need for monitoring and regulating online activities<sup>20</sup>. Additionally, a study concluded that both individual characteristics and contextual factors, including Social Media Use and school support, significantly influenced Academic Achievement across diverse student populations, providing robust evidence for the multifaceted nature of

academic success<sup>21</sup>. Furthermore, a qualitative exploration of students' perceptions highlighted the relationship between Social Media Use and Academic Achievement, reflecting the complexities identified in the original study<sup>22</sup>.

However, there are also findings that contradict the significant influence of Social Media Use and School Factors on Academic Achievement. For example, a study, conducted in a different cultural context, found no significant correlation between Social Media use and Academic Achievement among secondary school students, suggesting that other factors, such as socioeconomic status and family support, might have a greater influence. Similarly, a study using experimental approach did not find strong evidence that changes in school policies or resources significantly impacted academic performance, challenging the assumption of school determinants highlighted in the original study<sup>23</sup>.

Furthermore, a comparison study revealed no significant differences in Academic Achievement based on School Factors, indicating that individual characteristics might be more predictive of success<sup>24</sup>. Additionally, an analysis of a related study found inconsistent correlations between Social Media Use and Academic Achievement over time, suggesting that other factors might play a stronger role<sup>25</sup>. Finally, a qualitative exploration of students' experiences with Social Media and academic performance revealed diverse perspectives, indicating the complex and context-dependent nature of the relationship<sup>26</sup>.

In all, while the study's findings support a significant influence of Social media use and School factors on Academic Achievement among Junior Secondary School students in Southwest Nigeria, it's crucial to consider a range of studies to develop a comprehensive understanding. Different methodologies, sample populations, and cultural contexts can lead to

varying findings, highlighting the need for a careful interpretation of the relationship between Social media use, School Factors and Academic Achievement.

Test of hypothesis two investigate the relative influence of Social Media Use and School Factors on Academic Achievement in Business Studies among Junior Secondary School students in Southwest Nigeria yielded significant results. The findings shed light on the complex interplay between traditional School Factors and contemporary elements like Social Media Use in shaping academic outcomes. The analysis revealed a notable influence of School Factors on student Academic Achievement. The coefficient estimation for School Factors, which encompassed aspects like the availability and adequacy of instructional resources, class size, and teaching methods, indicated a positive relationship with Academic Achievement. Specifically, for every one-unit increase in School Factors, there was a corresponding increase in Academic Achievement, affirming the significance of School support structures in facilitating student success. The statistical significance of the t-value and the p-value further confirmed the robustness of this relationship, highlighting the crucial role of School Factors in shaping educational outcomes.

Similarly, the analysis highlights the considerable influence of Social Media Use on student Academic Achievement. The coefficient estimation for Social Media Use revealed a positive and statistically significant relationship with Academic Achievement. This implies that increased engagement with Social Media platforms like Facebook, Twitter, LinkedIn, YouTube, Tiktok, Instagram, and Snapchat was associated with higher Academic Achievement among Junior Secondary School students in Southwest Nigeria. The magnitude of the t-value and the highly significant p-value emphasized the profound impact of Social Media use on Academic

performance, reflecting the pervasive influence of digital technologies in modern educational contexts.

This result carries several important educational implications. For instance, the results identifies the critical role of School support, including instructional resources, class size, and teaching methods, in shaping student Academic Achievement. Educational institutions should prioritize investments in resources and infrastructure to ensure that students have access to adequate learning materials, conducive learning environments, and effective teaching practices. Additionally, efforts to optimize class sizes and promote innovative teaching methods can enhance student engagement and learning outcomes.

Similarly, with the significant influence of Social Media Use on Academic Achievement, there is a need to incorporate digital literacy education into the curriculum. It is important to note that the educational context has recently given digital competence a significant amount of attention<sup>27</sup>. Educators should equip students with the skills to navigate Social Media platforms responsibly, discern credible information, and manage their online presence effectively. By promoting digital literacy, schools can empower students to leverage digital technologies for learning while mitigating potential distractions and negative impacts on academic performance.

Furthermore, the findings highlight the importance of promoting responsible Social Media Use among students. Educators and parents should collaborate to establish clear guidelines and boundaries for technology use, both inside and outside the classroom. By fostering a culture of responsible digital citizenship, schools can help students maximize the educational benefits of social media while minimizing potential risks to Academic Achievement and well-being.

Additionally, given the significant influence of teaching methods on Academic Achievement, professional development opportunities for educators are crucial. Schools should invest in training programs that equip teachers with innovative instructional strategies, technology integration skills, and classroom management techniques. By enhancing teacher effectiveness, schools can create dynamic learning environments that engage students and support their academic success.

Also, the results emphasize the need for a holistic approach to student support that addresses both academic and socio-emotional needs. Schools should provide comprehensive support systems that encompass academic tutoring, counselling services, and extracurricular activities. By nurturing students' overall well-being and fostering a sense of belonging, schools can create an environment where students feel supported to excel academically.

In all, the educational implications of the results highlight the importance of creating supportive learning environments that leverage both school resources and digital technologies to enhance student Academic Achievement. By addressing the complex interplay between School factors and Social media use, educators and policymakers can develop targeted interventions and policies that optimize learning outcomes and promote the holistic development of students in Southwest Nigeria.

The findings of the current study are consistent with several related studies. For instance, a study demonstrated significant positive correlations between School factors, such as teaching resources and class size, and Academic Achievement among secondary school students<sup>27</sup>. This aligns with the findings of the current study, emphasizing the crucial role of school support in facilitating student success. Additionally, a related study highlighted the significant positive relationships between social media use, effective teaching methods, and Academic Achievement

among students in Nigeria, further supporting the notion that both school and digital factors contribute to educational outcomes<sup>28</sup>.

However, there are also studies that present contrasting findings. For instance, a study found no significant relationship between School Factors and Academic Achievement among Secondary School students in Southwest Nigeria, contradicting the findings of the current study<sup>29</sup>. Similarly, another study revealed no significant correlations between Social Media Use, teaching methods, and Academic Achievement among students, challenging the idea that these factors consistently influence educational outcomes<sup>30</sup>. Furthermore, similar study indicated that class size had no significant impact on Academic Achievement, contrasting with the findings of the current study, which suggested otherwise<sup>31</sup>. In the same vein, a study demonstrated no significant correlation between Social Media Use and Academic Achievement among students in a different educational context, further questioning the universal impact of digital factors on academic performance<sup>32</sup>.

These discrepancies highlights the complexity of factors influencing Academic Achievement and highlight the need for further research to explore the nuanced relationships between School support, digital technologies, and educational outcomes. While some studies support the significance of School Factors and Social Media use in shaping student success, others present conflicting findings, suggesting that these relationships may vary depending on contextual factors. Therefore, future research should consider the diverse educational contexts and explore additional variables to provide a comprehensive understanding of the factors influencing Academic Achievement among Junior Secondary School students in Southwest Nigeria and beyond.

Test of hypothesis three on gender difference in the use of Social Media among Public Junior Secondary School students in Southwest Nigeria revealed that female students tend to use Social Media more frequently compared to male students. This observation, supported by the t-test results indicating a higher mean score of Social media use among female students compared to male students, highlights a significant gender disparity in online engagement within this demographic.

Several factors could contribute to the observed gender difference in Social Media Use among junior secondary school students. One likely reason is differences in socialization patterns and preferences. Research suggests that females often engage more in social interaction and communication, which are central aspects of Social Media Use. Therefore, female students may be more inclined to use Social Media platforms to connect with peers, share experiences, and engage in social networking activities.

Furthermore, cultural and societal norms may play a role in shaping gender-specific behaviors regarding technology and communication. In many cultures, females are encouraged to prioritize relationships and social connections, which may lead to greater involvement in Social Media platforms that facilitate interpersonal communication.

Additionally, differences in interests and preferences between genders may influence Social Media usage patterns. Certain Social Media platforms may cater more to interests commonly associated with females, such as fashion, lifestyle, and interpersonal relationships, leading to higher engagement among female students.

Moreover, access to and familiarity with technology could contribute to the gender disparity in Social Media Use. If females have greater access to smartphones, tablets, or computers, they may be more likely to use Social Media platforms regularly.

This result has several critical educational implications. For instance the observed higher frequency of Social Media Use among female students compared to male students underscores the importance of understanding and addressing gender-specific patterns in technology usage within educational contexts. Educators and policymakers need to recognize and accommodate these differences to ensure equitable access to digital resources and opportunities for all students.

Furthermore, the gender disparity in Social Media Use highlights the need for tailored interventions and educational strategies that acknowledge and respond to the specific needs and preferences of male and female students. For example, initiatives aimed at promoting digital literacy and responsible online behaviour should consider incorporating gender-sensitive approaches that cater to the distinct socialization patterns and interests of male and female students. By addressing gender-specific barriers and challenges related to technology use, educators can create more inclusive learning environments that empower all students to thrive in the digital age.

Moreover, the findings emphasize the importance of fostering critical thinking and media literacy skills among students to navigate the complex digital landscape effectively. With Social Media playing an increasingly prominent role in students' lives, it is essential to equip them with the skills to critically evaluate online content, discern credible information, and navigate potential risks such as cyberbullying and misinformation. Integrating media literacy education into the curriculum can help students develop the skills and competencies needed to engage with social media responsibly and ethically.

Additionally, the gender difference in Social Media Use highlights the role of schools in promoting positive digital citizenship and fostering a culture of respect and inclusivity online. Educators should seize opportunities to facilitate discussions about digital rights, online privacy,

and responsible Social Media Use, empowering students to make informed decisions about their online behaviour. By promoting a culture of digital citizenship, schools can help students navigate the complexities of the digital world while promoting positive online interactions and relationships.

Furthermore, the gender disparity in Social Media Use underscores the importance of addressing broader societal norms and stereotypes that may influence students' technology usage patterns. Educators and policymakers should work to challenge gender stereotypes and promote gender equality in all aspects of education, including technology access and participation. By fostering an inclusive and equitable learning environment, schools can empower all students to realize their full potential and thrive in an increasingly digital society.

In all, the gender difference in Social Media Use among Junior Secondary School students in Southwest Nigeria has significant educational implications that warrant careful consideration. By recognizing and addressing gender-specific patterns in technology usage, educators and policymakers can promote equitable access to digital resources, foster critical thinking and media literacy skills, and create inclusive learning environments that empower all students to navigate the digital landscape effectively and responsibly.

The findings are consistent with several supporting studies. For instance, a study found that female students tend to use social media platforms more frequently compared to male students in similar educational contexts<sup>33</sup>. Similarly, studies conducted another author highlighted gender differences in Social Media usage patterns among adolescents, with female students showing a greater inclination towards social networking activities<sup>34</sup>. Additionally, an author research demonstrated that female students reported spending more time on Social Media platforms compared to male students in Nigeria<sup>35</sup>. These studies collectively support the findings

of the current research, indicating a consistent gender disparity in Social Media Use among Junior Secondary School students.

However, there are also contradicting studies that present conflicting results regarding gender differences in Social Media Use. For instance, a researcher found no significant gender difference in Social Media use among secondary school students in Southwest Nigeria<sup>36</sup>. Similarly, studies revealed similar levels of Social Media Use among male and female students, with no significant gender differences observed<sup>37, 38</sup>. Additionally, a study found that male students reported higher levels of engagement with Social Media compared to female students in a different educational context<sup>39</sup>. These studies challenge the findings of the current research, suggesting that gender differences in Social Media usage patterns may not be consistent across all contexts and populations.

Overall, while some studies support the observed gender difference in Social Media Use among Junior Secondary School students in Southwest Nigeria, others present conflicting findings. These discrepancies highlight the complexity of factors influencing gender-specific patterns of technology usage and underscore the need for further research to explore the underlying mechanisms driving these differences. Understanding the importance of gender differences in Social Media Use is essential for educators, policymakers, and parents to develop targeted interventions and educational strategies that address the specific needs and preferences of male and female students. By acknowledging and accommodating these differences, stakeholders can promote equitable access to digital resources and opportunities for all students, fostering a more inclusive and supportive learning environment.

Test of hypothesis four on assessing the gender difference in the level of Junior Secondary School students' Academic Achievement in Business Studies in Southwest Nigeria revealed a

statistically significant result. Despite a small numerical difference in mean achievement scores, with male students achieving slightly higher scores compared to female students, both genders displayed significant variations from the test value of 0, indicating a substantial gender disparity in Academic Achievement.

The statistical significance of the t-test results, coupled with highly significant p-values for both male and female achievement scores, provides strong evidence to reject the null hypothesis of no significant gender difference in Academic Achievement. These findings suggest that male students tend to achieve slightly higher academic performance in Business Studies compared to their female counterparts in Junior Secondary Schools in Southwest Nigeria.

Several factors may contribute to this observed gender difference in Academic Achievement. Firstly, variations in learning styles and preferences between genders may influence academic outcomes. Research suggests that males and females may have different approaches to learning and problem-solving, with males often exhibiting greater confidence in quantitative subjects like Business Studies. This difference in learning styles could potentially contribute to variations in Academic Achievement between genders.

Secondly, societal and cultural expectations may shape academic aspirations and performance. In some cultures, there may be gender-specific expectations regarding Academic Achievement, with males encouraged to excel in subjects perceived as more technical or analytical, such as Business studies. These cultural norms and expectations may influence students' perceptions of their own abilities and impact their academic performance.

Additionally, differences in access to educational resources and opportunities could contribute to variations in Academic Achievement between genders. Factors such as access to quality teaching, study materials, and educational support may impact students' academic

performance differently based on gender. Unequal access to resources and opportunities may disadvantage female students, leading to lower Academic Achievement compared to their male counterparts.

Moreover, individual factors such as motivation, self-efficacy, and interest in the subject matter may also play a role in determining Academic Achievement. It is possible that male students in this context may exhibit higher levels of motivation or interest in Business Studies, leading to slightly better performance compared to female students.

In support of the findings regarding gender differences in Academic Achievement in Business Studies among Junior Secondary School students in Southwest Nigeria, several studies provide corroborative evidence. For instance, a study conducted in Ogun State suggests that male students typically achieve slightly higher academic performance in technical subjects like Business Studies compared to their female counterparts<sup>40</sup>. Similarly, another related study demonstrated a significant gender difference in Academic Achievement, with male students achieving higher mean scores in basic science across Nigeria<sup>41</sup>. These findings align with the current research, indicating gender-specific patterns in academic performance among students.

Furthermore, the result offers additional support for the observed gender disparity in Academic Achievement. It found that male students exhibited higher levels of confidence and motivation in quantitative subjects, potentially leading to better academic performance compared to female students<sup>42</sup>. Another study highlighted cultural and societal expectations, with males often encouraged to excel in technical or analytical subjects like Business Studies<sup>43</sup>. Additionally, an author revealed variations in learning styles and preferences between genders, with male students displaying greater confidence in subjects like Business Studies<sup>44</sup>. These studies

collectively reinforce the notion that gender differences play a role in Academic Achievement among Junior Secondary School students in Southwest Nigeria.

However, there are also studies that present conflicting evidence regarding gender differences in Academic Achievement, suggesting the need for further investigation. For instance research found no significant gender difference in Academic Achievement among Secondary School students in Southwest Nigeria, challenging the consistency of gender disparities in academic performance<sup>45</sup>. Similarly, studies reported similar academic performance levels among male and female students, indicating variability in gender-specific patterns of achievement<sup>46,47</sup>.

Additionally, a study revealed that female students exhibited higher levels of motivation and interest in technical subjects, potentially leading to better academic performance compared to male students in a different educational context<sup>48</sup>. Studies also found that female students achieved slightly higher mean scores in technical subjects compared to male students in Nigeria<sup>49</sup>. These findings contradict the observed gender difference in Academic Achievement reported in the current research, highlighting the variability of gender differences across different populations and contexts. In all, while several studies support the findings of gender differences in Academic Achievement in Business Studies among Junior Secondary School students in Southwest Nigeria, conflicting evidence suggests the need for further investigation. Understanding the underlying factors contributing to these gender disparities is essential for developing targeted interventions to support all students in achieving their academic potential, regardless of gender.

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## **Chapter Five**

### **Conclusion**

This chapter presents the concluding section of the study. It contains the following subsections: Summary of Findings, Conclusion, Recommendations, Contribution to Knowledge and Suggestions for Further Studies.

#### **5.1 Summary of Findings**

Research Question One focused on Academic Achievement levels in Business Studies, revealing a diverse range of scores among students. Notably, there was a prevalence of low Academic Achievement, with nearly half of the students scoring below 50 marks. These findings highlight the urgent need for interventions to improve learning outcomes in Business Studies and highlight the challenges faced by educators in effectively imparting knowledge in the region.

Moving to Research Question Two, the study provided comprehensive insights into the prevalent usage patterns of Social Media platforms among Junior Secondary School students in Southwest Nigeria. TikTok emerged as the most frequently utilized platform, suggesting a significant preference for entertainment and social interaction. This dominance of TikTok raises concerns about potential distractions from academic pursuits and emphasizes the importance of promoting digital literacy and responsible online behavior among students.

Research Question Three evaluated School Factors, particularly Instructional Resource Availability and Adequacy, in Junior Secondary Schools. The findings revealed significant disparities, with some resources like classrooms demonstrating high availability while others like Business Studies Laboratory and technological infrastructure exhibiting notable deficiencies. These findings underscore the critical need for strategic interventions to bridge resource gaps and enhance the quality of Business Studies education in Southwest Nigeria.

In all, the study highlights challenges in Academic Achievement, Social media usage patterns, and resource provision in Junior Secondary Schools. Addressing these challenges requires collaborative efforts from educators, policymakers, and stakeholders to ensure equitable access to quality education and foster academic success among students in the region.

The findings from the conducted tests of hypotheses provide valuable insights into the factors influencing Academic Achievement among Junior Secondary School students in Southwest Nigeria. In the first hypothesis test, it was established that both Social Media Use and School Factors significantly influence academic performance in Business Studies. The analysis revealed a strong relationship between these predictors and student Academic Achievement, indicating the importance of considering both digital and School influences. This finding

highlights the need for teachers and policymakers to address Social Media Use and School support comprehensively to enhance academic outcomes.

In the test of hypothesis two, the study further confirmed the significant influence of Social Media Use and School Factors on Academic Achievement. School support, including resources and teaching methods, was found to positively impact academic performance, emphasizing the importance of investing in educational infrastructure and teacher training. Additionally, the study highlighted the relevance of Social Media Use in educational contexts, suggesting the need for digital literacy education to promote responsible online behavior among students.

In the third hypothesis test, the research uncovered a notable gender difference in Social media usage among Junior Secondary School students in Southwest Nigeria. Female students were found to use Social Media more frequently compared to male students, highlighting the need to address gender-specific patterns in technology usage within educational settings. The study emphasized the importance of developing tailored interventions and strategies to accommodate these differences and promote equitable access to digital resources and opportunities for all students.

Lastly, the fourth hypothesis test revealed a statistically significant gender difference in Academic Achievement in Business Studies. Male students achieved slightly higher academic scores compared to female students, indicating variations in learning styles, cultural expectations, and access to resources between genders. This finding underscores the importance of addressing gender-specific barriers and challenges in academic achievement and fostering inclusive learning environments that empower all students to succeed academically. In all, the findings from the

conducted tests of hypotheses shed light on the complex interplay between Social Media Use, School Factors, and Gender differences in Academic Achievement among Junior Secondary School students in Southwest Nigeria. These insights have important implications for lecturers, policymakers, and other stakeholders in developing targeted interventions and strategies to support student success and promote equitable access to quality education for all.

## **5.2 Conclusion**

Based on the findings of this study, it is evident that there exists a concerning level of Academic underachievement among Junior Secondary School students in Business Studies within Southwest Nigeria. The prevalence of low scores, with nearly half of the students performing below 50 marks, underscores the urgent need for targeted interventions to enhance learning outcomes and address the challenges faced by educators in effectively delivering knowledge in the region.

TikTok is the most commonly used Social Media platform among Junior Secondary School students in Southwest, Nigeria. There is a clear indication of a strong preference for entertainment and social interaction. These findings underscore the imperative for promoting digital literacy and fostering responsible online behavior among students, amidst concerns regarding potential distractions from academic pursuits.

There are disparities in School Factors, particularly regarding the Availability and Adequacy of instructional resources in Junior Secondary Schools. While certain resources such as classrooms demonstrate high availability, others like the Business Studies Laboratory and technological infrastructure exhibit notable deficiencies.

The findings identify a significant influence of both Social media use and School Factors on academic performance in Business Studies. This emphasizes the importance of considering

digital and School influences comprehensively to enhance academic outcomes, urging educators and policymakers to collaborate on targeted interventions.

Additionally, the study reaffirms the substantial influence of Social Media Use and School Factors on Academic Achievement. The positive influence of School support, alongside the relevance of digital literacy education, underscores the necessity for investments in educational infrastructure and teacher training to foster optimal learning environments and encourage responsible online behavior among students.

Furthermore, there is a notable gender disparity in Social Media usage patterns, with female students exhibiting higher frequencies of engagement compared to their male counterparts. These findings stress the importance of addressing gender-specific technology usage patterns within educational settings and implementing tailored interventions to ensure equitable access to digital resources for all students. Moreover, there is a statistically significant gender difference in Academic Achievement in Business Studies, with male students achieving slightly higher scores than female students. This highlights the imperative to address gender-specific barriers and cultivate inclusive learning environments that empower all students to excel academically, regardless of gender.

### **5.3 Recommendations**

Based on the findings of this study revealing concerning levels of academic under achievement among Junior Secondary School students in Business Studies within Southwest Nigeria, it was recommended that:

1. Educational authorities and stakeholders implement targeted interventions to enhance learning outcomes in Business Studies. This may include providing additional

- academic support services, such as tutoring programs or remedial classes, to assist struggling students in improving their performance.
2. Considering TikTok's dominance as the most commonly used Social Media platform among Junior Secondary School students in Southwest Nigeria, it is recommended that educators and parents focus on promoting digital literacy and fostering responsible online behavior. Incorporating digital literacy education into the Business Studies curriculum and organizing workshops or seminars on online safety and responsible Social Media use can help students navigate digital platforms more responsibly and minimize distractions from academic pursuits.
  3. Addressing disparities in School Factors, particularly regarding the availability and adequacy of instructional resources in Junior Secondary Schools, requires strategic interventions. Educational authorities should prioritize allocating resources to areas with notable deficiencies, such as the Business Studies Laboratory and technological infrastructure. Additionally, investing in infrastructure upgrades and facilities expansion can help create a conducive learning environment for students.
  4. In light of the significant influence of both Social Media use and School Factors on academic performance in Business Studies, it is recommended that educators and policymakers collaborate on targeted interventions. This may involve implementing comprehensive digital literacy programs, enhancing School support structures, and providing professional development opportunities for educators to improve teaching methods and instructional practices.
  5. To address the notable gender disparity in Social Media usage patterns, tailored interventions are necessary. Educational authorities should develop gender-sensitive

strategies to promote equitable access to digital resources and opportunities for all students. This may involve organizing gender-specific workshops or initiatives aimed at addressing gender-specific technology usage patterns and fostering a more inclusive digital learning environment.

6. In response to the statistically significant gender difference in Academic Achievement in Business Studies, it is crucial to address gender-specific barriers and cultivate inclusive learning environments. Educators should adopt teaching methods that cater to diverse learning styles and preferences, ensuring that both male and female students have equal opportunities to excel academically. Additionally, fostering a supportive and inclusive school culture that celebrates diversity and encourages academic excellence irrespective of gender is essential.

#### **5.4 Contribution to Existing Knowledge**

The study significantly contributes to the existing knowledge in the field of Education, particularly concerning teaching and learning of Business Studies in Junior Secondary School students in Southwest Nigeria. Firstly, it offers insights into the levels of Academic Achievement in Business Studies, revealing a prevalent occurrence of low scores among students. By highlighting this issue, the study underscores the pressing need for targeted interventions to improve learning outcomes and address the challenges faced by educators in effectively imparting knowledge in the region.

Secondly, the study sheds light on Social Media usage patterns among students, with TikTok emerging as the dominant platform. This finding contributes to the understanding of technology use in educational settings, emphasizing the importance of promoting digital literacy and responsible online behavior. It adds to ongoing efforts aimed at maximizing the educational

benefits of digital platforms while minimizing potential distractions that could impact academic focus.

Moreover, the study identifies disparities in School Factors, such as the availability and adequacy of instructional resources in Junior Secondary Schools. By pinpointing areas of deficiency, the study informs policymakers and educational authorities about resource allocation priorities to create conducive learning environments for students. This insight is crucial for addressing resource gaps and enhancing the overall quality of education in the region.

Furthermore, the study establishes the significant influence of both Social Media Use and School Factors on Academic performance in Business Studies. This contributes to a nuanced understanding of the complex interplay between digital influences and traditional School support structures. By recognizing the combined impact of these factors, the study provides valuable insights for educators and policymakers to develop comprehensive strategies that address multiple determinants of Academic Achievement.

Lastly, the study's findings on gender differences in Academic Achievement highlight variations in learning styles, cultural expectations, and access to resources between genders. By emphasizing the need to address gender-specific barriers and foster inclusive learning environments, the study contributes to efforts aimed at promoting gender equity in education.

Overall, the study enriches existing knowledge by providing comprehensive insights and practical recommendations for enhancing learning outcomes and promoting equitable access to quality education for all students in Southwest Nigeria.

## **5.5 Suggestions for Further Studies**

For further studies in this area, it would be beneficial to expand the scope of research to include a larger population and a more diverse study area. This could involve conducting similar

investigations in other regions of Nigeria or even in different countries to compare findings across different socio-cultural contexts. By broadening the population sample, researchers can gain a more comprehensive understanding of the factors influencing Academic Achievement among Junior Secondary School students. Similarly, future studies in this area, could include private schools in addition to public schools to provide a more comprehensive understanding of the factors influencing Academic Achievement among Junior Secondary School students. While the current research primarily focused on students in public schools, examining the experiences of students in private schools could offer insights into potential differences in academic performance and the influence of Social Media use and School Factors across different educational contexts.

Including private schools in future studies would require researchers to expand their population sample to encompass students from both public and private institutions. This expansion would allow for comparisons between students from different school types, considering factors such as resource allocation, teaching methodologies, and student demographics. By examining how these variables interact with Social Media use and Academic Achievement in both public and private school settings, researchers can gain a more nuanced understanding of the educational landscape.

Additionally, future studies could delve deeper into specific variables identified in this research, such as Social Media usage patterns, School support structures, and gender differences. For example, researchers could explore how a variation in Social Media usage among students from different socioeconomic backgrounds influences academic performance. Similarly, investigations into the effectiveness of specific School interventions, such as teacher training

programs or resource allocation initiatives, could provide valuable insights into improving educational outcomes.

Methodologically, future studies could employ other methodologies other than descriptive to track students' academic progress over time and assess the long-term impact of Social Media Use and School Factors on Academic Achievement. Longitudinal studies would allow researchers to examine how these variables evolve over the course of students' educational journeys and identify potential intervention points for improving outcomes.

Furthermore, mixed-methods approaches could be utilized to complement quantitative data with qualitative insights. Qualitative research methods, such as interviews or focus groups, could provide a deeper understanding of students' perceptions and experiences related to Social media use, School support, and Academic Achievement. By incorporating diverse methodological approaches, researchers can obtain a more holistic understanding of the complex dynamics at play.

Lastly, future studies could explore innovative strategies for promoting digital literacy and responsible online behavior among students. This could involve developing and implementing educational interventions tailored to the specific needs and preferences of Junior Secondary School students. By evaluating the effectiveness of these interventions using rigorous research designs, researchers can contribute valuable evidence to inform educational policies and practices aimed at optimizing student outcomes.

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### **Questionnaire (SMUSFABSQ)**

#### **Social Media Use, School Factors and Junior Secondary School Student's Academic Achievement in Business Studies in Southwest, Nigeria (SMUSFABSQ)**

Dear Esteemed Respondents,

This instrument is designed to solicit for information strictly for research purpose, please feel free to give correct response to all the statements and questions. Also, the researcher assures you of utmost confidentiality of your responses.

Thank you for your cooperation

The Researcher

**Section A**

This section contains statements to gather information on respondent's demographic characteristics. Please use or pick the option that best fit your response to each of the statements.

**Age Range:** Less than 10 ( ) 11-15 ( ) 16-20 ( ) 21-25 ( )  
25-30 ( ) Above 30 ( )

**Gender:** Male ( ) Female ( )

**Number of Student in your Class:** less than 20 ( ) 21-30 ( ) 31-40 ( ) 41-50 ( )  
Above 50 ( )

**Number of Period of Business Studies in a Week:** Once ( ) Twice ( ) Three times ( )  
More than three times ( )

**Time of Business Studies Class:** Morning ( ) Midday ( ) Afternoon ( )

### Section B

This section contains items to determine the mostly used social medium. Please tick the option that best describe your response to the follow statements

S/ N	Usage of Social Media	Always	Seldom	Rarely	Never
1	Facebook				
2	Twitter				
3	LinkedIn				
4	YouTube				
5	TikTok				
6	Instagram				
7	Snapchat				

### Section C

This section contains items to determine the level of availability of instructional resource, please, tick the option that best describe your response to the items in the table below.

S/N	Items	Highly	Available	Not Highly	Not
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		Available		Available	Available
1	Classroom				
2	Business Studies textbooks				
3	Business Studies Laboratory				
4	Computer system				
5	Business News and Magazines				
6	Business Simulation Games				
7	Financial Statements				
8	Business Analysis Tools				
9	Business Journals and Research Papers				
10	Business Simulations				

#### Section D

This section contains items to determine the level of adequacy of instructional resource, please, tick the option that best describe your response to the items in the table below.

S/ N	Items	Very Adequate	Adequate	Not Very Adequate	Not Adequate
1	Classroom				
2	Business Studies textbooks				
3	Business Studies Laboratory				
4	Computer system				
5	Business News and Magazines				
6	Business Simulation Games				
7	Financial Statements				
8	Business Analysis Tools				
9	Business Journals and Research Papers				
10	Business Simulations				

### Section E

This section contains items to determine the level of effectiveness of teaching methods used by Business Studies teachers in Secondary Schools in Southwest, Nigeria. Please, tick the option that best describe your response to the items in the table below.

S/N	My Business Studies Teacher:	Always	Seldom	Rarely	Never
1	Engage me in learning process				
2	effectively communicate the key concepts and ideas while teaching				
3	Use different teaching styles and methods				
4	Encourage active participation and engagement of students				
5	provide sufficient opportunities for practice and application of the learned material				

6	foster a supportive and inclusive learning environment				
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**Business Studies Achievement Test (BSAT)**

1. Which of the following is not a factor of production in business?
  - a) Land
  - b) Labor
  - c) Capital
  - d) Customers
2. What is the purpose of marketing in business?
  - a) To maximize profits
  - b) To increase employee satisfaction
  - c) To create customer awareness and satisfaction
  - d) To minimize costs
3. Which of the following is not a type of business ownership?
  - a) Sole proprietorship
  - b) Partnership
  - c) Corporation
  - d) Association
4. What is the function of human resources in a business?
  - a) Producing goods and services
  - b) Managing finances
  - c) Managing employees
  - d) Advertising and promotion
5. Which of the following is a form of non-verbal communication in business?
  - a) Phone calls
  - b) Emails
  - c) Body language
  - d) Presentations
6. What does the term "demand" refer to in economics?

- a) The quantity of a product or service that consumers are willing and able to purchase at a given price  
 b) The total cost of producing a product  
 c) The amount of profit a business earns in a given period  
 d) The number of employees in a business
7. Which of the following is an example of a service business?  
 a) Retail store  
 b) Manufacturing plant  
 c) Restaurant  
 d) Construction company
8. What is the purpose of financial statements in business?  
 a) To communicate information about the financial performance of a business  
 b) To attract potential customers  
 c) To advertise products and services  
 d) To manage human resources
9. Which of the following is an example of an economic resource?  
 a) Money  
 b) Education  
 c) Buildings  
 d) Computers
10. What is the role of entrepreneurship in business?  
 a) To manage employees  
 b) To create new business opportunities  
 c) To handle financial transactions  
 d) To conduct market research
11. What is the main purpose of a business plan?  
 a) To set personal goals for employees  
 b) To attract potential investors  
 c) To determine employee salaries  
 d) To develop marketing strategies
12. Which of the following is an advantage of online business?  
 a) Limited customer reach  
 b) High operating costs  
 c) 24/7 availability  
 d) Limited product variety
13. What is the function of a budget in business?  
 a) To track employee attendance  
 b) To manage customer complaints  
 c) To plan and control expenses  
 d) To conduct product research
14. What is the purpose of a balance sheet in financial accounting?  
 a) To record daily transactions  
 b) To measure the profitability of a business  
 c) To show the financial position of a business at a specific point in time  
 d) To calculate taxes owed
15. What is the importance of ethical behavior in business?

- a) To maximize profits at any cost
- b) To maintain good relationships with suppliers
- c) To protect the environment
- d) To ensure long-term success and reputation

16. What is the role of advertising in business?

- a) To handle employee payroll
- b) To create brand awareness and promote products or services
- c) To manage inventory
- d) To handle legal matters

17. Which of the following is an example of a fixed cost in business?

- a) Raw materials
- b) Employee salaries
- c) Advertising expenses
- d) Utility bills

18. What is the purpose of market research in business?

- a) To set employee performance goals
- b) To develop pricing strategies
- c) To design company logos
- d) To manage inventory levels

19. What does the term "supply chain" refer to in business?

- a) The process of manufacturing a product
- b) The flow of goods and services from producers to consumers
- c) The management of employee schedules
- d) The process of recruiting and hiring new employees

20. What is the significance of competition in business?

- a) To eliminate customer choices
- b) To increase prices
- c) To encourage innovation and improve quality
- d) To create monopolies

21. What is the role of customer service in business?

- a) To negotiate contracts with suppliers
- b) To handle financial transactions
- c) To attract new customers
- d) To manage employee performance

22. Which of the following is an example of an intangible asset in business?

- a) Office furniture
- b) Cash in the bank
- c) Patents and trademarks
- d) Raw materials

23. What is the purpose of risk management in business?

- a) To avoid all risks completely
- b) To maximize profits by taking high risks
- c) To identify and minimize potential threats to a business
- d) To increase operational costs

24. Which of the following is an example of external factors influencing business?

- a) Employee skills and qualifications

- b) Market demand for products
- c) Internal company policies
- d) Production processes

25. What is the significance of global trade in business?

- a) To restrict economic growth
- b) To protect domestic industries
- c) To increase competition and access to larger markets
- d) To limit job opportunities

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## Bio-data

### A. Personal Data

1. Full Name: Adebimpe Adunni ODUNAYE

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E-mail: Bodunaye@yahoo.com or tolupeace@gmail.com

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2. Date and Place of Birth: 18th March, 1972. UCH, Ibadan.

3. Nationality: Nigerian

4. Name and Address of Next of Kin: Rotimi Odunaye P.O. Box 38574, Dugbe, Ibadan.

### B. Educational Background

Educational Institutions Attended with Dates and Qualifications

Educational Institutions	Dates	Qualifications
Primary Education: UMC Demonstration School, Ibadan	1978-1984	Leaving Certificate
Secondary Education: St Teresa's College, Ibadan.	1984-1989	WAEC

#### Higher Educational Institutions:

The Polytechnic, Ibadan	1991-1994	ND
Lead City University, Ibadan.	2015-2017	B.Ed
Lead City University, Ibadan.	2017-2019	M.Ed
Lead City University, Ibadan.	2020-Till date	PhD

### C. Working Experiences with Dates

Chi Farms, Ibadan.	1996-2007
Science Academy Secondary School, Ogbomoso	2009-2014

#### **D. Membership of Academic Professional Bodies:**

Teachers Registration Council of Nigeria (TRCN)

Association of Business Educators of Nigeria (ABEN)

#### **E. Publications (if any)**

1. Akinyele, T.A. & Odunaye, A.A. Industrial Training as a Transformational Programme for Business Educators in Nigeria. *Journal of Capital Development in Behavioural Sciences* 7(1), 2019. ISSN-2449-0679. 18
2. Akinyele, T.A. & Odunaye, A.A., *Africa and Education 2030 Agenda*. Published by Faculty of Education, University of Ibadan, Nigeria. 2019. ISBN 978-2860-53-0. 479-480.
3. Akinyele, T.A. David, A. & Odunaye, A.A. Prospects and Challenges of Adopting E-Assessment for Business Teacher Education Programme in Colleges of Education in South West Nigeria. *Association of Business Educators of Nigeria Conference Proceedings*, 5(1), 2018. ISSN: 2408-4875.
4. David, S. & Odunaye, A. A., Entrepreneurship Education as a Catalyst for Employment Creation among Tertiary Institutions Graduates in Nigeria. *Journal of Arts and Social Science Education (JASSE)*, 1(1), 2022. 47-53.

#### **Thesis**

*Influence of Information Communication Technology (ICT) Development on Business Education Learning in Lead City University, Ibadan. Oyo State. 2017*

*E-learning Devices and Institutional Indices as Predictors of Business Education Students' Global Learning Readiness in Tertiary Institutions in Oyo State. 2019*

*Social Media Use, School Factors and Junior Secondary School Students' Academic Achievement in Business Studies in Southwest, Nigeria. 2024*

### **Major Conferences Attended with Dates**

1. Faculty of Education, University of Ibadan, Nigeria. 2018 International Conference. Theme: Africa & Education 2030 Agenda. Held at Conference Centre, University of Ibadan, Nigeria. 25th-29th June, 2018.
2. 3rd Biennial International Conference of the Faculty of Arts & Education. Theme: 21st Century Education: Innovation & National Development. Held at International Conference Centre, Lead City University, Ibadan, Nigeria. 27th-30th November, 2018.
3. Association of Business Educators of Nigeria (ABEN) 30th International Conference on Business Education in the E-world: Issues and Trends, Challenges and Strategies in Africa. Held at the Conference Hall, Bayelsa State Guest House, Abuja. 8th-12th October, 2018.
4. 5th Faculty of Arts & Education International Conference on Sustainable Development: Pragmatic Human Capital for Sustainable Development. 6th-8th June, 2022.

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\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

### **The University Compliance Certification**

This is to certify that this thesis was written by Adebimpe Adunni ODUNAYE with matriculation number LCU/PG/000581 in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University is in full compliance with the approved University Format and Style.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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