School Resources, Teaching Methodologies and Academic Achievement in Social Studies among Junior Secondary School Students in Oyo Town

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In Partial Fulfilment of the Requirements for the Award of Masters Degree (MEd) in Educational Management

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Certification

This is to certify that Rukayat Mojisola RAJI with matriculation number LCU/PG/005549 completed this thesis titled, "School Resources, Teaching Methodologies and Academic Achievement in Social Studies among Junior Secondary School Students in Oyo Town" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, in partial fulfillment of the requirements for the award of Master's Degree (M Ed) in Educational Management. This thesis has not been previously submitted for any degree before.

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Dedication

This research is dedicated to Almighty Allah, the creator of the universe, who does not faint or grow weary, the maker of perfection, the impossibilities worker all praise and adoration be unto him.

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Finally, “Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

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Abstract

The academic achievement of Junior Secondary School students in Social Studies in Oyo Town has remained below expectation, raising concerns among educators, parents, and policymakers. This study investigated the influence of school resources and teaching methodologies on students' academic achievement in Social Studies. A descriptive survey research design was adopted, involving 607 Junior Secondary School students offering Social Studies across eight public schools in four Local Government Areas within Oyo Town. Through a multistage sampling technique, 350 JSS II students were selected. Data were collected using the Social Studies Achievement Test (SSAT) and a validated questionnaire on School Resources and Teaching Methodologies, both with a reliability coefficient of 0.78. Data analysis employed descriptive and inferential statistics, including Multiple Regression, with hypotheses tested at the 0.05 significance level. Findings revealed a significant joint influence of school resources and teaching methodologies on students' achievement in Social Studies ($F_{(2,346)} = 966.437$, $p < 0.05$, $R = 0.921$, $R^2 = 0.848$). Teaching methodologies ($\beta = 1.950$, $p < 0.05$) made a greater individual contribution, while school resources ($\beta = 1.030$, $p > 0.05$) were not a significant independent predictor. Student-centered methods such as interactive and inquiry-based approaches enhanced students' understanding and retention of Social Studies concepts. The study concludes that the use of effective, student-focused teaching methodology, supported by adequate educational resources, is essential for improving students' learning outcomes. It recommends that teachers adopt interactive teaching approaches while school administrators and government ensure consistent provision and effective utilization of instructional resources.

Keyword: School Resources, Teaching Methodologies, Academic Achievement, Social Studies, Junior Secondary School

Word count: 247

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List of Acronyms

Abbreviation	Meaning
BSAT	Business Studies Achievement Test
ANCOVA	Analysis of Variance

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Chapter One

Introduction

1.1 Background to the Study

In today's rapidly changing society, the importance of Social Studies education cannot be overstated. It serves as a foundation for nurturing responsible, informed, and civically engaged citizens. Yet, in many junior secondary schools across Nigeria, particularly in Oyo Town, there is a growing concern over students' poor academic achievement in this critical subject. Reports and observations by parents, educators, and school counsellors consistently reveal a troubling pattern of underperformance in Social Studies, which threatens the development of vital societal values and understanding among young learners. For instance, recent internal assessment reports have shown that a significant proportion of students in Oyo Town score below average in Social Studies, raising concerns about the long-term implications for civic education and national development.

The academic achievement of students is a core measure of educational effectiveness, reflecting not only individual learning but also the capacity of schools to equip students with essential skills and knowledge. In the context of Social Studies, which draws on history, geography, government, and cultural studies, academic achievement serves as a mirror to how well students understand societal systems and their roles within them.

Despite numerous interventions aimed at improving academic achievement, many students still struggle, especially in settings where teaching practices are outdated and essential resources such as textbooks, instructional materials, and qualified teachers are

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limited. Research has extensively explored individual factors influencing achievement such as parental background, student motivation, and school type but these studies often treat these variables in isolation. However, few have examined how the intersection of poor instructional methods and inadequate school resources creates compounding disadvantages that hinder learning, particularly in Social Studies, a subject that relies heavily on interactive and contextual learning. The lack of updated teaching strategies and learning materials often leads to rote memorization rather than critical engagement, making it difficult for students to connect classroom knowledge with real-life experiences. This underscores a critical gap in the literature regarding the synergistic effect of teaching quality and school infrastructure on Social Studies achievement[1].

Based on the researcher's observation, there is growing concern among parents, school administrators, educators, and counsellors regarding the consistently poor academic achievement of students in junior secondary schools, particularly in Social Studies. This declining achievement has become a critical issue within the field of social sciences, prompting widespread speculation and inquiry. Over the years, observation has been made to explored the underlying causes of students' poor achievement from different perspectives. However, only a limited number have effectively identified and addressed core contributing factors such as students' attitudes, the quality of the school environment, parental socio-economic status, gender, school type, and availability of educational funding, teaching methods, and teacher qualifications. Despite these efforts, the problem persists, highlighting the need for further investigation into the complex interplay of these variables, particularly within the context of Social Studies education.

The academic achievement of students serves as a vital indicator of educational success, showcasing the knowledge and skills that students have gained over a defined

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time frame. This acts as a crucial measure of how well an education system functions and plays a vital role in shaping both personal and societal advancement. Nonetheless, numerous elements influence academic success, including family background, socio-economic status, motivation, and the quality of educational settings. The interplay of these intrinsic and extrinsic factors results in variations in learning outcomes[1]. Academic achievement is not solely determined by inherent intelligence; rather, it is influenced by a blend of internal factors and external conditions, such as the accessibility of educational resources and the effectiveness of teaching methods[2].

The availability of school resources plays a pivotal role in shaping students' academic outcomes. Adequate resources, such as physical, human and instructional materials enhance learning by providing students with opportunities to engage in practical, hands-on, and experiential learning[3]. However, a lack of these essential resources may hinder student achievement, creating a gap in the quality of education provided in resource-rich and resource-poor schools. When schools are poorly equipped, students may experience difficulty in grasping complex concepts, which often leads to reduced academic achievement and diminished motivation to learn. Conversely, resourceful schools enable students to develop critical thinking and problem-solving skills, positively influencing their overall achievement[4].

The presence of educational resources is crucial in influencing students' academic success, particularly in areas such as social studies, which necessitate a variety of learning tools to improve comprehension. These resources offer a variety of viewpoints and foster analytical thinking, enabling students to relate theoretical concepts to practical situations. This enhances their educational journey and promotes better academic results. On the other hand, the lack of these resources can negatively affect students' achievement in Social

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Studies. Inadequate materials in schools can hinder teachers' effectiveness in delivering lessons, which in turn restricts students' capacity to fully understand concepts. For example, without maps or globes, grasping geographic concepts can be difficult, resulting in gaps in students' understanding. This deficiency frequently leads to subpar academic outcomes and a reduced enthusiasm for the subject[5].

Sufficient resources significantly improve the teaching process, enabling educators to utilise innovative and engaging teaching methodologies. Utilising digital tools and visual aids enables educators to develop engaging lesson plans that address a variety of learning preferences. This approach not only inspires students but also enhances their ability to retain information. For example, interactive multimedia presentations can clarify intricate Social Studies subjects, enhancing accessibility and enjoyment for learners. Conversely, institutions lacking adequate resources frequently compel educators to depend on antiquated or less efficient instructional techniques, including rote memorisation. This constrains students' ability to think critically and analyse effectively, which are vital for comprehending Social Studies. As time progresses, this may undermine students' confidence and diminish their capacity to utilise knowledge in real-world contexts, adversely impacting their academic outcomes[6].

Moreover, the presence of well-resourced libraries and internet access enables students to engage in independent inquiry, enhancing their comprehension of Social Studies subjects. This encourages inquiry and independent exploration, allowing students to investigate more thoroughly into historical, cultural, and societal matters. These experiences play a crucial role in building a strong academic foundation, leading to elevated levels of achievement. Conversely, when educational institutions do not have libraries or possess inadequately stocked ones, students miss out on valuable opportunities

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for additional learning. This constraint restricts their capacity to investigate topics outside the classroom, resulting in a limited comprehension of Social Studies. Consequently, learners frequently struggle in evaluations that demand analytical skills and comprehensive understanding[7].

The availability of suitable classroom furniture and learning environments plays a crucial role in enhancing students' engagement and focus during Social Studies lessons. Environments those are comfortable and conducive to learning foster attentiveness and participation, essential elements for achieving academic success. When learners experience physical comfort, they are more effectively equipped to take in and remember information. Overcrowded or inadequately furnished classrooms can foster a distracting and uncomfortable environment, adversely affecting students' concentration and performance. For example, students packed into confined areas might find it challenging to engage or contribute meaningfully in group discussions, which is a crucial component of Social Studies education[8].

Additionally, extracurricular activities and field trips, which frequently depend on resource availability, significantly enhance the learning experience in Social Studies. Organising trips to historical sites or cultural institutions allows students to engage directly with the subjects they study, enhancing the overall learning experience. This hands-on approach enriches comprehension and improves educational results. Conversely, educational institutions that are underfunded or lack necessary resources hinder students from accessing these valuable experiences. In the absence of hands-on experience, Social Studies lessons may come across as theoretical and detached from real-world situations, leading to a decline in students' engagement and achievement in the subject. The presence

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or absence of school resources can significantly influence students' academic achievement in Social Studies, leading to either beneficial or detrimental outcomes[9].

On the other hand, teaching methodologies, the strategies and techniques employed by teachers to deliver lessons, are equally significant in determining student academic achievement. Student-centered approaches, such as collaborative learning and inquiry-based instruction, encourage active participation, critical thinking, and deeper understanding, often resulting in better academic achievement. On the other hand, teacher-centered methods that rely heavily on rote memorization and passive learning may limit students' ability to apply knowledge in real-world contexts. The effectiveness of teaching methodologies largely depends on teachers' training, experience, and ability to adapt to the diverse needs of their students. When implemented effectively, innovative teaching methods can bridge learning gaps and foster academic excellence[10].

Over the last decade, researchers and academics have gained a better understanding of effective teaching methods in the field of science, particularly biology. In this case, the use of an appropriate teaching approach or methods has a significant impact on mathematical achievement and learning. Despite numerous research studies conducted in recent years, the impact of social studies teaching has yet to be fully discovered because the results of many studies differ. Nonetheless, it was demonstrated that using interactive teaching approaches could be effective for teaching a variety of social studies concepts in junior secondary school[10].

The academic accomplishment of students in social studies is highly impacted by the teaching techniques that are utilised, and the consequences of these methodologies can be either favourable or bad, depending on the approach that is utilised and how well it aligns with the requirements of the students. Any setting that is dynamic and engaging for

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learning, in which students actively engaged, may be created via the use of effective teaching approaches. This environment can promote improved knowledge and retention of the material covered in social studies. The development of critical thinking and analytical abilities may be fostered via the use of interactive methods such as group discussions, role-playing, and debates. These methods enable students to comprehend intricate social concerns, historical events, and cultural dynamics. Due to the fact that they link theoretical knowledge to practical applications, these strategies frequently lead to enhanced academic achievement[11].

Teaching approaches that are not properly executed, on the other hand, might be detrimental to the academic results of students in the subject of social studies. For example, traditional approaches that are centred on lectures might not be able to effectively engage students, particularly in a topic that thrives on debate and participation. When teachers depend heavily on rote memorisation and lack variation in their instructional tactics, it is possible for pupils to lose interest in the subject matter, which can lead to low motivation and poor academic achievements. Using approaches that are so repetitive can also be detrimental to creativity and critical thinking, both of which are necessary for achieving success in social studies programs[12].

The integration of technology into instructional methods has yielded both positive and negative effects, particularly evident in the realm of social studies. To enhance the engagement and relevance of classes in relation to students' lives, one can utilise instructional software, multimedia tools, and online resources. Utilising documentaries, interactive maps, and digital simulations can enhance students' understanding and engagement in the educational experience. Nonetheless, excessive reliance on technology without adequate oversight could lead to distractions or a superficial understanding of the

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material. In some cases, students may prioritise the technological aspect over the actual content, potentially resulting in only a modest improvement in their academic achievement[13].

Positive outcomes may be achieved via the use of collaborative learning practices, such as peer tutoring and group projects, which foster the development of skills in cooperation and communication. Through the use of these approaches, students are able to glean knowledge from their classmates, exchange points of view, and get a more profound comprehension of social studies themes. Nevertheless, the dynamics of a group can occasionally provide difficulties. It is possible that the effectiveness of such approaches might be undermined by uneven involvement, disagreements, or domination by specific members. This could result in some students becoming disengaged, which would have a detrimental impact on their academic achievement[14].

Students' academic achievement in social studies can be considerably improved via the implementation of teaching methodologies that combine experiential learning, such as going on field excursions and participating in community service initiatives. Because of these methods, students are given the opportunity to have first-hand experience with historical sites and cultural systems, which makes the subject matter more tangible and memorable. On the other hand, the success of experiential learning can be hindered by a number of practical obstacles, including limited finance, poor preparation, or a limitation in accessibility. The educational benefits that these approaches are supposed to provide can be diminished when they are not carried out properly, since they might result in confusion or a loss of concentration[15].

Differentiated instruction represents a methodology that significantly enhances academic achievement in social studies. Nonetheless, the execution of differentiated

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instruction presents significant time demands and challenges for educators, particularly in expansive classroom settings. A lack of adequate resources or training could result in inconsistent implementation of this method, leading to variations in student achievement.[16] The focus on inquiry-driven learning in social studies has shown to be advantageous by motivating students to investigate subjects through questioning, research, and problem-solving. This approach fosters inquiry and autonomous reasoning, resulting in enhanced educational outcomes. Nonetheless, it can be daunting for students who do not possess the essential skills or self-assurance to effectively engage in self-directed learning. In the absence of adequate support, students may face challenges with the open-ended aspects of inquiry-based assignments, potentially impeding their educational advancement[17].

A significant aspect to consider is the interplay between teaching methodologies and evaluation methods. Approaches that focus on project-based or formative assessments can offer a comprehensive insight into students' development in social studies, enhancing their academic success. On the other hand, approaches that emphasise high-stakes testing can result in a limited emphasis on preparing for exams, overlooking the wider objectives of social studies education, including the cultivation of civic awareness and ethical reasoning[18]. Teacher-centered methodologies, like direct instruction, present both advantages and disadvantages. Although these methods are proficient in conveying information effectively, especially for basic understanding, they might restrict student involvement and analytical reasoning. An overdependence on teacher-centered approaches may foster a passive learning atmosphere, resulting in diminished student engagement and a lack of deep connections with social studies concepts, ultimately contributing to decreased academic achievement[19].

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Students' ability to learn varies at the start of an activity, depending on their prior experiences, personal characteristics, and social supports. The level of encouragement and support provided by parents and teachers, combined with access to availability of school resources, quality learning materials, qualified teachers, and the right blend of teaching methodologies, results in skill acquisition and refinement. Parents' desire for their children serves as an impetus for their wards' improved achievement both directly and indirectly, and it is in this light that the study set out to discover school resources, teaching methodologies and academic achievement in social studies among Junior Secondary School Students in Oyo Town.

1.2 Statement of the Problem

The concerning nature and widespread occurrence of poor academic achievement among junior secondary school students across various subjects, including social studies, have raised alarms for educators, parents, policymakers, and curriculum developers. Reports from the Ministry of Education and periodic evaluations show that students' performance in social studies is on a downward trajectory, highlighting a concerning trend in their understanding of fundamental civic, cultural, and societal concepts. This decline raises significant concerns considering the subject's importance in promoting informed and responsible citizenship. A variety of elements could be influencing this ongoing challenge, such as insufficient educational resources, suboptimal instructional strategies, and adverse classroom conditions. The presence of vital educational resources, including textbooks, instructional materials, and supportive learning environments, is crucial for students' academic achievement. When these resources are inadequate or insufficient, students may find it challenging to understand the fundamental concepts of the subject, resulting in poor academic achievement. The teaching methodologies utilised by social studies educators

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play a crucial role in shaping students' comprehension and involvement. When educators depend on antiquated, instructor-centered strategies instead of engaging and learner-focused techniques, learners might lose interest or struggle to relate theoretical concepts to practical situations. Moreover, the insufficient training of educators in modern teaching methods may worsen the situation, hindering their capacity to clarify intricate ideas and customise lessons for a variety of student requirements. In Oyo State, the circumstances remain similar, as junior secondary school students persist in encountering obstacles in attaining academic success in social studies. This study seeks to explore how the school resources and the teaching methodologies used by social studies educators impact the academic achievement of junior secondary school students in Oyo town. Grasping these dynamics will yield important insights into the underlying causes of the issue and guide the development of strategies aimed at improving student performance in social studies.

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1.3 Aim and Objectives of the Study

This study seeks to explore how the school resources and the teaching methodologies determined the Junior Secondary School offering social studies academic achievement in Oyo town. The objectives of the study were to:

i. ascertain the level of students' academic achievement in Social Studies among Junior Secondary School in Oyo Town;

ii. determine the level of availability of school resources among Junior Secondary School in Oyo town;

iii. determine the relative influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town; and

iv. examine the joint influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town.

1.4 Research Questions

The following research questions are raised to guide the study:

i. What is the level of students' academic achievement in social studies among Junior Secondary School in Oyo town?

ii. What is the level of availability of school resources among Junior Secondary School in Oyo town?

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1.5 Hypotheses

The following null hypotheses would be tested in this study at 0.05 level of significance.

$H_0$1: There will be no significant relative influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town.

$H_0$2: There will be no significant joint influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town.

1.6 Significance of the Study

This study aims to provide relevant findings for educational policymakers, offering evidence-based insights into the influence of school resources and teaching approaches on academic success in Social Studies. The study will clarify resource deficiencies and the effectiveness of different teaching methods, so aiding policymakers in developing and implementing policies that ensure equitable resource distribution and promote effective teaching strategies. This may lead to improved educational performance and a stronger foundation in Social Studies for junior secondary school students, which is crucial for their overall academic growth.

Also, this study will significantly help teachers by highlighting the critical role of teaching approaches in improving students' academic performance. The research will provide teachers with excellent teaching techniques to enhance their classroom delivery. Educators may implement creative strategies customised to their particular environments, enhancing student engagement and learning efficacy. Furthermore, the results will motivate educators to utilise existing resources more efficiently, promoting an optimal learning atmosphere. This study directly benefits students by aiming to enhance their academic performance in Social Studies. By guaranteeing sufficient resources and optimising instructional

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approaches, students will enjoy a more enriching and helpful learning experience. The study's recommendations might mitigate obstacles such as resource scarcity or suboptimal teaching methodologies, hence enhancing students' comprehension of Social Studies subjects. This will not only augment their academic performance but also refine their critical thinking and problem-solving abilities.

Furthermore, school administrators will find the study advantageous, since it offers significant insights into resource management and instructional supervision. By comprehending the correlation among resource availability, pedagogical approaches, and academic performance, administrators may make educated judgements regarding resource distribution, educator training, and curriculum execution. This would enable the establishment of an educational environment that benefits both educators and learners, eventually enhancing school performance.

This study will enhance the field of educational research by augmenting the current understanding of the relationship among resources, pedagogical approaches, and academic results. Researchers and researchers might expand upon these findings to investigate adjacent domains, such as the impact of socio-economic variables on resource availability or the integration of technology into Social Studies pedagogy. The study therefore establishes a basis for further research focused on enhancing educational practices and guaranteeing quality education for all.

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1.7 Scope of the Study

The scope of a study defines the boundaries and limitations of the research, including the specific population or sample being examined, the geographical setting, and the chronological parameters of the study. It specifies the parameters regulating the research process. This study aims to investigate the effect of school resources and teaching methodologies on academic achievement in social studies among junior secondary school students in Oyo Town. The population and geographical scope comprise of Junior Secondary School Students who are enrolled in social studies in Oyo Town.

1.8 Limitation of the Study

This study faced a number of limitations. First, it focused solely on Junior Secondary School students in Oyo Town and was restricted to the subject of Social Studies. Therefore, the findings may not be generalizable to students in other locations, subjects, or educational levels. Second, the study relied on self-reported questionnaires and achievement tests, which may have been affected by social desirability bias or inaccurate responses from participants. Third, the use of a cross-sectional design limited the ability to establish a direct cause-and-effect relationship between school resources, teaching methodologies, and academic performance. In addition, factors such as teachers' commitment, students' motivation, and parental involvement variables beyond the scope of this study—might have influenced the results. Lastly, due to time and financial constraints, the researcher was unable to include more schools or a larger sample size, which could have enhanced the validity and generalizability of the findings.

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1.9 Operational Definition of Terms

Terms are defined according to their usage in this study. These terms include:

Academic Achievement: This is refers to the extent to which a student has attained their educational goals, often measured through assessments, grades, or standardized tests, reflecting their knowledge, skills, and competencies in various subjects.

Social Studies: This is an academic discipline that explores the study of human society, including history, geography, civics, culture, economics, and sociology, to promote understanding of societal structures, relationships, and responsibilities.

School Resources: This refers to the materials, facilities, and support services available in a school that help teachers teach effectively and students learn better**.**

Human resources: This refers to qualified teachers, school counsellors, and support staff who guide students in understanding social issues, values, and civic responsibilities.

Physical resources: this refers to materials and facilities such as Social Studies textbooks, maps, charts, audio-visual aids, libraries, and well-equipped classrooms that make learning more practical and engaging.

Teaching Methodologies: This is refers to the structured approaches, strategies, and techniques employed by educators to facilitate learning and effectively deliver knowledge, skills, and concepts to students.

Traditional Teaching Methods: This is teacher-led approaches where the teacher does most of the talking and students mostly listen and take notes. In Social Studies, this often leads to memorizing facts without truly understanding them.

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Student-Cantered Teaching Methods: These are ways of teaching that involve students actively in the learning process, such as through discussions, group work, and projects. In Social Studies, this helps students understand real-life issues and think critically.

Junior Secondary School Students: This are learners in the second year of the junior secondary education level, typically aged between 12 and 14 years, as part of the three-year curriculum designed to bridge primary education and senior secondary education.

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Chapter Two

Literature Review

The chapter reviewed the related literature on the study under the following sub- headings.

2.1 Conceptual Review

2.1.1 Academic Achievement

2.1.2 School Resources

2.1.3 Teaching Methodologies

2.1.4 Social Studies Education

2.2 Theoretical Framework

2.2.1 Resource-Based Theory (RBT)

2.2.2 Constructivist Learning Theory

2.3 Review of Empirical Studies

2.3.1 School Resource and Academic Achievement in Social Studies

2.3.2 Teaching Methodologies and Academic Achievement in Social Studies

2.4 Conceptual Review

2.5 Summary of Gap in Literature Reviewed

Endnotes

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2.1 Conceptual Review

2.1.1 Academic Achievement

Academic achievement in education refers to the outcome of learning and serves as a gauge of how well students, instructors, and school institutions have accomplished their school goals. Based on the consistently poor levels of academic achievement in Biology and the negative attitude towards it, it is evident that scientific education has been inadequately implemented. The assessment of academic achievement is typically conducted through examinations or ongoing evaluation, although there is no widespread agreement on the best effective testing approach or the key components of knowledge. Achievement, in the context of school environments such as schools, colleges, and universities, refers to the measurable outcomes of a person's achievement that indicate the extent to which they have successfully attained specific objectives[1]. In addition to the problem of low achievement in Biology in school institutions, it is common for students in Nigerian schools to choose Biology because it is a scientific subject that is relatively easy to earn high grades in, making it particularly appealing to them. Interest is crucial when it comes to teaching and learning Biology. Furthermore, there exists a correlation between student engagement and the instructional methodologies utilised by the lecturers. Given this information, a number of scholars suggest implementing innovative methods to improve students' academic achievement[2].

Although numerous novel methodologies have been employed, Biology students instructors persist in doing poorly and displaying minimal enthusiasm for the subject. This emphasises the significance of conducting experiments using a teaching approach and method that are compatible, as well as studying how Concept mapping and cooperative learning might impact the achievement and focus of Biology teachers. Academic

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achievement refers to the progress and growth of students, which is determined by their learning experiences in an school programme that is designed to fulfil specific goals and objectives. Academic accomplishment refers to the actual abilities and knowledge that students acquire while participating in an school programme[3]. In the field of education, academic achievement refers to the amount of knowledge acquired through formal education, as well as the outcome and impact of instruction received in a learning setting. Colleges achieve their school aims by assessing learners' progress through grades[4]. The course seeks to modify learners' behaviour by targeting those specific goals. Academic achievement is defined as the acquisition of proficiency in a specific skill or area of knowledge. Academic achievement in school institutions such as schools, colleges, and universities encompasses a student's achievement in several settings, including classrooms, laboratories, libraries, and work environments[5].

Academic achievement refers to observable or measurable behaviour in a specific subject, indicating the extent to which a student accomplishes tasks and studies. It serves as evidence of knowledge acquired through learning activities over time and reflects the attainment of school goals within a school. The academic achievement of students is a primary indicator of the effectiveness or success of an school institution and is often assessed using achievement tests administered at the end of a lesson, term, or session[6]. Academic Achievement (AA) could be referred to as an accomplishment, which reflects a sense of sincerity, candidness, and perseverance on the part of achievers (students), parents, and teachers, as well as other concerned school stakeholders. It may partly mean a student's achievement in school, especially in his/her marks on tests or examinations. Therefore, AA could be considered a multi-faceted construct that is made up of various learning domains. Academic achievement is a broad area that encompasses a wide range of school outcomes. Hence, the conceptualization of AA often depends on metrics used to

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measure it. Among many criteria that indicate AA are general indicators such as grades or performance in an school achievement test or examination, and cumulative indicators such as academic degrees and certificates[7].

2.1.2 School Resources

School resources encompass all human, material, and non-material elements, including audio-visual tools and community materials that are accessible within an academic environment to enhance school administration and streamline the teaching and learning experience. Additionally, they encompass essential resources utilised within the educational environment to facilitate effective teaching and enhance the significance and clarity of learning for students. School resources encompass a wide array of materials, both human and non-human, whether they are illustrated or captured through photography, constructed by hand or operated electronically, as well as books and all associated materials utilised in the processes of teaching and learning[6].

School resources encompass the vital inputs and materials that facilitate effective teaching and learning within educational institutions. These resources are essential to the education system, including all elements required to foster an environment that promotes academic engagement and growth. The range of school resources is extensive, encompassing both physical elements such as classrooms and libraries, as well as intangible assets including proficient educators and effective administrative frameworks. Collectively, they guarantee that students obtain a thorough and significant educational experience[8].

Educational resources encompass the educators within the institution, individuals from the surrounding community, tangible items, specimens or models, writing tools and display boards, the physical structure and arrangement of the school, the broader

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community, and essential materials such as pencils, pens, exercise books, and other supplies that learners are anticipated to possess at all times to enhance the learning experience. A productive teaching and learning experience can only occur within a supportive academic setting. Educational resources are essential for fostering a supportive academic atmosphere. Effective allocation, use, and management of educational resources will enhance the motivation of the personnel overseeing school activities and contribute to achieving the institution's objectives[9].

A vital element of educational resources is the workforce, encompassing educators, administrators, counsellors, and support personnel. These individuals play a crucial role in influencing the educational journeys of students. Educators, for example, possess specialised knowledge and teaching abilities that significantly impact student outcomes. The role of administrative staff is crucial in upholding the organisational framework of the school, facilitating the seamless execution of daily operations. Material resources represent a crucial component, encompassing physical items like textbooks, desks, laboratory equipment, and teaching aids. These items equip individuals with the essential resources for effective instruction and learning. For instance, facilities outfitted with advanced equipment enable learners to perform experiments that solidify theoretical principles. In a similar vein, libraries filled with pertinent books and digital media act as essential resources for inquiry and independent learning[10].

The range of educational resources encompasses infrastructure, which includes buildings, electricity, water supply, and sanitation facilities. The presence of these physical elements plays a crucial role in fostering a safe and comfortable learning environment. Well-ventilated classrooms, operational restrooms, and access to clean drinking water are fundamental requirements that promote student health and well-being, allowing them to

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concentrate on their academic pursuits. Financial resources are also included in the category of school resources. Sufficient funding is crucial for acquiring, maintaining, and enhancing materials and infrastructure. The initiative further facilitates the disbursement of employee salaries and the execution of educational programs. Institutions with strong financial support have the capacity to allocate resources towards cutting-edge technology, professional development for educators, and a variety of extracurricular programs, thereby enhancing the comprehensive educational experience[11].

Technological resources are gaining significance in contemporary education. Incorporating tools such as computers, projectors, and internet connectivity significantly enriches the teaching and learning experience, facilitating access to a wealth of global information and fostering innovative instructional methods. The incorporation of digital tools in educational settings enhances interactive learning and equips students for the challenges of a technology-oriented environment. The distribution of school resources raises significant concerns regarding fairness within the education system. Differences between urban and rural schools, as well as between public and private institutions, frequently result in unequal learning opportunities. To rectify this disparity, it is essential to implement specific policies and interventions that guarantee access to quality education for all students, irrespective of their socio-economic status[12].

The sustainability of educational resources is a critical factor for ensuring their enduring effectiveness. Consistent upkeep of facilities, continuous skill enhancement for personnel, and the integration of environmentally sustainable practices are approaches that contribute to the preservation of the quality and accessibility of these resources. Overlooking these aspects may lead to the early exhaustion or decline of important resources. Tailored resources hold considerable importance for individuals with disabilities

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or unique requirements. Adaptive technologies, skilled educators, and inclusive infrastructure empower these students to engage completely in the educational experience. In the absence of these customised resources, their ability to attain academic success and social integration could be significantly hindered[13].

Categories of School Resources

Resources within educational institutions can be classified into three main types: human resources, material resources, and financial resources. Human resources encompass educators, administrators, and support personnel who play a direct or indirect role in the educational process. Tangible assets such as buildings, teaching aids, and equipment are included in material resources. Financial resources refer to the funds designated for the acquisition, maintenance, and enhancement of these materials, as well as for compensating personnel. The integration of these categories plays a vital role in fostering the comprehensive growth of the educational ecosystem.

Human Resources

The education system relies heavily on human resources, which include individuals who play both direct and indirect roles in the teaching and learning process. This group encompasses educators, administrators, counsellors, librarians, and support personnel. Educators play a pivotal role in this group by imparting knowledge, encouraging critical thinking, and steering students towards the attainment of both academic and personal objectives. Administrators play a crucial role in the effective functioning of the school by overseeing schedules, resources, and policies. Support staff and counsellors focus on meeting the emotional and developmental needs of students, whereas librarians play a crucial role in providing access to information and research resources. The collaborative

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endeavours of human resources foster a supportive and structured atmosphere conducive to learning[14].

Material Resources

Tangible assets essential for the processes of teaching and learning are referred to as material resources. This encompasses essential facilities like classrooms, libraries, laboratories, playgrounds, and furniture. Furthermore, they include instructional resources such as textbooks, charts, models, computers, and multimedia tools. Laboratories outfitted with scientific equipment facilitate practical experiments, whereas libraries offer a wealth of books and digital resources that promote independent study. Tools such as projectors and interactive whiteboards significantly improve teaching methodologies, resulting in a more engaging and effective learning experience. These resources significantly enhance scholarly pursuits and contribute to a more comprehensive educational experience[15].

Financial Resources

Financial resources represent the monetary assets that empower educational institutions to acquire, sustain, and enhance both human and material resources. These elements are crucial for compensating staff, acquiring necessary tools, sustaining facilities, and supporting educational initiatives. Financial support may be derived from a range of sources, including government allocations, private donations, grants, and school fees. Institutions that possess adequate financial backing are able to allocate funds towards cutting-edge technology, diverse extracurricular activities, and ongoing professional training for educators, ultimately enhancing the overall quality and breadth of education offered[16].

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Technological Resources

A subset of material resources, technological resources have become increasingly significant in contemporary education. This category encompasses devices such as computers and tablets, along with internet connectivity and software applications. These tools facilitate advanced pedagogical approaches, including virtual classrooms, online assignments, and collaborative projects. The incorporation of technology enables students to cultivate skills pertinent to the digital era, simultaneously broadening their access to worldwide knowledge and educational opportunities[17].

Intangible Resources

Alongside the tangible and monetary aspects, intangible resources like school culture, leadership, and community support hold significant importance. An affirmative educational environment promotes inclusivity, respect, and motivation among both students and staff. Effective leadership guarantees the best use of resources and establishes a vision for achieving academic excellence. The involvement of the community, particularly through parental engagement and collaborations with local organisations, enhances the school's capacity to provide high-quality education[18].

Specialized and Natural and Environmental Resources

For students with unique requirements, tailored resources are essential. This encompasses adaptive technologies, including screen readers and hearing aids, along with accessible facilities such as ramps and lifts. Qualified educators and therapists are included in this group, offering the necessary support to address the distinct needs of these students. These resources guarantee that education is accessible and fair for all. Additionally, certain educational institutions utilise natural and environmental resources to enhance the learning experience. Examples of this category include outdoor learning spaces, gardens, and

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renewable energy installations like solar panels. These resources foster a deeper understanding of environmental issues and sustainability, offering practical learning experiences[19].

Psychosocial and Time Resources

Psychosocial resources encompass services and programs designed to enhance mental health and emotional well-being for both students and staff. This category includes counselling centres, peer support groups, and workshops focused on stress management and interpersonal skills. These resources are crucial for fostering a nurturing school atmosphere that caters to the comprehensive growth of students. Ultimately, time represents a vital yet frequently neglected resource within educational institutions. Efficient time management guarantees a harmonious balance between academic commitments, extracurricular pursuits, and administrative responsibilities. When time is structured and utilised efficiently, both educators and learners can maximise their potential to reach their goals[20].

Importance of School Resources in Academic Achievement

The availability of school resources is essential in influencing students' academic success, as they offer the vital tools, facilities, and support systems needed to improve the learning experience. Their availability and quality have a direct impact on the effectiveness of teaching methodologies, student engagement, and the overall educational outcomes of an institution. Sufficient educational resources guarantee that learners are provided with an optimal environment for their studies. Classrooms that are adequately ventilated and illuminated, equipped with comfortable seating and practical amenities, foster an environment conducive to student concentration and learning, free from distractions. A

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secure and stable environment significantly boosts concentration and productivity, leading to improved academic outcomes[21].

Teaching materials, including textbooks, instructional aids, and laboratory equipment, play a crucial role in the learning process. They equip students with precise, current information and assist educators in enhancing lesson delivery. For example, having access to well-equipped libraries and digital resources enables students to pursue independent enquiries, nurturing critical thinking and intellectual curiosity, both of which are vital for achieving academic success. Competent and seasoned educators, as an essential component of educational resources, greatly influence students' academic achievements. Educators equipped with the right training and knowledge can modify their instructional approaches to accommodate the varied requirements of students. Their capacity to utilise resources in inventive ways and apply cutting-edge teaching methods enhances students' comprehension and memory of information[22].

Technological resources, including computers, projectors, and internet access, have transformed education by facilitating digital and interactive learning experiences. These tools enhance the understanding of intricate concepts by utilising visualisations, simulations, and multimedia content. Technology offers students access to a wealth of global information and fosters opportunities for collaboration, thereby equipping them with essential skills for both academic and professional achievement. The presence of extracurricular resources, including sports facilities, music rooms, and art studios, holds significant importance. These resources foster the comprehensive growth of students by cultivating their abilities and passions outside of academic pursuits. Participating in these activities improves cognitive skills, boosts self-esteem, and enhances time management abilities, all of which contribute positively to academic success[23]

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Ensuring fairness in resource distribution allows every student, irrespective of their socio-economic status, to have an equal chance to succeed academically. Educational institutions equipped with adequate resources have the potential to address learning disparities arising from external influences, including socioeconomic challenges or insufficient parental involvement, through the implementation of supplementary programs, mentorship opportunities, and comprehensive support frameworks. Institutions that possess sufficient financial resources are more capable of sustaining their infrastructure, acquiring contemporary teaching tools, and attracting qualified staff. Financial stability facilitates ongoing enhancements to facilities and the implementation of cutting-edge programs, guaranteeing that students engage with the most effective educational practices and have opportunities to realise their full potential[24].

Dedicated resources for students with disabilities play a vital role in fostering inclusivity and enhancing academic success. Adaptive technologies, customised curricula, and accessible facilities enable these students to engage fully in the educational experience. Their academic achievements are closely linked to the availability of these tailored supports, which empower them to navigate obstacles to learning. Ultimately, the enduring sustainability of educational resources guarantees steady academic success. Consistent upkeep, strategic resource distribution, and commitment to staff professional growth play vital roles in the continuous enhancement of educational standards. An institution that emphasises the efficient utilisation and renewal of resources cultivates a setting conducive to the flourishing of academic excellence[25].

Role of School Resources in Curriculum Implementation

The resources available in schools are crucial for successfully executing the curriculum, acting as the basis for converting educational goals into impactful learning

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experiences. In the absence of sufficient resources, the curriculum risks becoming merely a theoretical framework, failing to achieve its goal of providing students with essential knowledge, skills, and values. The presence of teaching aids and instructional materials is essential for effective curriculum implementation. Materials like textbooks, workbooks, and multimedia resources correspond with curriculum goals and supply the necessary content for instruction. They assist educators in providing instruction systematically, while also giving students the chance to apply and strengthen their understanding of classroom concepts[26].

Laboratories and scientific equipment play a crucial role in disciplines that necessitate practical experimentation, including physics, chemistry, and biology. These resources allow students to implement theoretical concepts in real-world contexts, enhancing their comprehension of the curriculum material. For instance, engaging in experiments enables students to understand scientific principles more thoroughly compared to relying solely on theoretical instruction. Libraries serve as an essential resource for the implementation of curriculum, offering access to a vast array of information that enhances classroom instruction. Books, journals, and digital databases enable students to delve into topics more thoroughly and enhance their research abilities. For educators, libraries function as a vital resource for lesson planning and keeping abreast of subject matter expertise[10].

Technological resources, including computers, projectors, and internet connectivity, have significantly changed the delivery of curricula. They facilitate engaging and multimedia-driven teaching, simplifying intricate ideas for better comprehension. Virtual simulations enable students to investigate practical applications of theoretical concepts, thereby increasing their involvement with the curriculum. The involvement of human

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resources, especially educators, is crucial for the execution of the curriculum. Educators serve as the intermediaries connecting the curriculum with learners, employing accessible resources to design lessons, guide discussions, and evaluate educational results. Their proficiency in synthesising multiple resources guarantees that the curriculum is implemented efficiently and tailored to accommodate the varied requirements of students[27]. The infrastructure of educational institutions, encompassing classrooms, laboratories, and recreational facilities, plays a crucial role in facilitating a comprehensive curriculum. Sufficient classroom space facilitates a conducive and structured learning atmosphere for students. Recreational areas and sports facilities facilitate the integration of physical education into the curriculum, fostering comprehensive development[26].

Financial resources play a crucial role in acquiring, sustaining, and enhancing the tools and facilities necessary for effective curriculum implementation. Institutions with adequate financial resources can allocate funds towards contemporary educational tools, professional development for educators, and a variety of extracurricular programs, thereby ensuring a thorough and well-rounded approach to the curriculum. In special education environments, resources specifically designed to meet the needs of students with disabilities are essential for effective curriculum implementation. Adaptive technologies, specialised teaching aids, and accessible infrastructure guarantee that the curriculum is inclusive and aligns with the learning objectives of all students, irrespective of their abilities. Furthermore, effective leadership within educational institutions and robust organisational support are essential for ensuring that resources are effectively aligned with curriculum objectives. Strategic planning and management guarantee that resources are distributed effectively and utilised to maximise their potential. Leaders who focus on enhancing professional growth and optimising resources empower educators to implement the curriculum effectively and with assurance[25].

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Influence of School Resources on Teaching Methodologies

The resources available in educational settings play a crucial role in shaping teaching methodologies, influencing the manner in which educators present lessons and how learners interact with the material. These resources function as instruments that empower educators to implement various strategies to improve comprehension, foster engagement, and meet educational goals. The presence of material resources like textbooks, teaching aids, and laboratory equipment enables educators to utilise evidence-based and practical instructional methods. In science classes, conducting experiments in well-equipped laboratories offers students practical experiences that solidify their understanding of theoretical concepts. These resources facilitate an approach to learning that emphasises active exploration and analysis of phenomena, thereby enhancing critical thinking and problem-solving abilities[28].

Technological resources have transformed teaching methods by facilitating more interactive and student-focused approaches. Instruments such as computers, projectors, and smart boards enhance multimedia presentations, enable simulations, and support real-time collaboration. For example, employing animations to depict abstract concepts in physics or biology can enhance the engagement and understanding of lessons. Digital platforms and resources facilitate a blended learning approach, enabling students to integrate conventional classroom teaching with online tools and individualised learning experiences. The characteristics and availability of educational facilities, including classrooms and furnishings, significantly influence pedagogical approaches. Ample and well-ventilated classrooms equipped with practical seating arrangements facilitate the organisation of group discussions, debates, and project-based learning activities by educators. On the other hand, classrooms that are overcrowded or inadequately equipped can hinder the

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implementation of interactive methods, forcing educators to depend on conventional lecture-based strategies[29].

Libraries significantly impact teaching methodologies by offering access to additional resources. Educators can motivate learners to engage in research initiatives and self-directed study, weaving these endeavours into their teaching methodologies. Diverse resources enhance the culture of inquiry and significantly increase students' engagement with the curriculum. Professional development, bolstered by sufficient human and financial resources, empowers educators with the skills necessary to investigate and apply innovative methodologies. Training workshops and seminars focused on new educational technologies, classroom management strategies, and differentiated instruction enable educators to customise their approaches to effectively address a variety of learning needs[30].

In educational institutions with sufficient funding, educators have the opportunity to integrate field trips, guest lectures, and extracurricular activities into their instructional approaches. These experiences enable students to bridge the gap between theoretical concepts and practical applications, thereby deepening their comprehension and memory of the material. A visit to a historical site can vividly illustrate historical lessons, while guest speakers from the industry can ignite enthusiasm for STEM fields. The equitable distribution of resources significantly impacts the range of methodologies available to educators. Schools with ample resources allow educators to broaden their methods, whereas those with limited resources may confine them to repetitive learning and reduced interaction. Tackling this inequality is essential for guaranteeing that every student can benefit from enhanced educational opportunities[30].

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Equity and Accessibility in School Resources

Ensuring equity and accessibility in school resources is crucial for providing all students, irrespective of their background or circumstances, with equal opportunities to reach their full academic potential. These principles tackle inequalities in resource allocation and strive to foster an educational setting that ensures every learner has equal opportunities. Equity in school resources means ensuring that students receive the specific support they require to thrive, rather than simply distributing identical resources to everyone. This approach acknowledges the diversity of students' socio-economic, cultural, and geographic backgrounds, which can influence their access to educational resources and facilities. For example, schools in rural areas may need extra funding to enhance their infrastructure, whereas schools in urban settings might require resources to tackle issues related to overcrowding[31].

Ensuring that all students, including those with disabilities or special needs, can fully engage in educational activities is essential. This necessitates the modification of educational resources and facilities to support a range of abilities. Instances encompass ramps designed for individuals using wheelchairs, Braille literature tailored for students with visual impairments, and hearing aids intended for those experiencing auditory challenges. Inclusive design guarantees that educational institutions are inviting and effective for all individuals. Insufficient equity in the distribution of resources frequently results in significant differences in educational results. Institutions in wealthy neighbourhoods often benefit from cutting-edge facilities, modern technology, and highly qualified educators, whereas those in disadvantaged areas face challenges such as deteriorating infrastructure, obsolete resources, and insufficient staffing. These disparities

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continue to sustain cycles of inequality, restricting opportunities for students belonging to marginalised groups.

The fair distribution of financial resources is essential for mitigating these disparities. Governments and policymakers must prioritise financial support for schools in underprivileged regions, guaranteeing access to essential facilities and contemporary educational resources. Programs such as complimentary school meals, scholarships, and subsidised transportation contribute to equalising opportunities for pupils from economically disadvantaged homes. Moreover, accessibility is crucial in cultivating an inclusive educational atmosphere. The lack of adapted resources for students with impairments can pose substantial obstacles to education. Investments in specialised teacher training, assistive technology, and accessible infrastructure are essential to address the requirements of these pupils and facilitate their academic and social growth[31,32].

Technology has a dual function in promoting equity and accessibility. Although technology provides potential to overcome educational disparities, unequal access to gadgets and internet connectivity may intensify existing inequities. Initiatives like offering complimentary or affordable equipment, enhancing broadband accessibility, and establishing community learning centres are essential for guaranteeing that technology serves all students effectively. Educator training is a vital element in advancing equality and accessibility. Educators must be prepared to identify and respond to the varied needs of their pupils. Training in individualised teaching, cultural competency, and inclusive practices equips educators to establish fair learning environments that honour and promote variety. Community engagement and collaborations can help to equity and accessibility. Partnerships with local organisations, businesses, and non-profits can augment resources for schools and offer assistance to students encountering difficulties beyond the classroom.

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Involving parents and carers in the educational process guarantees a comprehensive strategy for tackling inequities[33].

Maintenance and Sustainability of School Resources

The upkeep and sustainability of educational resources are essential for guaranteeing the enduring functionality and efficacy of schools, materials, and systems. Effective management of these resources improves their usability, prolongs their lifespan, and fosters consistent educational outcomes for both current and future students. Consistent upkeep of physical assets, including classrooms, laboratories, and furniture, guarantees that the educational setting stays secure and supportive. Overlooking necessary repairs can result in deterioration, posing risks for both students and staff, and ultimately driving up replacement expenses. Planned evaluations and prompt actions are essential to prevent interruptions in the educational experience[34].

Technological resources, including computers, projectors, and internet infrastructure, necessitate continuous maintenance to ensure they remain operational. To maintain the effectiveness of these tools, it is essential to implement software updates, conduct hardware repairs, and enforce cybersecurity measures. Furthermore, educating staff and students on the appropriate use and maintenance of technology reduces the likelihood of damage and promotes effective utilisation. The focus on sustainability regarding school resources highlights the importance of reducing waste and enhancing resource efficiency. Educational institutions have the opportunity to implement strategies like recycling, reusing materials, and conserving energy to mitigate their environmental footprint. For example, the implementation of renewable energy sources such as solar panels and the installation of energy-efficient lighting can greatly reduce operational expenses while fostering a commitment to environmental stewardship[33].

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Ensuring financial sustainability is crucial for the long-term preservation of resources. It is essential for educational institutions to designate funds explicitly for maintenance and upgrades in order to prevent unforeseen expenses. A variety of funding sources, such as government grants, private donations, and community support, can contribute to financial stability and guarantee that resources stay accessible and operational. Human resources necessitate ongoing assistance to maintain their efficiency. Professional development programs, workshops, and mentoring play a crucial role in keeping educators and staff informed about the most recent pedagogical trends and effective resource management strategies. Content and well-prepared educators are more capable of effectively utilising and sustaining school resources[35].

Community involvement is crucial for ensuring resource sustainability. Involving parents, alumni, and local organisations in fundraising and volunteer efforts cultivates a sense of ownership and collective responsibility. Community-driven initiatives to uphold school gardens or restore playgrounds not only preserve resources but also enhance the connection between the school and its stakeholders. Planning for sustainability encompasses strategic approaches aimed at the long-term management and replenishment of resources. Educational institutions have the capability to perform resource audits to evaluate existing requirements, anticipate upcoming needs, and formulate strategic plans for acquiring and maintaining resources. This forward-thinking approach guarantees that the institution remains flexible in the face of changes while maintaining educational excellence[34].

Challenges in Resource Allocation

Resource allocation in educational institutions is a multifaceted process that entails the effective distribution of finite resources to address the varied needs of students and

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educators. Nonetheless, numerous challenges may obstruct equitable and efficient distribution, adversely affecting educational quality and the overall operation of schools. A key difficulty is inadequate finance. Numerous schools, particularly in low-income or rural regions, function under limited budgets, hindering their ability to supply sufficient resources, including contemporary facilities, educational materials, and qualified educators. This financial constraint intensifies inequalities between adequately funded urban schools and under-resourced institutions in disadvantaged communities[36].

The disparity in resource allocation presents a critical challenge. Schools or districts with greater financial resources frequently obtain more funding and support compared to those located in economically challenged regions. This disparity results in a significant divide in educational quality, where certain students benefit from advanced facilities, while others are deprived of essential resources like operational toilets or textbooks. Administrative inefficiencies may result in suboptimal resource allocation. Poor planning, insufficient transparency, and bureaucratic hold-ups frequently lead to the mismanagement or misappropriation of resources. For example, resources allocated for acquiring educational materials might be redirected to different expenditures, resulting in teachers and students lacking crucial tools for effective learning[20].

The swift rise in population and the surge in enrolment rates present further obstacles. Educational institutions in expanding areas frequently face challenges in managing an increasing student population, resulting in congested classrooms and strained facilities. The pressure on resources can impede effective teaching and learning, exacerbating existing educational disparities. Technological disparities introduce an additional layer of complexity to the allocation of resources. Some educational institutions incorporate cutting-edge technology into their programs, whereas others do not possess

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even fundamental digital resources. The gap in digital access restricts the opportunities available to students in under-resourced schools, preventing them from engaging with contemporary educational methods and placing them at a disadvantage in a world that is becoming increasingly reliant on technology[37].

Insufficient training and professional development for educators can impede the effective use of resources. Even when resources are available, educators who do not possess the requisite skills to utilise them may find it challenging to incorporate them into their instructional approaches. The inefficient use of resources leads to a waste of significant investments and restricts their effectiveness on student learning. The presence of cultural and linguistic diversity can pose challenges in the allocation of resources, especially in areas characterised by various ethnic groups or languages. Educational institutions in these regions might necessitate tailored resources, dual-language teaching, or culturally pertinent materials to meet the requirements of varied student demographics. Addressing these demands frequently extends the constraints of available resources[37].

Critical scenarios, including natural calamities, health crises, or political unrest, can interfere with the distribution of resources. These crises frequently redirect financial resources away from education towards more urgent demands, resulting in schools lacking the necessary resources to function properly. Restoring infrastructure and replenishing supplies following such events involves significant costs and demands considerable time investment. Challenges in policy and governance significantly influence the distribution of resources. Inconsistent or poorly executed policies may lead to disparities in resources and inefficiencies. Furthermore, political factors can distort the allocation of resources, favouring specific schools or areas while overlooking others that may be equally or more deserving[37].

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2.1.3 Teaching Methodologies

Instructional strategies encompass the overarching techniques employed to facilitate student learning, whereas activities represent the various approaches to executing these strategies. Instructional strategies assist learners in: ϖ Grasping the material of the curriculum ϖ Understanding how to utilise the material in specific situations Educators need to determine the most effective teaching strategies that will adequately facilitate specific learning objectives. The effectiveness is contingent upon this alignment. To ensure the best decision is made, an educator must take into account the desired learning outcomes, the needs of the students, and the context of the learning environment. Evaluating and enhancing teaching practices is most effective when various forms of evidence, such as self-reflection, student feedback, and peer observation, are thoroughly comprehended[38].

Teaching methodologies encompass the organised and methodical strategies or approaches that educators employ to enhance the learning experience. The methodologies include the foundational principles, techniques, and processes that shape how content is delivered, how interactions with students occur, and how their understanding is assessed. The main objective of teaching methodologies is to facilitate effective knowledge transfer and foster the development of critical thinking, problem-solving, and collaborative skills in learners. The selection of a teaching methodology frequently hinges on various factors, including the subject matter, the needs of the students, the resources at hand, and the objectives of the institution[38].

A key aspect of teaching methodologies is their categorisation into approaches that focus on the teacher versus those that prioritise the student. Teacher-centered methodologies, including lecturing and direct instruction, position the teacher as the

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primary authority figure, facilitating a linear transmission of knowledge from teacher to student. These approaches are efficient for systematically addressing extensive amounts of content. In contrast, methodologies that focus on the learner prioritise active involvement and engagement, motivating individuals to investigate, enquire, and build knowledge together. Examples encompass problem-based learning, cooperative learning, and inquiry-based learning[39]. The effectiveness of teaching methodologies is shaped by how well they align with learning objectives and the cognitive development of students. Younger learners may thrive with approaches that emphasise play and exploration, whereas older students may perform better with strategies that foster abstract thinking and critical analysis. Frameworks like Bloom's Taxonomy offer a structured approach to align methodologies with intended learning outcomes, encompassing everything from fundamental knowledge acquisition to advanced cognitive skills such as analysis, synthesis, and evaluation[39].

The evolution of technology has profoundly altered educational methodologies, bringing forth tools that improve both conventional and contemporary practices. Interactive whiteboards, online platforms, and virtual simulations enable educators to develop dynamic and engaging lessons. Flipped classrooms utilise technology to provide instructional content beyond the traditional classroom setting, allowing for more time during class for discussions, projects, and practical activities. These technology-driven approaches accommodate various learning preferences and promote a more inclusive educational setting. The influence of cultural and social contexts is crucial in determining teaching methodologies. For example, approaches that prioritise teamwork and collective efforts might resonate effectively with societies that cherish communal bonds. In a similar vein, instructional methods that utilise storytelling and oral traditions might connect more effectively with students hailing from cultures steeped in rich oral histories. Grasping these

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cultural dimensions allows educators to create and apply strategies that are both culturally attuned and impactful[40].

Evaluation and feedback systems are essential components of instructional approaches. These mechanisms assist educators in assessing the effectiveness of their teaching strategies and determining the degree to which students have met learning objectives. Formative assessments, including quizzes and class discussions, offer continuous feedback, whereas summative assessments, like exams and projects, assess overall learning outcomes. Effective methodologies combine various assessment approaches to foster ongoing enhancement and knowledge acquisition. A crucial aspect of teaching methodologies is the acknowledgement of individual learning differences. Tailored teaching strategies, for instance, adapt to meet the varied needs, interests, and abilities of students. This may entail adjusting content, processes, or evaluation methods to guarantee that every student has equitable opportunities for success. Universal Design for Learning (UDL) highlights the importance of developing adaptable learning environments that eliminate obstacles and enhance accessibility for every learner[41].

The incorporation of interdisciplinary strategies has increasingly become significant in modern educational practices. STEAM education exemplifies the integration of various disciplines to foster creativity, innovation, and problem-solving skills. These methodologies equip students to tackle real-world challenges, cultivating skills that are crucial for success in the modern workforce. The ongoing professional growth of educators is essential for the successful application of teaching strategies. Professional development initiatives, collaborative workshops, and peer interactions empower educators to remain informed about effective strategies, recent research, and new developments in the field of

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education. Professional development empowers educators to refine their approaches in response to evolving educational environments and the diverse needs of students[42].

Teaching methodologies refer to the procedures, techniques, or approaches employed in the educational process, particularly in alignment with a specific plan. The concept of teaching methodologies encompasses the overarching principles or pedagogical approaches employed in classroom instruction. The selection of a teaching method is contingent upon what aligns with your educational philosophy, the demographics of your classroom, the subject areas you are addressing, and the mission statement of your school. Teaching theories can be categorised into two main approaches: those that focus on the teacher and those that prioritise the student[43]:

Classification of Teaching Methodologies

Teacher-Centered Approach to Learning

In this model, educators serve as the primary authority figure. Students are often perceived as passive recipients of knowledge, primarily engaged in absorbing information through lectures and direct instruction, ultimately aimed at evaluation and assessment. The main responsibility of educators is to impart knowledge and information to their students. This model delineates teaching and assessment as distinct components. Student learning is evaluated using tests and assessments that are scored objectively. Examples of methods that focus on the teacher include lecture techniques and discussions involving the entire group. This approach results in students receiving information directly from the teacher, lacking an active engagement with the subject matter being presented. The approach is less practical, leaning more towards theoretical aspects and memorisation. It fails to implement activity-based learning to motivate students to engage with real-life problems through applied knowledge. Given that the educator governs the dissemination and exchange of

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knowledge, the lecturer might strive to optimise the conveyance of information while reducing time and effort. This may lead to a decline in both student interest and comprehension. To tackle these deficiencies, education must go beyond simply providing rules, definitions, and procedures for students to memorise; it should also involve students as active participants in the learning process[43].

Student-Centered Approach to Learning

In this model, although teachers hold an authoritative position, both teachers and students engage actively in the learning process. The educator's main responsibility is to guide and support students in their understanding and mastery of the subject matter. Learning among students is evaluated using a variety of methods, encompassing both structured assessments and more casual approaches, such as collaborative projects, individual portfolios, and engagement in class discussions. Instruction and evaluation are intertwined; the progress of student learning is consistently monitored throughout the teaching process. Examples of methods that focus on the child include: small group discussions, simulations, projects, and more. The emergence of discovery learning has led numerous scholars to embrace more flexible, student-centered approaches aimed at fostering active learning. Many educators today utilise a student-centered approach to foster interest, analytical inquiry, critical thinking, and enjoyment in learners. The instructional approach is considered more effective as it avoids the centralisation of knowledge transfer from the instructor to the learner (Lindquist, 1995).This approach encourages goal-oriented behaviour in students, making it highly effective in enhancing student achievement[44].

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Content-Focused Methods

In this category of instructional strategies, it is necessary for both the instructor and the students to comprehend the material that is being taught. This indicates that the knowledge and abilities that are going to be taught are considered to be of the utmost significance or are considered to be sacred. A great deal of emphasis is placed on the clarity of the information as well as comprehensive evaluations of it. It is not permissible for either the instructor or the students to make any changes or to express any criticism regarding the subject covered. The programmed learning approach is an example of a strategy that places the interests of the instructor and the students in a subservient position to the topic[45].

Interactive/Participative Methods

This fourth category incorporates elements from the three preceding techniques without placing excessive focus on the student, topic, or instructor. These strategies are informed by a situational analysis to determine the most suitable actions for learners and the teacher at present. They necessitate an engaged comprehension of several areas and circumstances. This instructional style incorporates tactics from both teacher-centered and student-centered approaches. Information generated by learners is retained more effectively than identical information delivered by the lecturer. The strategy promotes student inquiry for pertinent knowledge instead of allowing the lecturer to dominate the dissemination of information to the learners. Research information on pedagogical strategies indicates that this teaching strategy effectively enhances students' academic achievement[46.] In another broad classification, teaching methodologies could be presented in three main which includes:

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Cognitive Development Methods

Teaching strategies for cognitive development emphasise the enhancement of students' intellectual capacities, reasoning ability, and information acquisition. These strategies seek to include learners in critical thinking, problem-solving, and analytical skills. Examples encompass lectures, conversations, questioning methodologies, and problem-based learning. These approaches promote comprehension of concepts, analysis of relationships, and application of knowledge to real-world scenarios by providing information in an organised style. Instruments such as visual organisers, mind maps, and case studies are frequently employed to enhance comprehension. Cognitive techniques are especially efficacious in disciplines such as mathematics, sciences, and social studies, where logical thinking and conceptual comprehension are crucial. The teaching approaches in this area encompass: Discussion Method, Questioning/Socratic Method, Team Teaching Method, Talk Chalk/Recitation Method, Field Trip/Excursion Method, and Team Teaching Method[47].

Affective Development Methods

Teaching approaches that focus on affective development take into account both the emotional and the attitude-based elements of learning. The learners' values, beliefs, attitudes, and interpersonal skills are all intended to be shaped via the use of these strategies. Storytelling, role-playing, group discussions, and reflective journaling are some of the methods that might assist students in developing an emotional connection with the material being instructed. Teachers are responsible for cultivating an atmosphere in which students are able to communicate their emotions, discuss their experiences, and cultivate empathy. It is standard practice to employ affective approaches in the teaching of disciplines such as literature, history, and social studies, as well as in the instruction of

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moral and civic principles. Emotional intelligence, self-awareness, and the capacity to engage with people in a productive manner are all enhanced via the use of these strategies. The modelling technique, the simulation method, the dramatic method, and the role-playing method are all examples of instructional approaches that fall under this category respectively[47].

Psychomotor Development Methods

Teaching approaches that focus on psychomotor development provide an emphasis on physical abilities, coordination, and the application of information in real-world situations. Learners are required to show, practise, and perfect their motor abilities through the application of these methodological approaches in tasks. Participatory experiments, fieldwork, athletic training, and vocational education are some examples of these types of activities. Physical education, the arts, technical drawing, and laboratory-based sciences are all examples of fields that need the use of psychomotor approaches effectively. Students benefit from the development of abilities such as accuracy, dexterity, and inventiveness as a result of their assistance in translating theoretical knowledge into practical ability. Both the pupils' physical and mental development are affected positively by these strategies since they encourage active engagement from the students. It is crucial for educators to combine various approaches in a strategic manner based on learning goals 47 since each of these methods serves a distinct role in the overall development of learners. These are techniques of instruction that are centred on activities and are designed to target the development of motor skills in students. Learners must be able to show, demonstrate, or accomplish certain abilities utilising their physical dexterity in order to be able to use this approach. This approach to education is a heuristic technique of instruction that incorporates inquiry and discovery approaches of instruction. It is a strategy that is more

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focused on student participation. The Inquiry Method, the Discovery Method, the Process Approach Method, the Demonstration Method, the Laboratory/Experimentation Method, the Programmed Learning Method, the Dalton Plan/Assignment Method, the Project Method, the Microteaching Method, and the Mastery Learning Method are all included in this collection of instructional strategies[48].

2.1.4 Social Studies Education

A significant number of nations throughout the world include social studies as one of the courses that are taught in their educational systems. It has been noted that the concept of social studies varies from country to country; this is because social studies is a subject that is taught in schools in a variety of nations. The diverse nature of the elements or conditions that are responsible for the introduction of the topic in various nations throughout the world is not unrelated with the fact that there is a lack of a single definition of social studies education that is both comprehensive and acceptable, and that can satisfy all shades of opinion internationally. As a result of this circumstance, social studies education professionals in many nations have been forced to attempt to define the topic in a manner that is distinct from one another since it is influenced by their respective national circumstances, interests, and goals. It is important to note that the definition of this term in any country is heavily influenced by the goals that the topic is employed to accomplish[49].

Social studies education is a term used to describe the broad study of various fields of studies which involved human behaviour and social interaction. National Council for Social Studies defined social studies education as the integrated study of the social sciences and humanities to promote civic competence within the school programme. Social studies education provides coordinated, systematic study drawing upon such disciplines as Anthropology, Archaeology, Economics, Geography, History, Law, Philosophy, Political

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Science, Psychology, Religion, and Sociology, as well as appropriate content from the humanities, Mathematics and natural sciences[50].

Social studies education is regarded as a dynamic process that use information and skills to enhance awareness of the self, society, institutions, nations, and surroundings. Social studies education is conceptualised as the interdisciplinary amalgamation of social sciences and humanities concepts to facilitate problem-solving and decision-making, hence cultivating citizenship skills about key social issues[51]. Moreover, social studies education is defined as the examination of humanity in relation to diverse environments. These settings may be categorised as physical, social, political, economic, or cultural. NTI characterises social studies education as a collective examination of human interactions with both social and physical contexts[52].

Moreover, social studies education is perceived as a comprehensive examination of humanity's struggle for existence within both physical and social environments. Social studies education is seen as a curriculum designed to cultivate in citizens the skills, attitudes, and behaviours deemed essential for fostering constructive relationships among individuals and within society at large. Social studies education arose as a crucial academic discipline aimed at correcting the deficiencies of the inherited colonial educational system[53]. The principal aim of social studies is to equip youth with the capacity to make informed and rational decisions for the collective welfare as citizens in a culturally varied democratic society within an interconnected globe. Social studies education is an integrated examination of humanity's struggle for existence within both physical and social environments. Socio cultural studies Education is perceived as a curriculum designed to impart skills, attitudes, and behaviours deemed essential for fostering meaningful relationships among individuals and throughout society as a whole. It

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has also evolved as a crucial academic discipline necessary for reforming the dysfunctions of the inherited educational system from colonial powers. The principal aim of social studies is to equip youth with the capacity to make informed and rational decisions for the collective benefit as members of a culturally varied democratic society within an interconnected globe[54].

Social studies education was discussed as an integrated program specifically related to citizenship. Social studies education includes not just civic education but also a comprehensive curriculum aimed at young individuals, concentrating on the examination of humanity, societal structures, and interactions with environment and each other. It is regarded as the examination of humanity's interactions with diverse surroundings and the reciprocal affects between them. Social studies education is perceived as a complicated yet structured process through which individuals gain valuable information, attitudes, values, skills, and competencies essential for self-fulfilment and productive contributions to the survival and continuity of society. Social studies education is perceived as the amalgamation of interrelated disciplines designed to foster national consciousness and unity, instill appropriate values and attitudes for personal and national survival, and cultivate the essential skills, abilities, and competencies required for individual contributions to national development. Social studies education is defined as a discipline aimed at fostering civic competency, integrating several subjects of study. The primary emphasis of social studies education, as derived from the aforementioned categories, is on humanity, society, and the environment, with the ultimate goal of equipping individuals with the information and understanding necessary for successful citizenship[55].

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Objectives of Social Studies Education

The following is a general summary of the goals that can be accomplished via the study of social studies: In order to foster a heightened awareness and comprehension of the ways in which our social and physical environments are constantly changing; to cultivate the ability to learn and to gain certain skills, which may include not only the abilities of hearing, speaking, reading, and writing, as well as the ability to calculate, but also the abilities of the hands and the mind; For the purpose of ensuring the acquisition of the body of relevant knowledge and information, which is an essential precondition for both personal growth and making a good contribution to the improvement of mankind; In order to cultivate a compassionate respect for the variety and interconnectedness of all members of the local community, as well as the larger national and worldwide communities; The kids should be encouraged to cultivate a positive sense of unity, collaboration in order to establish a healthy nation; encouragement of an awareness of the social issues that are prevalent in their community; fostering the capacity for introspective thought and reflection; A consciousness of the fact that discipline is necessary for the maintenance of order in a community; In the context of a system, the demonstration of flexibility and openness to accept essential modifications has been demonstrated[56].

Components of Social Studies Education

There is no consensus among social scientists regarding the disciplines that comprise the social sciences, which include Economics, Geography, Political Science, Psychology, Sociology, and Demography. Some humanities disciplines, including Law, Linguistics, Religion, Philosophy, and Criminology, as well as subjects such as History and Anthropology, have been incorporated. Applied social sciences subjects are also classified as social science. Banking, finance, accounting, and business administration.

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Development Studies, Education, Communication Studies, Environmental Studies, and Computer Science are all classified as Social Science. Consequently, the following are the components of social studies education: Political Science, Psychology, Geography, Sociology, Economics, History, Civic Education, Religion, and Anthropology, among others[57].

2.2 Theoretical Framework

2.2.1 Resource-Based Theory (RBT)

The Resource-Based Theory (RBT) was first introduced by Birger Wernerfelt in 1984 in his seminal essay, "A Resource-Based View of the Firm." This hypothesis was further improved and popularised by academics such as Jay Barney in the 1990s. Resource-Based Theory posits that an organization's internal resources, both real and intangible, are the basis for its competitive advantage. The idea examines how organisations might utilise their distinctive resources to attain exceptional performance and maintain their market standing. It contradicts previous industrial organisation ideas that emphasised external market forces rather than internal variables[58].

An essential component of RBT is the concept that in order to give a sustained competitive advantage, resources must satisfy a set of predetermined criteria. When attempting to capture value, it is common practice to summarise these characteristics by using the abbreviation VRIO, which stands for valuable, rare, inimitable, and organised. It is necessary for a resource to be scarce among rivals, difficult to copy or substitute, and efficiently managed in order to provide competitive advantages. Additionally, the resource must give value to the operations of the organisation. A few examples of such resources that may be found in educational settings include knowledgeable instructors, contemporary teaching materials, and spaces that are favourable to learning[59].

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In the context of educational institutions, RBT emphasises the relevance of the availability of resources and the strategic use of those resources in order to achieve the intended academic outcomes. Some examples of schools that can develop a learning environment that is favourable to academic performance include schools that have libraries that are well-equipped, schools that have access to technology, and administrative frameworks that are supportive. It is suggested by the notion that the sheer availability of resources is not sufficient; in order to produce outcomes, these resources need to be efficiently organised and aligned with the aims of the educational process. Schools that have sufficient resources but have bad administration may not be able to accomplish the academic advances that were anticipated[60].

In addition, RBT places a strong emphasis on the significance of investing in resources that are difficult for other institutions to imitate. This might include bringing in highly qualified educators who are able to implement cutting-edge instructional strategies or using cutting-edge educational technology that provide students with one-of-a-kind educational opportunities. Enhanced teaching and learning may be achieved in the field of social studies through the use of resources such as interactive digital maps, historical archives, and culturally relevant materials. These tools have the potential to make the subject matter more interesting and relatable to students[61].

The theory concludes by highlighting the fact that the interaction between the availability of resources and the implementation of strategic plans is essential for achieving long-term success. This indicates that resources, on their own, do not ensure increased academic achievement in the field of education; rather, they must be linked with proper teaching approaches and an organisational structure that promotes the successful utilisation of these resources that are available. Through the utilisation of RBT, educators

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and policymakers are able to concentrate on locating and managing essential resources in order to maximise the academic accomplishment of students, particularly in subjects that are both dynamic and resource-intensive, such as Social Studies[62].

Relevance of Resource-Based Theory (RBT) to the Study

The **Resource-Based Theory (RBT)** is highly relevant to the research topic**, "School Resources Availability and Teaching Methodologies as Determinants of Junior Secondary School Students' Academic Achievement in Social Studies,"** as it underscores the critical role of resources in achieving organizational succession this case, academic performance. According to RBT, resources such as instructional materials, teaching aids, and infrastructure must be valuable, rare, inimitable, and well-organized to significantly impact students' learning outcomes. For Social Studies, resources like historical maps, audio-visual aids, and interactive digital tools are invaluable in creating an engaging and effective learning environment, thereby enhancing students' comprehension and retention of key concepts.

The Resource-Based Theory (RBT) holds significant importance for the topic, "School Resources Availability and Teaching Methodologies as Determinants of Junior Secondary School Students' Academic Achievement in Social Studies," as it highlights the essential role of resources in attaining success, particularly in terms of academic performance. RBT emphasises that resources like instructional materials, teaching aids, and infrastructure need to be valuable, rare, inimitable, and well-organised to effectively influence students' learning outcomes. In the realm of Social Studies, utilising resources such as historical maps, audio-visual aids, and interactive digital tools proves essential for fostering an engaging and effective learning atmosphere, ultimately improving students' understanding and retention of fundamental concepts.

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Moreover, RBT emphasises the importance of synchronising resource availability with instructional strategies to attain the best outcomes. Teaching methodologies, as essential resources, play a crucial role in converting tangible resources into meaningful learning experiences. For example, despite having access to modern technology, students' academic performance will not enhance if educators do not possess the necessary skills or training to effectively incorporate these tools into their teaching methods. Therefore, RBT highlights the necessity for schools to thoughtfully integrate their resources and approaches to create an environment that supports learning and critical thinking, both of which are vital for Social Studies education.

The theory highlights the importance of sustainability and competitive advantage, which is crucial for tackling inequalities in resource allocation among educational institutions. Institutions equipped with exceptional resources and cutting-edge pedagogical approaches tend to attain steady academic excellence, setting a standard for peers. This study aims to investigate how educational institutions can enhance their resource management and instructional methods to boost students' performance in Social Studies. Furthermore, it offers a conceptual structure for decision-makers to recognise and distribute essential resources in manners that foster fairness and sustainability in educational results.

2.2.2 Constructivist Learning Theory

The Constructivist Learning Theory originated in the early 20th century, significantly shaped by the contributions of Jean Piaget (1896–1980) and subsequently developed further by Lev Vygotsky (1896–1934). Piaget's theory of cognitive development, first introduced in the 1920s, established a foundational framework for constructivism by suggesting that learning is an active process in which individuals build

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their own understanding and knowledge of the world through experiences and interactions. Vygotsky's contributions in the 1930s, especially his focus on the social context of learning and the concept of the Zone of Proximal Development (ZPD), played a crucial role in reinforcing the principles of constructivist thought. Collectively, these theorists established a strong foundation for comprehending the processes through which learners construct knowledge[63].

At its essence, constructivism posits that learners engage actively in the learning process rather than merely receiving information passively. This theory dismisses rote memorisation and teacher-centered instruction, promoting instead approaches that foster critical thinking, exploration, and problem-solving. Piaget highlighted the stages of cognitive development, indicating that learners advance through specific phases (sensorimotor, preoperational, concrete operational, and formal operational), with each phase marked by unique capabilities in processing and comprehending information. Vygotsky enhanced this viewpoint by emphasising the importance of social interaction and scaffolding, in which more knowledgeable individuals (teachers or peers) assist learners in reaching comprehension that exceeds their existing abilities[63].

Constructivism holds significant importance in education as it fosters environments that prioritise student-centered learning. Educators serve as guides rather than mere conveyors of information, crafting experiences that motivate students to investigate ideas, pose enquiries, and extract significance from their encounters. For example, in Social Studies education, constructivist approaches could include collaborative projects, reenacting historical events, or utilising interactive maps to investigate geographic and cultural contexts. These methods allow students to immerse themselves in the content, linking new insights with their existing knowledge, which enhances comprehension[64].

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The theory highlights the significance of context and relevance in the learning process. Proponents of constructivism contend that knowledge is most effectively built in genuine contexts, allowing learners to apply their understanding to real-world situations. In Social Studies, this might include employing case studies, engaging in community-based projects, or facilitating debates on societal issues to enable students to recognise the subject's relevance to their everyday experiences. When learning is placed within relevant contexts, students tend to better remember information and cultivate the critical thinking abilities necessary for active civic engagement[65].

The principles of constructivism carry important consequences for how educational resources and teaching methods are designed and implemented. This promotes the adoption of collaborative tools, interactive technologies, and a range of teaching strategies that address different learning styles. This renders it exceptionally relevant to contemporary educational settings, where a variety of learners necessitate creative strategies to fully realise their capabilities. By adopting constructivist principles, educators can cultivate vibrant and inclusive learning spaces that enhance student engagement, creativity, and academic achievement[66].

Relevance of Constructivist Learning Theory to the Study

The Constructivist Learning Theory holds significant importance for the topic, "School Resources Availability and Teaching Methodologies as Determinants of Junior Secondary School Students' Academic Achievement in Social Studies," as it underscores the necessity of active, student-centered learning processes that depend on sufficient resources and effective teaching strategies. Constructivism promotes educational settings that encourage learners to develop understanding through exploration, engagement, and tackling real-world challenges. In Social Studies, resources such as interactive maps,

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historical artefacts, and digital simulations can act as instruments that allow students to engage actively with the subject matter, promoting deeper understanding and critical thinking.

Teaching methodologies grounded in constructivism, including project-based learning, group discussions, and role-playing, depend on the accessibility of pertinent and high-quality resources. These methodologies convert conventional classrooms into vibrant spaces where learners engage in collaboration, inquiry, and analysis. Utilising multimedia tools or primary source documents enables students to investigate historical events or societal issues in an interactive manner, enhancing the engagement and relevance of the learning experience. The interplay between instructional strategies and the availability of resources is essential for realising the educational objectives outlined in this study.

Furthermore, constructivism emphasises the significance of contextual and experiential learning, rendering it especially appropriate for Social Studies education, which frequently necessitates grasping intricate social, historical, and cultural phenomena. The theory highlights the importance of educators as guides who assist learners in establishing significant links between their existing knowledge and new insights. Utilising constructivist principles allows educational institutions to maximise resources and teaching methods, ultimately improving students' academic performance. This study can therefore utilise constructivism to examine how the interaction between teaching methods and resource availability influences the learning experiences and outcomes of Junior Secondary School students in Social Studies.

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2.3 Review of Empirical Studies

2.3.1 School Resource and Academic Achievement

The poor academic performance of public secondary school students in Agricultural Science is a significant concern and poses a threat to the future of agriculture in Nigeria. This study investigated the influence of availability and utilization of school resources on academic achievement of Senior Secondary School students in Agricultural Science in Ibadan Metropolis. Employing a descriptive survey design with a multistage sampling technique, data was collected from 721 Senior Secondary School 2 (SSS 2) Agricultural Science students using the Agricultural Science Achievement Test (ASAT) and Students' Questionnaires on School Resources (SQSR). Analysis involved frequency counts, percentages, mean, standard deviation, and multiple regression. Findings indicate a low academic achievement, with 92.5% scoring below 50%. Both resource availability (Mean=2.41; SD=1.132) and utilization (Mean=2.17; SD=0.571) were low in the surveyed schools. There was a significant influence of school resources on academic achievement ($\beta = .205$, $p < .000$). Recommendations include prioritizing resource acquisition for teaching agricultural science and implementing effective strategies for resource utilization by the government, school administrators, and teachers[6].

The aim of the study is to provide educational planners with relevant items of information with respect to the extent of educational resources availability and utilization in public secondary schools as it affects productivity in educational system. The descriptive research design of the ex post facto type was adopted for the study. The population of the study comprises all academic staff and three hundred level students in the six (6) selected public Colleges of Education in Southwest Nigeria. Purposive sampling technique was used to select six (6) public Colleges of Education in Southwest

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Nigeria, three (3) each from State and Federal Colleges of Education. The study showed that a positive and significant relationship existed between resource situation and students' academic performance in public Colleges of Education in Southwest, Nigeria. It also showed a positive and significant relationship between human and material resource situation and students' academic performance. The findings of this study are consistent with that of Oni (1992), which found that inadequate and unqualified teachers in the school system caused low students' academic performance since adequate and qualified teachers have been found as the drivers of effective educational system. The study found that there was positive correlation among material, physical and human resources and students' academic performance in public colleges of Education in Southwest Nigeria, the study thus recommends that government and policy makers in these educational institutions should place emphasis on adequate provision of these germane resources in order to enhance students' academic performance and thus national development. College management in public Colleges of Education in Southwest Nigeria should endeavour to provide enough resources for improvisation, in case the basic physical needs of the institutions could not be adequately met. Parents are admonished to equip their children and wards in public colleges of Education in Southwest Nigeria with the necessary educational needs. Philanthropists, societies, old students association and other organization are admonished to come to the aids of governments in the provision of basic physical and material researches need of public colleges of Education in Southwest Nigeria since it had been established that government alone cannot effectively shoulder the responsibility of educational financing[8].

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School climate and teacher performance are critical factors in any learning institution that seeks to have competitive edge. Teachers from Kitui County have raised concern over unfavourable school climate that affects their performance. Despite the fact that some studies on school climate have been carried out in Kenya none of them has explored exhaustively on poor teacher performance. Hence there was need to carry out this study. The purpose of this study was to determine the effects of availability of teaching and learning resources on teacher performance in public secondary schools in Kitui county. this study employed mixed methods approach and descriptive survey research design to reveal and measure the opinion of teachers and the indicators of school climate and was anchored on three motivational theories namely: McGregor theory x and Maslow's Hierarchy of needs and Hertzberg's two factor theory. The study targeted 400 public secondary schools and 2417 teachers from Kitui county. Purposive and random sampling was used to select 40 principals and 488 teachers. Fractional method was used to sample 40 teachers from the 400-public secondary schools.20% of 2417 teachers were randomly selected from each sub-county. Sample size for this study was calculated using hypergeometric formulae where 76 principals and 352 teachers were selected giving a total of 428 respondents. Data was collected using Questionnaires for teachers, interview schedules for principals and document analysis. Validity of the instrument was achieved by reading other research works, books and journals. Split half reliability was used to test teacher's questionnaire and principal's checklist. Research instruments were appraised through a pilot study on 25 teachers and 5 principals from Katulani sub-county. Data was analysed qualitatively and quantitatively using Pearson correlation moment to test the questionnaire, Analysis of variance (ANOVA) and multiple regression. Descriptive statistics and inferential statics were used. Descriptive statistics aided by statistical package for social sciences (SPSS) version 21.0 was used. Quantitative data was presented

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in percentages, t-test, frequencies and tables while qualitative data was organized into thematic categories according to the objectives of the study. The study established that there is no statistically significant relationship between teaching/leaning resources and teacher performance, p-value=0.001<0.00, the study recommended that there was need for school principal to avail enough teaching and learning resources and balance teacher's workload and work closely with the teachers to ensure there is enough provision of teaching materials as well as e-resources for use by both the teachers and the students[9].

Availability, adequacy and effective utilization of educational resources are crucial in facilitating an effective teaching/ learning procewss for academic achievement. This comparative study investigated the effect of school resources on academic achievement of public and private primary schools in Lurambi sub-county, Kenya. Based on the study, this paper presents and discusses the findings on teachers' perceptions on adequacy and utilization of physical resources in public and private primary schools. It was hypothesized that there was no significant difference in adequacy and utilization of physical resources in public and private primary schools in Lurambi sub-county, Kenya. It targeted 4992 participants, comprising of 78 head teachers, 390 teachers and 4,426 class 8 pupils of the public and private primary schools in Lurambi sub-county of Kakamega county. Data from headteachers and teachers were obtained by use of semi-structured interview schedules and questionnaires respectively. Data was analysed by means of descriptive statistics, and thereafter a Welch's t-test used to test hypothesis. The study found that there was a significant difference in adequacy [$F(1, 96.625) = 27.727$] and utilization [$F(1, 63.509) = 23.155$] of physical resources in private and public primary schools, $p < 0.001$ at $\alpha = 0.05$. Private schools had a higher level of adequacy as well as utilization of school resources in all categories than public primary schools, except for playgrounds. The study thus

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recommends that the government should step up provision of resources to public schools in order to enhance performance to match private schools[10].

Students' poor performance in the Yoruba language is being considered a serious problem by researchers and education stakeholders. Despite their efforts, no appreciable improvement is noticeable for hardly are enough researches on the extent to which school material resources availability, parental subject perception and school type correlate with students' achievement in Yoruba Language which this study is out to investigate. Being an Ex-post-facto design of survey research type, multi-stage sampling technique was used to draw 400 parents of 820 Yoruba Language students and their 20 teachers from two Local Government Areas in Oyo State. School Material Resources Availability Inventory (r= .85), Parental Subject Perception (r=.75), and Yoruba Language Achievement Test (r=.70) were instruments for data collection. Four research questions were posed and data generated were analyzed using Multiple Regression Analysis at P< 0.05. Findings revealed relationship between school material resources availability and students' achievement (r=.248); between parental subject perception and students' students' achievement (r=.244); and positive significant correlation between school type and students' achievement (r=.250). Parental subject perception is most influential (β=.143) and school type (β=.126). Therefore, parents should have right perception of the Yoruba Language while Government provides school material resources and facilities to improve students' performance in the Yoruba Language[67].

The purpose of this research was to investigate the effect of school facilities on learners' academic performance in science subjects in secondary schools in Rutsiro district, Rwanda. The following objectives guided the study: The study aimed to investigate the impact of physical facilities and physical instructional materials on students' academic

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performance in science subjects in Rutsiro district secondary schools. Furthermore, it aimed to investigate the influence of electronic instructional materials on the academic performance of science students in Rutsiro district secondary schools. Environmentalist Bandura's theory of learning, also known as the social cognitive learning theory (SCLT), guided the research. Based on the descriptive research design and mixed-methods approach, the study was conducted in five selected secondary schools in the Rutsiro District. The study's target population consisted of 460 respondents: five head teachers, five directors of studies, 150 teachers, and 300 students. The study involved 214 participants, including 2 head teachers, 2 directors of studies, 70 teachers, and 140 students. Systematic sampling was used to select the five schools, purposive sampling to select the student sample size, and the census sampling technique to select the head teachers and directors of studies. Data was collected using structured questionnaires, interview guides, and documentary reviews. The data was analyzed using descriptive statistics (frequencies, percentages, mean, and standard deviation) and inferential statistics. The study found a significant correlation between the availability of school facilities and academic performance. There were positive and significant correlations between academic performance and school facilities in Rutsiro District, Rwanda, and measures of the availability of school facilities were as follows: physical facilities ($r = 0.814$, $p<0.01$), electronic and technology facilities ($r = 0.826$, $p<0.1$), and physical instructional materials ($r = 0.949$, $p<0.01$). The findings from regression analysis revealed that physical facilities have a positive and significant effect on learner's academic performance in science subjects in Rutsiro district secondary schools ($\beta = 0.814$, P value <0.05), The findings from regression analysis revealed that physical instructional materials have a negative and significant effect on learner's academic performance in science subjects in Rutsiro district secondary schools ($\beta = -0.417$, P value <0.05), The findings from regression analysis

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revealed that electronic instructional materials have a positive and significant effect on learner's academic performance in science subjects in Rutsiro district secondary schools (β = 0.308, P value <0.05). Teachers, district education officials, and head teachers all agree that school facilities influence academic performance in science subjects positively. Specifically, physical facilities motivate learners and enhance their performance. It was observed that students taught in classrooms equipped with school facilities outperformed those without access. Consequently, the study recommends that science teachers utilize available school facilities for instruction and adapt when materials are unavailable[10].

This study investigated the influence of information and communication technology knowledge on teacher's effectiveness and students' academic achievement in public secondary school in Owerri North LGA of Imo State. The research design adopted for this study was a descriptive survey design. Four research questions guided the study. The population of the study comprised all students and teachers in Owerri North L .G .A, giving a total of seven thousand, three hundred and thirty three (7333) (Six hundred and sixty six teachers (660) and six thousand, six hundred and sixty seven students 6607). The sample size for the study comprised three hundred and fifty (350) respondents, randomly drawn from the study population. The instrument for data collection was the researchers constructed questionnaire titled "ICT knowledge and Teachers Effectiveness and Academic Achievement Questionnaire" (IKTEAAAQ).The instrument was face and content validated by two experts in information and communication technology, and an expert in Measurement and Evaluation all from Alvan Ikoku Federal University of Education Owerri. Reliability of the instrument was ascertained using a test re-test method of an interval of two weeks. Thereafter, the two sets of scores generated were correlated using Pearson's Product Moment Correlation Statistics and reliability index of 0.86 was obtained. The data collected was analyzed using mean statistics. The findings revealed that

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adequate knowledge ICT is relevance for teacher's effectiveness in public secondary schools. The findings of the study also showed that, teacher's attitude towards the use of ICT in public secondary schools in Owerri North was positive. The study also revealed that to a large extent, teacher's effective use of ICT promotes student's academic achievements. Based on the findings, the researchers recommended among others that government should provide and equip all the public secondary schools with appropriate and relevant ICT equipment to aid teaching and learning. Government and stakeholders in education should organize computer units manned by experts in all secondary schools within Owerri North L.G.A[21].

The education system in South Africa is characterised by unequal education structures between the affluent and non-affluent schools, poor academic performance by learners and high drop-out rates. While educational expenditure has doubled over the years to support the non-affluent schools, educational outcomes have not followed suit. The affluent schools tend to perform at a much better rate on average, than non-affluent schools. Therefore, using the 2015 Trends in Mathematics and Science Study (TIMSS, 2015), this paper analysed the factors that impact on student performance within the non-affluent schools, and further examined the effect of availability of educational resources on student academic outcomes. The study finds that educational resources have a significant impact on student performances. However, the magnitude of the impact is minute as compared to other factors such as school management, accountability, and student self-determination. Therefore, the study concludes that educational resources in isolation are not necessarily the key tool for tackling the broader educational outcomes but rather it is a combination of many factors, which may lead to improved educational outcomes in South Africa[22].

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This study examined the relationship between educational resources and student performance in mathematics and science on the Program for International Student Achievement (PISA). Many countries face educational inequality and achievement gaps between high- and low-performing students. To a large extent, the resources invested in education determine student performance. This study examined the resources with the greatest potential to increase student performance. The educational resources of time, material, and finance are defined within the study. The measurement of these resources on the international scale uses the PISA questionnaire, which is completed by students, parents, and school principals. Student performance in mathematics and science is also evaluated using the PISA tool. This study used a correlational approach to analyze the relationship between educational resources and student performance. Results identified the optimum areas in which a country should invest their educational resources to increase student performance. Results showed a strong relationship between educational materials, cumulative spending, preprimary school attendance, and student performance on the science and mathematics 2012 PISA. I found no relationship between student performance on the 2012 PISA and the following variables: (a) student learning time in school, (b) class size, (c) participation in extracurricular activities, and (d) teacher salaries. The findings of this study have the potential to support changes in education that could increase student performance and increase the social and economic impacts those students will have in the future[13].

This paper explores the association between school-level factors and learning outcomes of children in 361 rural public primary schools of Khyber Pakhtunkhwa (KP) Province, Pakistan. Two datasets have been used for the purpose: Education Management Information System (EMIS) for school- level factors and Annual Status of Education Reports (ASER) for student learning outcomes. The analysis reveals that school size,

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multigrade schools, teachers' qualification and teachers' attendance are significant predictors of children's numeracy and English reading skills whereas teachers' qualification and teachers' attendance, were found significant across all the three proficiency levels- reading Urdu, reading English and two-digit subtraction[29].

This cross-sectional study aimed to determine the factors associated with the poor academic performance of 661 undergraduate students who scored CGPA ≤2.5 from a selected private university of Dhaka City, Bangladesh, using a simple random sampling technique. Data were collected using a pretested and self-administered questionnaire. Of the study participants, male preponderance (88.4%) was found, and 77.9% of them selected the study programs by themselves. Poor academic performance was found significantly correlated with irregular class attendance (p=0.003), father's low education level (p<0.003), partial family cooperation (p=0.020), use of social media (p=0.006), and excessive time spent for gossiping (p=0.030). There is a need for implementing an appropriate counseling strategy to follow up the academic performance of the poor performing students[30].

The study examined digital resources (DR) usage and academic performance of undergraduate students at the University of Africa, Toru-Orua, Bayelsa State, Nigeria (UAT). Four research questions and one hypothesis guided the study. The researchers used a descriptive survey design. The population of the study comprised 1,500 students at UAT, in the 2020/2021 academic session. The questionnaire was the instrument used for data collection. The questionnaire was validated by educational technology experts. Cronbach's alpha was used to establish the reliability of the instrument which yielded 0.98. The instrument was administered by the researchers to all the students and was able to retrieve 1,342, which comprised 100 to 400 level students. Data were analyzed with frequency

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count, simple percentages, and statistical product and service solutions version 23 was used to generate the mean, standard deviation while Pearson's product-moment correlation coefficient was used to test the hypotheses at 0.05 significant levels. The findings revealed that the level of usage of DR is low as only 4% of the students made use of DR daily. The study established that the students made use of the Internet resources, e-books, and online educational videos on YouTube, e-journals, and e-newspapers. It was also revealed that the students had a positive perception of the impacts of DR usage on their academic performance. Lastly, the test of the hypothesis one showed that there is a significant relationship between DR usage and the academic performance of undergraduate students at UAT. This implies that the increase in the DR usage do definitely increase the performance of the students at UAT. Result from hypothesis two revealed that there is a significant effect of DR usage on academic performance of students at UAT. Based on the findings, the researchers recommended that the university library management should create more awareness on the use of DR by conducting workshop, seminars, and through the use of social media platforms like Facebook, Twitter, and WhatsApp and hands-on training on the use of these resources should be actively promoted[24].

This study investigated the influence of Teacher Availability -TAV (Number of Available Teachers, Teacher Punctuality -TP, Teacher Promptness to Class -TPC) on Student Academic Achievement (SAA) in Public Senior Secondary Schools (PSSS) in Southwestern Nigeria. The purpose of the study was to investigate the influence of teacher availability on the student's academic achievement in public secondary schools in Southwestern Nigeria. The descriptive survey research design of correlational type was adopted while the multi-stage sampling procedure was used in the study. A simple random sampling technique was used to select three (Oyo, Ogun, and Ekiti) states out of the six in Southwestern Nigeria, as well as one Senatorial District (SD) from each state. The

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technique of proportionate-to-size sampling was employed to select 40% of the Local Government Areas (LGAs) in each SD and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers and 202 Heads of Department were purposively sampled, while 101 school administrators were enumerated. The instruments were TP, TPC, English Language Achievement Test-ELAT, and Mathematics Achievement Test-MAT. The results revealed that SAA was low while TAV was high against the threshold of 2.5. The results equally showed that TAV significantly contributed to SAA. Based on the findings, it was recommended that the recruitment of teachers should be practically based on merit (in terms of educational qualifications). The school authorities should ensure that teacher availability (teacher punctuality and promptness to class) is sustained to improve the SAA[68].

In urban contexts, students often face challenges related to educational resources and parental involvement, which affect their academic achievement. This study aims to investigate the influence of learning environment and parental support on the academic achievement of primary school students in urban areas. Using a qualitative approach, data was collected through in-depth interviews and focus group discussions with students, parents and teachers. The findings showed that students who were in a supportive school environment and supported by active parents showed higher academic motivation and better resilience. The results highlight the importance of classroom resources, teacher engagement and consistent parental support as significant factors in student achievement. However, socioeconomic factors often limit parental involvement, suggesting the need for flexible school-based engagement programs. This research recommends that urban schools adopt collaborative strategies to improve in-school support and parental engagement, thus creating a comprehensive support network for students. The conclusion of this study

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suggests that strengthening school-parent partnerships and improving the classroom environment are critical to improving students' academic achievement[11].

Poor academic performance is challenging for students, parents, and teachers. This cross-sectional study aimed to determine the factors associated with the poor academic performance of 661 undergraduate students who scored CGPA ≤2.5 from a selected private university of Dhaka City, Bangladesh, using a simple random sampling technique. Data were collected using a pretested and self-administered questionnaire. Of the study participants, male preponderance (88.4%) was found, and 77.9% of them selected the study programs by themselves. Poor academic performance was found significantly correlated with irregular class attendance (p=0.003), father's low education level (p<0.003), partial family cooperation (p=0.020), use of social media (p=0.006), and excessive time spent for gossiping (p=0.030). There is a need for implementing an appropriate counseling strategy to follow up the academic performance of the poor performing students[30].

In today's digital age, Information and Communication Technology (ICT) resources play a crucial role in shaping students' academic performance. This comparative study aims to analyze the impact of ICT resources on students' academic performance in both private and public schools in Larkana Sindh, Pakistan. The study utilizes a quantitative methodology, collecting data through questionnaires administered to 100 students using stratified random sampling. This study used Smart PLS 4.0 for Data Analysis. The questionnaires assess the availability and utilization of ICT resources, including computers, internet connectivity, and educational software. Additionally, student records provide insight into academic achievements. The research sheds light on disparities in access to and utilization of ICT resources between private and public

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institutions. It underscores how resources in private schools contribute to an enriched learning experience and improved academic performance. Conversely, public educational institutions in Sindh often encounter challenges in providing adequate ICT resources, which can negatively impact academic achievement. By highlighting these discrepancies, the study emphasizes the importance of addressing inequities in ICT resource allocation. Policymakers and educators must work to ensure that all students, regardless of school type, have equal access to ICT resources. Bridging this gap is crucial for enhancing students' academic success and preparing them for the demands of the digital era[69].

The education sector, in general, faces challenges that suffer quite a lot in terms of quality of education services, curriculum, teacher motivation, and government role that influences school performance and student achievement. One important factor that influences school performance is how teachers get incentives, which makes them motivated and satisfied with their jobs and organization. Performance-based incentives for teachers have considerably attracted attention as a policy tool to improve student outcomes. Education departments intend to allocate large amounts of money as incentives for the teachers based on their performance. This paper evaluates the influence of teacher incentives on student achievement in public secondary schools. Specifically, the study examines the influence of monetary incentives for teachers on student academic achievement in public secondary schools. In addition, it establishes the effect of tangible non-monetary incentives for teachers on student academic achievement in public secondary schools. Moreover, it investigates the influence of intangible non-monetary incentives for teachers on student academic achievement in public secondary schools. The study will revise past literature related to this research topic to obtain all information necessary for the research. The researcher will gather findings and results obtained by the former authors, which are related to the main purpose and objectives of the study. Based

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on the literature reviewed by the researcher, the study expects that individual incentives will have more effect on the student's achievements. Literature also shows that merit pay systems have very little influence on student achievement. Lastly, the teacher's monetary incentives are a function of students' achievements in their final year of high school[70].

This study determined the availability of Teaching and Learning Resources (TLR) in public secondary schools and assessed the adequacy of TLR and its influence on students' performance in public secondary schools in Arusha District Council. The study adopted a convergent parallel research design and mixed methods research approach to gather data. The sample size included 1 District Educational Officer, 7 Ward Educational Coordinators, 7 Heads of the schools, 28 teachers and 100 form four students from public secondary schools in Arusha District Council. Questionnaires and interview guide were used for data collection. The University experts evaluated the instruments to determine content validity. Reliability of the questionnaires were tested in pilot study and Cronbach Alpha Coefficient was found to correlate at r = 0.85for QHS, QT and QS. Quantitative data was analysed using descriptive statistics in the SPSS and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically with respect to research questions. The study finding reveals adequate teachers, classrooms, textbooks, libraries, laboratories, classrooms and desks as teaching and learning resources that influence students' academic performance in examinations. Furthermore, on adequacy of teaching and learning resources, the study found that, most schools are faced with challenges such as inadequate human, financial as well as time resources. Similarly, inadequate material resources such as classrooms and books due to over enrolment which can be solved by support from Government of Tanzania and educational stakeholders in order to improve academic performance of students. The study recommends that Government, NGOs and educational stakeholders should support the provision of teaching

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and learning facilities to improve academic performance of students. Teachers are encouraged to implement curriculum using available teaching and learning resources in order to improve performance in national examinations[26].

This study investigated the influence of information sources availability and use on academic performance of secondary school students using a descriptive survey design. Two hundred and eight senior secondary school students were randomly selected from six secondary schools in Ibadan. Data was collected using a self-structured questionnaire that covers all the variables under study. Percentage was used to answer the research questions while Pearson product moment correlation coefficient was used to test the hypotheses postulated. The findings indicated that information sources that are mostly available in secondary schools are the teachers and lesson notes while library and internet facilities are the least available. The result of the hypotheses showed significant relationship between the independent variables (information sources availability and use) and dependent variable (academic performance). $r\ (206) = .21,\ p < .01$. And $r\ (206) = .42,\ p < .01$ respectively. Implication for counselling and recommendations were made based of the results of the findings[35].

The significance of class resources regarding primary schools' academic performance cannot be understated. However, the performance of pupils has persistently remained dismal and continues to be on a downward trajectory. Despite the government's concerted efforts to improve conditions in classrooms, furniture, playgrounds, and libraries through initiatives such as the Constituency Development Fund (CDF), how physical resources influence academic performance is yet to be determined. This study aimed to evaluate the influence of class resources on academic performances in public primary schools in Belgut sub-county, Kericho County, Kenya. The production function theory

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guided the study. The study utilised a descriptive research design. The accessible population comprised 931 individuals, including one sub-county education director, 84 head teachers, and 846 teachers. The sample size was 272 teachers, 84 head teachers, and the sub-county director of education. Teachers were picked using simple random while the head teacher and sub-county director of education were purposefully chosen. The primary data collection methods were structured questionnaires. The qualitative data obtained through interviews was examined using a content analysis approach to identify the underlying meanings and implications expressed by the respondents. The quantitative data was coded, cleaned, and analysed using the Statistical Package for Social Science (SPSS version 24) to produce descriptive statistics. The results show that classrooms impact not only the pupils who use them but also the teachers who wish to improve their skills. The findings indicate that for pupils and teachers to improve their skills and academic performance, the class features must be well managed, developed and maintained so as to use them to the maximum and optimum results. The researcher recommended that stakeholders work together to ensure adequate physical resources is available in schools. Furthermore, there is a need for ICT infrastructure integration to reduce the requirement for class facilities; school administration must ensure that the available class resources are properly utilised through proper management and replacement of outmoded equipment[34].

This study aimed to examine the influence of school physical facilities on student's academic achievement in public secondary schools in Tanzania. The study employed a cross-sectional design and a mixed approach. Stratified and simple random sampling was used to select the sample of One hundred and fifty respondents. Whereby data collection methods were focus group discussion for thirty teachers, survey questionnaire for one hundred and thirteen students key informant interviews for five heads of schools and two education officers, observation, and documentary review which

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were analyzed and presented in tables. The data was analyzed through content analysis and descriptive statistics with the aid of SPSS. Pre-test employed to ensure the stability of the methods. There was official permission to carry out a study. Self-respect, protocol, confidentiality, and rights of the participants had been protected to adhere to an ethical code of conduct. The study observed that there is a great influence of school facilities on student's academic achievement. Schools with inadequate facilities displayed relatively poor academic achievement compared to well-equipped schools. This was the reason why the government used various means and strategies to get the facilities. Therefore, the study recommends that the government should put more emphasis in building and improving the quality of basic school facilities in all public secondary schools. It was further recommended that similar studies should be done on the influence of school facilities on students 'academic achievement[33].

The purpose of the study was to determine influence of principals' instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya. The study used a mixed research methodology because both qualitative and quantitative data was collected to bring out issues on how principals instructional resources provision influences on students' educational success. Research study location was secondary public schools in Mandera East Sub-County where a target group of 8298 respondents that is 1 Sub-County Director of Education, 19 principals, 300 teachers, 7978 students were targeted. By use Yamane's Formula, a sample of 382 respondents comprising 1 Sub-County Director of Education, 9 principals, 30 teachers, 342 students were obtained. Using purposive sampling Sub-County Director and principals were selected while simple random sampling was used to select teachers and students. Findings revealed that due to government initiative on a hundred percent transition initiative there has been an upsurge of numbers of learners in public

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secondary schools. However, despite being a positive thing on ensuring that students get their basic right to education it has really caused pleasures on instructional resources available for use by the students and more so in public day secondary schools especially in rural areas which seemed to be more affected unlike their urban counterparts and boarding schools. Research concluded that there is a positive direct impact of principals' instructional resources provision on learners' educational achievements among public secondary schools in Mandera East Sub- County[32].

2.3.2 Teaching Methodologies and Academic Achievement

This study explores the Impact of Teaching Methodologies on Student Learning enhancement and Academic Achievement at the Secondary Level and provide critical role of teaching methodologies in shaping the learning experiences and academic outcomes of secondary school students. Research aims to investigate the varied approaches employed by educators and their impact on student engagement and academic achievement. In today's dynamic educational landscape, teaching methodologies choices plays a key role in fostering a conducive learning environment that provides to diverse student needs. The study employs a quantitative approach, based on quantitative analysis of academic performance data. The sample comprises secondary schools students across different schools and regions, providing a comprehensive understanding of the impact of teaching methodologies on a wide spectrum of student populations. Key variables under study include traditional lecture-based instruction, experiential learning, collaborative projects, technology integration, and personalized learning approaches. The research evaluates the effectiveness of each methodology in enhancing students' critical thinking skills and motivation. Moreover this research investigates the impact of teaching methodologies on students' retention of information, application of knowledge, and overall academic success.

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The findings of this research aim to inform educational practitioners, policymakers, and curriculum designers about the most effective teaching methodologies at the secondary level. By recognizing practices teachers can mould their instructional strategies to better meet the different learning styles and preferences of students finally contributing to improved academic outcomes and educational experience. The implications of this research extend beyond the classroom offering visions into the broader landscape of and curriculum development and educational reform[38].

The study examined the influence of teaching strategies on students' academic achievement in Business Studies in Abi Local Government Area of Cross River State, Nigeria. The researcher adopted ex-post facto research design for the study. A sample of 200 students were drawn from a population of 4982 through stratified random sampling technique. A structured questionnaire and students' results constituted the instrument with reliability estimates of 0.83 and 0.82 respectively were used to collect information from the sample. The data collected was analysed using chi-square test method. The findings revealed that both discussion and demonstration methods of teaching significantly influence the students' academic achievement in Business Studies. The study, therefore, recommends that Business Education teachers should adopt both demonstration and discussion methods of teaching during instruction as this will improve the students' academic achievement in Business Studies[40].

Academic achievement has become a phenomenon of interest to all, which explains why scientists have worked all out to disentangle the elements that impede student academic success. Despite the plethora of causal factors determining student academic success, this study focuses on revealing how teacher teaching performance and student learning motivation affect academic achievement in Indonesian language subjects among

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state junior high school students. Two survey questionnaires and the Indonesian language academic record were used to collect data from a total of 345 students, conveniently drawn from among the students enrolled at the state junior high schools in Merauke Regency, Indonesia. Obtained data were subjected to statistical analysis using simple linear regression by utilising the Statistical Package for the Social Sciences software version 21. The statistical results showed that the teacher teaching performance and student learning motivation impact significantly positively on the academic achievement in Indonesian language subjects among the state junior high school students. Teachers are crucial to the academic performance of all the students they teach and play a more dominating role in motivating children who are at risk of academic failure. Teachers are crucial to the academic performance of all the students they teach and play a more dominating role in motivating children who are at risk of academic failure and/or performing below their academic potential[41].

One of the purposes of education and active learning is to promote a more engaging classroom that is both interactive and productive for the students. This study seeks to look at this purpose in a very holistic way by combining academic achievement, students' attitudes, and motivation in determining how much active learning has impacted the education process. By incorporating the Mathematics Achievement Test, the attitudes test, the motivation survey, and finally a more statistically reliable MANOVA test, this study seeks to find out the effect of active learning in classrooms. 10th-grade students from Nurorda school in Nur-Sultan Kazakhstan took part in the research and were divided into two groups, the experimental and the control group. The students were initially informed about the study and a pre-test was administered to both groups; the control group was taught using the normal lecture-based method while the experimental group was taught using active learning educational platforms. The study was then conducted for a period of

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6 weeks, quizzes were being administered through a whiteboard and multiple-choice questions and a final test given to students. After the study period ended, a post-test was the administered to both groups and the results of the tests gathered for analysis using the MANOVA technique to test for significant difference between the two methods being tested. The study suggests that students in the experimental group from the active learning class had a more productive education process in terms of achievement, however, there was no significant difference found in attitudes or motivation between them and the control group[43].

The study investigates the effect of teaching methodologies on students' academic performance in Mogadishu, Somalia (case study) Using the inferential statistics, course, students' assessment test scores were derived from the internal class test prepared by the lecturer. The differential effectiveness of the three teaching methods on student academic performance was analyzed. The results indicated significant differences in the effectiveness of the three teaching methods. The mean scores results demonstrate that teacher-student interactive method was the most effective teaching method, followed by the student-centred method while the teacher-centered approach was the least effective teaching method used in the world[44].

The present study is a semi-experimental study that Impact of Blended Teaching on Academic Achievement and Well-being in Operating Room Students. Semi-experimental study, conducted over one academic semester, involved pre-test and post-test assessments with 44 operating room students in two university centers. Participants were selected through a census method and assigned to control and intervention groups. Data collection tools included the Hermance's Academic Achievement and Hein's Academic Well-being questionnaires. The results of this study indicated a statistically significant difference in

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the level of well-being before and after the intervention, demonstrating a significant improvement in well-being in the Blended Teaching group after the intervention ($P < 0.01$). Independent t-tests showed no statistically significant difference in the mean score of academic achievement between the two groups after the intervention. Based on the results of this study, blended teaching led to an increase in academic well-being in undergraduate students. To improve the level of academic well-being of students, educational policy makers should consider ways to educate students about new educational approaches. Prioritizing strategies in using educational methods may enhance academic well-being and leading to positive educational outcomes and fostering qualified and competent care in the nursing profession. Teaching clinical skills needs repetition, daily practice and continuous use to be internalized and become a habit. It may be that due to the short period of time and the absence of the first semester students in clinical courses and fields, the level of academic achievement of the students did not show any particular change. It is suggested that more studies be conducted on comparing the use of this method with other self-centered and active training methods with a larger sample size[70].

The study's objective was to explore teachers' opinions about the uses of classroom teaching strategies at the university level. The study's population of concern included all science and social sciences faculty from two universities (Bahauddin Zakariya University and The Women University) in the Multan district. The sample of the study consisted of 200 teachers. Only the faculty of science and social sciences were selected from these universities. From this faculty, 10 teachers were selected from each department. The questionnaire was developed for teachers for data collection. The questionnaire contains 35 items for the teacher's opinion and a five-point Likert scale was used for scoring. Data were entered on the SPSS sheet after the completion of data collection. Several statistical methods were applied to obtain the findings about the teacher's opinion

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like percent, frequency, and standard deviation, and inferential statistics, T-test or ANOVA was used for demographic information. After a complete analysis of the result, it is clear that most of the respondents express high levels of agreement with statements related to teaching practices, emphasizing the positive relationship between various teaching strategies on student learning and academic achievement. Teachers should use various teaching methodologies, pedagogical methods, and technology integration to enhance the learning experience and academic outcomes for students[71].

This study investigated the Correlation between instructional methods and students end of term achievement in Biology in selected secondary schools in Sokoto Metropolis, Sokoto State Nigeria. The study addressed three Specific objectives. To examine the relationship between; Cooperative learning methods, guided discovery, Simulation Method and students end of term achievement in Biology. Cross-sectional survey design was used in the study and questionnaires were used to collect responses. A sample of 381 respondents from both students and Biology teachers in Nagarta College Sokoto and Sultan Bello Secondary School was used. The findings of the study established statistically significant relationship between instructional methods and students' academic achievement with Co-operative learning method ($r = .86$, and $p. < .05$) very strong positive Correlation, Guided Discovery method ($r = .57$, and $p. < .05$) moderate positive Correlation and Simulation method($r = .89$, and $p. < .05$) very strong positive Correlation. This implies that the use of different instructional methods by Biology teachers was not put to waste. Based on conclusions, more emphasis is needed in active engagement of students in hands one xperience and use of hypermedia tools in order to reduce students' imagination in understanding Biological concepts were recommended[72].

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Numerous factors affect the academic achievement of students as they undergo the transition of proceeding to secondary grades. This article discusses the findings related to factors affecting the academic achievement of secondary grade students from the students' perspective. A qualitative study was conducted at a secondary school with a sample of students who had experienced a decline in their performance in secondary grades. Respondents were queried with regard to various factors relating to their academic achievement. Issues relating to student motivation were highlighted as the most prominent factors affecting their academic achievement. The findings revealed that students' lack of motivation was the consequence of unvaried and ineffective methodologies adopted by most teachers in delivering the lessons[44].

The objective of this study was to investigate the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students from the College's Department of Economic and Business Sciences was used for the study. Using the inferential statistics course, students' assessment test scores were derived from the internal class test prepared by the lecturer. The differential effectiveness of the three teaching methods on student academic performance was analysed using the General Linear Model based univariate ANOVA technique. The $F(2, 106)$ statistic ($= 10.125$; $p < 0.05$) and the Tukey HSD post-hoc results indicate significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method[73].

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The study aimed to investigate the relationships between student-centered teaching approach, problem-based learning, and academic achievement in science teaching. The quantitative quasi-experimental research approach was adopted in this study. The data of the study was collected by a structured questionnaire. The sample of the study consisted an experimental group students (N= 215) and a control group students (N=204) by cluster random sampling. The results showed a significant difference in the student-centered teaching approach, problem- based learning, and academic achievement scores for experimental and control group of students. It is found that there is a low positive correlation between student-centered teaching approach and academic achievement, although there are significant differences between the experimental and control group. The study revealed that there is a medium positive correlation between problem- based learning and academic achievement, although there are significant differences between the experimental and control group. At the same time, it is revealed that the total variance of academic achievement levels explained by the student-centered teaching approach and problem- based learning is relatively a high percentage[47].

Cooperative Learning (CL) includes all structures and processes related to teaching learning where students achieve learning goals by helping each other in a small social setting. This paper provides an exploration of the effectiveness of cooperative learning techniques JIGSAW, Student Team Achievement Division (STAD) and Group Investigation(GI)of school students of XII standard studying Mathematics. Three experimental groups consisting of 20 students in each, were made randomly out of 87 Normal and Bright Normal intelligent students. The experimental groups were instructed for 22 days with cooperative techniques JIGSAW, STAD and GI respectively and post-test on Academic Achievement was administered. The findings revealed that the three

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cooperative techniques i.e. JIGSAW, Group Investigation and Student Team Achievement Division are equally effective in enhancing academic achievement[74].

2.4 Conceptual Framework

Independent Variables

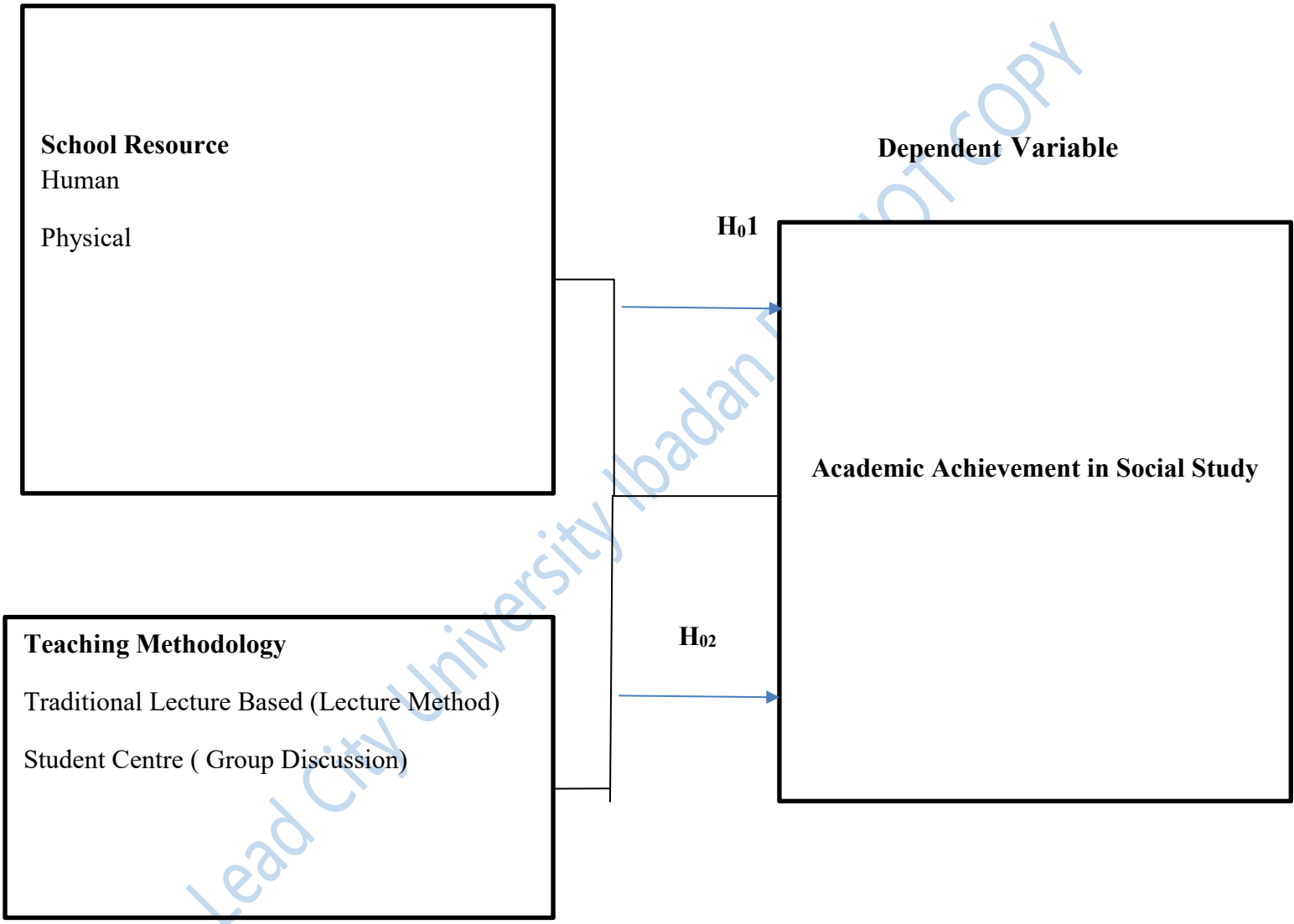


Fig 2.1: Adopted Conceptual Model

Source: Researcher, 2025

The conceptual review of this study revolves around understanding the interplay between the availability of school resources, teaching methodologies, and their combined influence on the academic achievement of junior secondary school students in Social Studies within

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Oyo Town. School resources encompass both physical (such as textbooks, laboratories, and classrooms) and non-physical (such as trained personnel and technological tools) elements essential for fostering effective teaching and learning. The availability and adequacy of these resources directly influence the quality of education delivered, as they provide the foundational framework for instructional processes. Without sufficient resources, even the well-designed curricula may fail to achieve their intended outcomes, thus potentially hindering students' academic performance.

Teaching methodologies represent the approaches and techniques employed by educators to facilitate student learning. These methodologies could range from traditional lecture-based methods to more interactive and student-centered techniques like collaborative learning and inquiry-based instruction. The effectiveness of these methods often depends on how well they align with students' learning needs and the availability of supporting resources. Together, the adequacy of school resources and the adaptability of teaching methodologies create an educational environment conducive to learning, ultimately determining students' academic achievement in Social Studies. This relationship underscores the need for a well-resourced educational system and innovative teaching practices to ensure optimal student outcomes.

2.5 Summary of Gap in Literature Reviewed

The reviewed literature reveals several gaps that warrant further exploration. First, while numerous studies have focused on the availability and utilization of school resources, there is a noticeable lack of emphasis on the interaction between these resources and teaching methodologies. Although resources like instructional materials, infrastructure, and qualified educators are acknowledged as critical to academic performance, their effective integration with innovative teaching strategies remains underexplored. This

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highlights the need for research that examines how teaching methodologies can be adapted to leverage available resources, creating a synergistic effect that enhances educational outcomes, particularly in interdisciplinary subjects like Social Studies.

Another gap lies in the contextual and subject-specific focus of existing studies. Much of the literature addresses general academic achievement or emphasizes disciplines such as science and mathematics, leaving subjects like Social Studies relatively underrepresented. Given the unique interdisciplinary and interactive nature of Social Studies, more targeted research is necessary to understand how resources and methodologies can address the distinct challenges of this subject. Additionally, the disparities in resource allocation between rural and urban schools, or private and public institutions, are often overlooked, despite their significant influence on the accessibility and effectiveness of educational resources.

Emerging technologies, though acknowledged for their potential to transform education, are insufficiently examined in terms of their integration into teaching methodologies. Few studies delve into how digital tools and advanced technologies can be effectively employed to foster interactive and engaging learning experiences, especially in Social Studies education. Research exploring the practical applications, challenges, and benefits of integrating technological resources with traditional and modern teaching methods would provide valuable insights into enhancing student engagement and achievement. These gaps collectively underscore the importance of investigating how the interplay between resources and methodologies impacts learning, particularly in specific subjects and diverse educational contexts.

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Chapter Three

Methodology

This chapter presents the research design, population, sample and sampling techniques, instrumentation, validity and reliability of instruments, procedure for data collection and method of data analysis.

3.1 Research Design

This study adopted a descriptive survey research design, a method that provided a detailed and systematic examination of a population, situation, or phenomenon. The primary objective was to accurately represent the research subject, including its characteristics and dynamics. In this approach, the researcher acted as an impartial observer and data collector, refraining from manipulating or influencing the variables. The aim was to gain a comprehensive understanding of the subject's behavior, interactions, and attributes through careful documentation and measurement of variables. This methodology was applied to explore multiple variables, with the researcher observing and measuring them without exerting control or modification. The study focused on three variables: two independent variables (Availability of School Resources and Teaching Methodologies) and one dependent variable (Academic Achievement).

3.2 Population of the Study

The study population consisted of students in Junior Secondary Schools who offered Social Studies from selected schools in Oyo Town. At the time of the visit, the population of Junior Secondary School students offering Social Studies in Akinmorin Grammar School and Ilora Baptist Junior Grammar School, Idi Igba, in Afijio Local Government Area was one hundred and forty-seven (147). At Olivet Baptist High School, Oyo, and Community High School, Durbar, in Oyo East Local Government Area, the

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population was one hundred and fifty-five (155). At Community Secondary School, Idi-Ope, and Community High School, Awumoro, in Oyo West Local Government Area, it was one hundred and forty-three (143). At Isale Oyo Commercial Secondary School, Koso, and Isale Oyo Community High School, Oke Oroki, in Atiba Local Government Area, it was one hundred and sixty-four (164). The entire target population for the study therefore comprised four hundred and seven (607) Junior Secondary School students who offered Social Studies in the schools under consideration at the time of the study.

3.3 Sample and Sampling Technique

A multi-stage sampling technique was employed in selecting the sample for this study. In the first stage, purposive sampling was used to select eight (8) public Junior Secondary Schools across the four Local Government Areas in Oyo Town based on accessibility. The selected schools were: Akinmorin Grammar School and Ilora Baptist Junior Grammar School, Idi Igba in Afijio Local Government Area; Olivet Baptist High School and Community High School, Durbar in Oyo East Local Government Area; Community Secondary School, Idi-Ope and Community High School, Awumoro in Oyo West Local Government Area; and Isale Oyo Commercial Secondary School, Koso and Isale Oyo Community High School, Oke Oroki in Atiba Local Government Area. In the second stage, a proportionate stratified random sampling technique was employed to select a representative sample of 200 JSS II students from the total population of 607 students across the eight schools. The selection was proportionate to the student population in each school to ensure fair representation. The breakdown of the sample selection is presented in the table below.

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Table 3.1: Name of Entire Schools and Population in Oyo Town, Oyo State

Local Government Area	School Name	Population	Sample Size (Rounded)
Afijo	Akinmorin Grammar School	70	40
	Ilora Baptist Junior Grammar School, Idi Igba	80	46
Oyo East	Olivet Baptist High School	90	52
	Community High School, Durbar	60	35
Oyo West	Community Secondary School, Idi-Ope	85	49
	Community High School, Awumoro	65	37
Atiba	Isale Oyo Commercial Secondary School, Koso	82	47
	Isale Oyo Community High School, Oke Oroki	75	44
	Total	**607**	**350**

Within each school, simple random sampling was used to select the students who participated in the study. This sampling approach ensured that each student had an equal chance of being selected, while also maintaining proportional representation across the selected schools.

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3.4 Research Instrument

Two sets of instruments, namely the *Social Studies Achievement Test (SSAT)* and the *School Resources and Teaching Methodologies Questionnaire (SSTMQ),* were used to collect data for the study.

Section A is designed to contain demographic information of the junior secondary school II students offered social studies such as gender and age.

Section B consists of

Social Studies Achievement Test (SSAT): The SSAT was a test designed by the researcher to measure students' academic achievement in Social Studies. It consisted of 20 multiple-choice questions (MCQs), each with four options. The test covered topics from the Junior Secondary School Social Studies curriculum and was administered to the students selected as the sample for the study. The total time allowed for completing the test was 30 minutes.

School Resources Questionnaire (SRQ): The SRQ was a self-developed questionnaire designed to assess the availability of school resources. It contained 20 items that focused on key areas such as classroom facilities, laboratories and equipment, library resources, and teaching materials. Each item was rated on a four-point Likert scale: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The responses helped to determine the level of physical and material resources available in the schools.

Teaching Methodologies Scale (TMS): The TMS was also a self-developed questionnaire intended to assess the teaching methods used in Social Studies classes. It consisted of 20 items covering areas such as variety of teaching methods, use of technology in teaching, teacher-student interaction, assessment techniques, and classroom management. Like the SRQ, the TMS used a four-point Likert scale: Strongly Disagree (1),

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Disagree (2), Agree (3), and Strongly Agree (4). The data collected helped evaluate how teaching approaches influenced students' learning in Social Studies.

3.5 Validity of Research Instrument

Validity refers to the degree to which an instrument measures what it is purported or expected to measure. The validity of the instrument was carried out through face and content validity methods. For this purpose, the research instrument was scrutinized by the supervisor and other lecturers in the Educational Management Unit, Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, who vetted the structuring, adequacy, and content of the items in the questionnaire. All corrections were effected before administration.

3.6 Reliability of Research Instrument

Reliability is the degree of consistency of an instrument in measuring what it is designed to measure. Therefore, for the purpose of establishing the reliability of the instrument used in this study, a pilot study was carried out by administering 40 questionnaires to Junior Secondary School students who offered Social Studies but were not included in the study sample. The reliability of the instrument was analyzed using Cronbach's alpha, and the coefficient obtained was used to determine the reliability of the instruments which was 0.78.

3.7 Method of Data Collection

The researcher conducted a preliminary visit to the selected Junior Secondary Schools to obtain permission and foster cooperation from the school authorities, management, staff (both teaching and non-teaching), and students who participated in the study. The research instrument was administered by the researcher, assisted by five trained research assistants, to ensure clear guidance on how participants should complete

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the items, thereby facilitating the provision of accurate information and data relevant to each individual. Data collection spanned two months, with due diligence exercised to include nearly all sampled participants.

Table 3.1: Table of Specification for Social Studies Achievement Test (SSAT)

Content Areas	Knowledge (30%)	Comprehension (30%)	Application (40%)	Total Items	% Weight
1. Culture and Social Values	3	3	4	10	25%
2. Government and Citizenship	3	3	4	10	25%
3. Environment and Resources	2	3	5	10	25%
4. National Development	2	3	5	10	25%
Total	**10 (25%)**	**12 (30%)**	**18 (45%)**	**40**	**100%**

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3.8 Method of Data Analysis

The analytical methods that were employed for the examination of data gathered from the sample in this study included both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to answer the research questions. Inferential statistics, specifically multiple regression analysis, were employed to test the hypotheses at the 0.05 level of significance.

3.9 Ethical Approval

Ethical approval to carry out this study was obtained from relevant authorities, including the Head of Department of Arts & Social Science Education, Lead City

University, Ibadan, as well as the principal of the selected junior secondary schools in Oyo twon.

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Chapter Four

Results and Discussion of Findings

This chapter presents the result, analysis and discussion of the findings. The results and discussion of findings were presented based on the response rate, the demographic characteristics of the respondents, research questions and tested hypothesis.

4.1 Demography Data Analysis

This section examines and presents information about the demographic data analysis based on gender and school of the respondents.

Table 4.1: Frequency Table showing Gender Distribution of the Respondents

Gender	Frequency	Percentage	Cumulative Percentage
Female	186	53.1	53.1
Male	164	46.9	100.0
Total	350	100.0	

Source: Fieldwork 2025

Table 4.1 reveals that 186 (53.1%) of the respondents are female while the remaining 164 (46.9%) of the respondents are male. Majority of the respondents are Female.

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Table 4.2: Frequency Table showing the school of the Respondents

School Name	Frequency	Percent	Cumulative Percent
Akinmorin Grammar School	40	11.4	11.4
Ilora Baptist Junior Grammar School, Idi Igba	46	13.1	24.5
Olivet Baptist High School	52	14.9	39.4
Community High School, Durbar	35	10.0	49.4
Community Secondary School, Idi-Ope	49	14.0	63.4
Community High School, Awumoro	37	10.6	74
Isale Oyo Commercial Secondary School, Koso	47	13.4	87.4
Isale Oyo Community High School, Oke Oroki	44	12.6	100
Total	350	100	

Source: Fieldwork 2025

Table 4.2 reveals that 40(11.4%) of the respondents attends Akinmorin Grammar School, 46(13.1%) are students of Ilora Baptist Junior Grammar School, Idi Igba, 52(14.9%) attends Olivet Baptist High School, 35(10.0%) attends community High School, Durbar, 49(14.0%) are students of community secondary school, Idi-Ope, 37(10.6%) are from Community High School, Awumoro, 47(13.4%) are students of Isale Oyo Cormmercial Secondary School, Koso,and the remaining 44(12.6%) are students of Isale Oyo Community High School, Oke Oroki.

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4.2 Research Questions

This section answers the research questions that guide the study

Research Question One: What is the level of students' academic achievement in social studies among Junior Secondary School in Oyo town?

Table 4.3 Showing the Frequency Distribution of the Students' Level of Academic Achievement in Social Studies among Junior Secondary School in Oyo Town

Scores	Grades (100%)	Frequency	Percent	Cumulative Percent
1	5	3	.9	.9
2	10	12	3.4	4.3
3	15	17	4.9	9.1
4	20	22	6.3	15.4
5	25	12	3.4	18.9
6	30	52	14.9	33.7
7	35	44	12.6	46.3
8	40	33	9.4	55.7
9	45	34	9.7	65.4
10	50	37	10.6	76.0
11	55	12	3.4	79.4
12	60	21	6.0	85.4
13	65	12	3.4	88.9
14	70	14	4.0	92.9
15	75	12	3.4	96.3
16	80	13	3.7	100.0
Total		350	100.0	

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A1: Excellent (75-100%), B2: Very Good (70-74%), B3: Good (65-69%),C4: Credit (60-64%), C5: Credit (55-59%), C6: Credit (50-54%), D7: Pass (45-49%), D8: Pass (40-44%), F9: Fail (0-39%).

Table 4.3 shows a wide spread of performance across different score ranges. Out of a total of 350 students, the distribution showed that only a few attained the highest scores while the majority clustered around average and below-average performance. Specifically, about 7.1% of the students scored between 75–100% (Excellent), 4.0% obtained between 70–74% (Very Good), and 3.4% achieved between 65–69% (Good). Together, this indicates that fewer than 16% of the students performed at a good to excellent level. A larger proportion fell within the "Credit" range: 6.0% scored 60–64%, 3.4% scored 55–59%, and 10.6% scored 50–54%. Similarly, 9.7% scored 45–49% and 9.4% scored 40–44%, which are classified as "Pass." Alarmingly, a considerable number of students fell into the "Fail" category, with cumulative percentages showing that about 46.3% had scores below 40%. These results suggest that the overall academic achievement of students in social studies is relatively low. While there are some students performing at an excellent level, the majority are only able to attain credit or pass grades, and a significant proportion fail outright. This finding underscores the need for stronger teaching interventions, better learning support, and improved resource availability to enhance performance in the subject.

Research Question Two: What is the level of availability of school resources among Junior Secondary School in Oyo town?

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Table 4.4: Showing the Frequency Distribution of the Level of Availability of School Resources among Junior Secondary School in Oyo Town

Items	SA	A	D	SD	Mean	Std. Dev.
The school provides adequate resources to support teaching and learning in Social Studies	113, 32.3%	118, 33.7%	54, 15.4%	65, 18.6%	2.80	1.087
Essential facilities such as classrooms and laboratories are readily available in the school.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
The school's resources are sufficient to meet the academic needs of Social Studies students.	138, 39.4%	135, 38.6%	42, 12.0%	35, 10.0%	3.07	.955
The availability of library resources supports students' academic performance in Social Studies.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
There is regular maintenance and updating of school resources to ensure their functionality	118, 33.7%	100, 28.6%	62, 17.7%	70, 20.0%	2.76	1.123
The desks and chairs in the classrooms are sufficient for all Social Studies students.	97, 27.7%	98, 28.0%	82, 23.4%	73, 20.9%	2.63	1.100
Classrooms are equipped with functional whiteboards or smart boards for teaching Social Studies.	111, 31.7%	119, 34.0%	60, 17.1%	60, 17.1%	2.80	1.067
The classroom environment is conducive to learning Social Studies effectively.	113, 32.3%	118, 33.7%	54, 15.4%	65, 18.6%	2.80	1.087
The lighting and ventilation in classrooms enhance students' concentration in Social Studies.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
Classrooms are spacious enough to accommodate all students comfortably during Social Studies lessons.	138, 39.4%	135, 38.6%	42, 12.0%	35, 10.0%	3.07	.955

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Social Studies textbooks and reference materials are adequate for all students.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
Teachers use visual aids such as charts and diagrams effectively in Social Studies lessons.	118, 33.7%	100, 28.6%	62, 17.7%	70, 20.0%	2.76	1.123
Digital learning materials are available to support the teaching of Social Studies.	112, 32.0%	124, 35.4%	58, 16.6%	56, 16.0%	2.83	1.049
Teaching materials are regularly updated to reflect current Social Studies curriculum content.	111, 31.7%	119, 34.0%	60, 17.1%	60, 17.1%	2.80	1.067
The school provides sufficient teaching aids to make Social Studies lessons engaging.	113, 32.3%	118, 33.7%	54, 15.4%	65, 18.6%	2.80	1.087
The school has a well-equipped computer laboratory for Social Studies research.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
Students have access to audio-visual tools to enhance Social Studies learning.	118, 33.7%	100, 28.6%	62, 17.7%	70, 20.0%	2.76	1.123
Equipment needed for Social Studies experiments and practicals is readily available.	112, 32.0%	124, 35.4%	58, 16.6%	56, 16.0%	2.83	1.049
Computer-based tools and software for learning Social Studies are functional and accessible.	128, 36.6%	125, 35.7%	47, 13.4%	50, 14.3%	2.95	1.035
The laboratory facilities in the school are utilized effectively for Social Studies activities.	118, 33.7%	100, 28.6%	62, 17.7%	70, 20.0%	2.76	1.123
Grand Mean					**2.86**	

** *Threshold: 1.00-1.74: Very low state, 1.75-2.49: low state, 2.50-3.24: high state, 3.25-4.00: very high state*

Table 4.4 shows the availability of school resources among Junior Secondary Schools in Oyo town revealed mixed outcomes across the items assessed. On whether schools provide adequate resources to support teaching and learning in Social Studies, the mean score was $\bar{x} = 2.80$, which suggests that the provision of resources is moderately on the high state.

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The availability of essential facilities such as classrooms and laboratories recorded a mean of $\bar{x} = 2.95$, showing that while these facilities exist, they are not fully adequate. In terms of sufficiency of resources to meet the academic needs of Social Studies students, the respondents rated it higher with a mean of $\bar{x} = 3.07$, reflecting a relatively positive perception in this aspect. Similarly, the availability of library resources to support academic performance had a mean of $\bar{x} = 2.95$, which indicates a moderately high level of support. However, when it comes to the maintenance and updating of school resources, the mean score dropped to $\bar{x} = 2.76$, suggesting that schools do not frequently carry out proper upkeep of their facilities.

The adequacy of desks and chairs for Social Studies students was rated the lowest, with a mean of $\bar{x} = 2.63$, indicating that most classrooms do not have enough furniture to accommodate learners. In terms of instructional facilities, the availability of functional whiteboards or smart boards in classrooms had a mean of $\bar{x} = 2.80$, which shows that these modern boards are not widely provided. Similarly, the conduciveness of the classroom environment for learning Social Studies was rated $\bar{x} = 2.80$, suggesting that conditions are only moderately favorable. Lighting and ventilation in classrooms scored slightly higher at $\bar{x} = 2.95$, indicating that these factors are somewhat supportive but not entirely satisfactory. Classroom space was one of the better-rated items, with a mean of $\bar{x} = 3.07$, implying that, despite challenges with furniture, the physical space is generally sufficient to accommodate students during Social Studies lessons.

The provision of Social Studies textbooks and reference materials recorded a mean of $\bar{x} = 2.95$, which reflects that while textbooks are available, they may not be adequate for all learners. Teachers' effective use of visual aids such as charts and diagrams was rated lower at $\bar{x} = 2.76$, showing limited application of such tools in instruction. Availability of digital

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learning materials was rated at $\bar{x} = 2.83$, reflecting that schools are gradually incorporating technology but still lack sufficient digital resources. Teaching materials being updated to reflect the current Social Studies curriculum content had a mean of $\bar{x} = 2.80$, suggesting that regular updates are not always carried out. Likewise, the provision of sufficient teaching aids to make lessons engaging scored $\bar{x} = 2.80$, which again reflects a moderate level of adequacy.

When examining more advanced resources, the availability of a well-equipped computer laboratory for Social Studies research was rated at $\bar{x} = 2.95$, showing that such facilities exist in some schools but remain limited overall. Students' access to audio-visual tools was rated at $\bar{x} = 2.76$, pointing to inadequacy in providing modern multimedia support for learning. Similarly, the availability of equipment for Social Studies experiments and practicals scored $\bar{x} = 2.83$, reflecting limited opportunities for hands-on learning. On the other hand, the functionality and accessibility of computer-based tools and software were rated at $\bar{x} = 2.95$, showing high state adequacy. Finally, the utilization of laboratory facilities for Social Studies activities received a mean score of $\bar{x} = 2.76$, suggesting that even when laboratories exist, they are not effectively put to use.

The highest-rated aspects were the sufficiency of resources to meet academic needs and classroom space, both with a mean of 3.07, while the lowest-rated aspect was the adequacy of desks and chairs with a mean of 2.63. The grand mean of 2.86 indicates a generally high but not fully satisfactory level of resource availability. This highlights the fact that while Junior Secondary Schools in Oyo town possess some basic resources, significant gaps remain in areas such as furniture, digital tools, maintenance, and effective utilization of available facilities.

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4.3 Hypotheses

The hypotheses were tested at 0.05 level of significance

$H_0$1: There will be no significant relative influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town.

Table 4.5 Regression Analysis Showing the Relative Influence of Availability of School Resources and Teaching Methodologies on Academic Achievement of Social Studies Students' in Oyo Town

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.651	.225		2.899	.004
Availability of School resources	.178	.118	1.030	1.505	.133
Teaching Methodologies Strategies	.336	.118	1.950	2.849	.005

Sources: fieldwork 2025

Table 4.5 showed that there is a significant relative influence of the availability of teaching methodologies on the academic achievement of social studies students in Oyo town. The results showed that the availability of school resources had a non-significant influence on students' achievement (β = 1.030, t = 1.505, p = .133). This suggests that the presence of resources alone does not significantly predict students' performance in social studies. On the other hand, teaching methodologies had a positive and significant influence on students' academic achievement (β = 1.950, t = 2.849, p = .005). This indicates that effective teaching strategies strongly contribute to improved student outcomes in the

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subject. Therefore, the null hypothesis (H_{01}), which stated that there would be no significant relative influence, was rejected in favor of teaching methodologies but retained for school resources.

$H_0$2: There will be no significant joint influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town

Table 4.6 Regression Analysis Showing the Joint Influence of Availability of School Resources and Teaching Methodologies on Academic Achievement of Social Studies Students' in Oyo Town

R=0.921
R^2=0.848
Adj R^2=0.847
Std.Est.Error =1.401

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3793.179	2	1896.590	966.437	.000[b]
Residual	679.010	346	1.962		
Total	4472.189	348			

Source: *fieldwork 2025*

Table 4.6 shows that there is a joint influence of both factors (availability of school resources and teaching methodologies) on academic achievement. The regression results revealed a very strong joint contribution with a correlation coefficient (R) of 0.921, explaining about 84.8% (R^2 = 0.848) of the variance in students' academic achievement. The F-ratio ($F_{(2,346)}$ = 966.437, $p < .05$) was significant, showing that, taken together, these two factors had a statistically significant effect on academic performance. This implies that while resources alone may not guarantee better academic outcomes, when combined with

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effective teaching methods, they jointly provide a very strong prediction of students' achievement. Consequently, the null hypothesis (H_{02}) that there will be no significant joint influence of availability of school resources and teaching methodologies on academic achievement of social studies students' in Oyo town is therefore rejected.

4.3 Discussion of Findings

The study revealed that there was a, concerning low level of academic achievement in social studies among junior secondary school students in Oyo town. Specifically, almost half of the students scored below 40% (Fail category), while less than 16% achieved good to excellent performance (75-100%). This finding aligns with broader concerns regarding the quality of education and student outcomes in Nigeria[1]. Previous research has also highlighted the unimpressive academic achievement of Junior Secondary students in social studies in Nigeria, particularly in Kwara State [1]. This consistent pattern across different regions suggests systemic challenges that hinder effective learning in the subject. Factors contributing to this low achievement could include inadequate instructional tools, over-reliance on conventional teaching methods, and the abstract nature of the subject itself [1]. The study's data underscores the urgent need for interventions aimed at improving student performance in social studies.

The availability of school resources in junior secondary schools in Oyo town was found to be moderate but not entirely satisfactory. While some basic resources exist, there are notable deficiencies in critical areas such as adequate furniture, digital tools, proper maintenance, and effective utilization of existing facilities. The grand mean for resource availability was indicating a 'moderate state'. The moderate availability of resources, coupled with significant gaps in essential areas, directly impacts the learning environment. The inadequacy of desks and chairs, for instance, can create an uncomfortable and

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unconducive atmosphere for learning. This aligns with other studies that identify poor facilities as a contributing factor to fluctuating student performance [2]. The lack of digital tools and proper maintenance further exacerbates the situation, limiting opportunities for modern, engaging learning experiences. While resources alone may not guarantee academic success, their deficiency can certainly impede it, making it challenging for both teachers to deliver effective instruction and students to engage fully with the curriculum[2].

Teaching methodologies were found to have a positive and significant influence on students' academic achievement in social studies. In contrast, the availability of school resources alone did not significantly predict students' performance. Consequently, the null hypothesis was rejected for teaching methodologies but retained for school resources. This finding highlights the paramount importance of effective teaching strategies in student outcomes. Even in the presence of moderate resources, superior teaching methods can significantly drive academic success. This aligns with extensive educational research emphasizing the impact of pedagogical approaches on learning [3]. The non-significant influence of resources alone suggests that simply providing materials without effective instructional strategies is insufficient to improve performance. This underscores the need for continuous professional development for teachers, focusing on modern, learner-centered approaches that actively engage students and foster deeper understanding.

It was also revealed that a significant joint influence of both availability of school resources and teaching methodologies on academic achievement. These two factors combined explained a substantial 84.8% of the variance in students' academic achievement. The null hypothesis was rejected, indicating that when combined, resources and effective teaching methods strongly predict student success. This emphasizes the synergistic relationship between resources and teaching methodologies. While resources alone may

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not be sufficient, and teaching methods are highly impactful, their combined effect creates a powerful predictor of student achievement[4]. This supports a holistic view of educational improvement, where both the provision of adequate learning environments and the implementation of effective instructional practices are crucial[5]. Policymakers and educators should therefore focus on integrated strategies that address both aspects, ensuring that investments in resources are complemented by efforts to enhance teaching quality. This comprehensive approach is more likely to yield significant and sustainable improvements in student academic outcomes.

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Chapter Five

Conclusion

5.1 Summary of Findings

This study examined the individual and combined impacts of school resources and teaching methodologies on the academic performance of Junior Secondary School students in Social Studies in Oyo Town. The research was structured around two questions and two hypotheses, utilizing a descriptive survey design and quantitative analysis. The independent variables included school resources, such as the availability and adequacy of facilities, instructional materials, and the learning environment, as well as teaching methodologies encompassing instructional approaches, interaction styles, and assessment techniques. The dependent variable was students' academic achievement, assessed via the Social Studies Achievement Test (SSAT).

The findings from the initial research question indicated that the availability of school resources in Junior Secondary Schools in Oyo Town was moderate and inadequate in critical areas, including the provision of teaching aids, digital tools, and well-equipped learning environments. This inadequacy constrained instructional effectiveness and limited students' opportunities for optimal engagement in Social Studies. The results from the second research question indicated that teaching methodologies significantly enhanced students' academic achievement. Strategies centered on learners, interactive methodologies, and varied assessment techniques enhanced students' comprehension and engagement in Social Studies, whereas teacher-centered and antiquated approaches proved less effective in fostering achievement.

The hypotheses testing revealed that teaching methodologies exerted a more significant relative impact on students' academic achievement compared to school

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resources. The joint analysis indicated that both school resources and teaching methodologies significantly influenced students' achievement in Social Studies, resulting in the rejection of the null hypotheses. The findings indicate that although resources are crucial, their educational impact is significantly influenced by the application of effective teaching methodologies. The integration of sufficient resources and effective teaching strategies yields the greatest enhancement in students' academic performance in Social Studies.

5.2 Conclusion

The study's findings indicate that both the resources available in schools and the methodologies employed in teaching significantly influenced the academic performance of Junior Secondary School students in Social Studies in Oyo Town. The sufficiency and accessibility of educational resources encompassing instructional materials, classroom facilities, and learning environments were identified as crucial factors in promoting effective teaching and improving students' understanding. In a comparable manner, the implementation of learner-centered and interactive pedagogical approaches enhanced students' engagement, motivation, and overall performance in Social Studies.

The results indicated that the amalgamation of educational resources and pedagogical approaches yielded a statistically significant combined impact on student achievement, with pedagogical approaches demonstrating a comparatively greater effect than resources when evaluated in isolation. This underscores the essential function of pedagogical approaches in optimizing the advantages of existing resources. The findings thus suggest that enhancing students' academic performance in Social Studies necessitates a holistic strategy that guarantees sufficient allocation of educational resources, alongside the ongoing implementation of effective pedagogical practices. Moreover, the results

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highlight the imperative for policymakers, school administrators, and educators to emphasize the sufficiency of resources and to implement teaching methodologies that actively involve students and cultivate a more profound comprehension.

5.3 Recommendations

Based on the study's findings and objectives, the following recommendations were proposed:

1 Since the study found that students' academic achievement in Social Studies was relatively low, teachers should adopt innovative strategies such as group discussions, role-play, and project-based learning to foster deeper understanding and engagement.

2 Given the moderate availability of school resources, government and school authorities should prioritize the provision, upgrading, and equitable distribution of instructional materials, classroom facilities, and digital learning tools to improve the teaching and learning of Social Studies.

3 As teaching methodologies were found to have a stronger relative influence on students' achievement, Social Studies teachers should undergo regular professional development and training to enhance their pedagogical skills and capacity to apply learner-centered methods effectively.

4 Since the joint effect of school resources and teaching methodologies significantly influenced academic achievement, policymakers and curriculum planners should adopt an integrated approach that combines adequate resource provision with the promotion of effective instructional practices to raise learning outcomes in Social Studies.

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5.3 Contribution to Knowledge

This study will serve as a valuable reference material for other researchers investigating the influence of school resources and teaching methodologies on students' academic achievement, particularly in Social Studies at the junior secondary school level. It provides empirical evidence on the relative and combined effects of these two critical variables within the context of Oyo Town.

Furthermore, the findings will assist school administrators, education stakeholders, and policymakers in understanding the importance of ensuring the adequacy of school resources while promoting effective and learner-centered teaching methodologies. It will inspire and support the development of policies and practices that prioritize the provision of quality educational facilities and continuous professional development for teachers. The study also contributes to existing literature by highlighting the relatively stronger influence of teaching methodologies over school resources, thereby offering a new perspective for designing interventions aimed at improving students' academic outcomes in Social Studies and related subjects.

5.4 Suggestion for Further Study

A similar research should be carried out on the influence of school resources and teaching methodologies on students' academic achievement in other core subjects such as Mathematics, English Language, or Basic Science at the junior secondary school level across different local government areas in Oyo State and beyond. Additionally, future studies could examine the moderating effects of factors such as school location (urban vs. rural), teacher qualification, or class size on the relationship between school resources, teaching methodologies, and students' achievement. This will help broaden the

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understanding of how these variables interact across diverse educational contexts and provide deeper insights for improving teaching and learning outcomes.

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Appendix I

School Resources Teaching Methodologies Questionnaire (SRTMQ)

Dear respondent,

This questionnaire is designed to elicit information on the availability of school resources and the teaching methodologies as determinant of the Junior Secondary School offering social studies academic achievement in Oyo Town. Please note that this research is mainly for academic purpose and any information received from you will be treated with utmost confidentiality.

Thank you.

Instruction

You are kindly required to carefully read through and respond to each statement and indicate your response opinion by ticking (√) appropriate option.

For section B-D, tick the option (√) that best suits your opinion from the options available in Likert format of Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA).

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School Resources Questionnaire

Strongly Disagree=1,

Disagree=2,

Agree=3

Strongly Agree=4.

S/N	ITEMS	1	2	3	4
1	The school provides adequate resources to support teaching and learning in Social Studies				
2	Essential facilities such as classrooms and laboratories are readily available in the school.				
3	The school's resources are sufficient to meet the academic needs of Social Studies students.				
4	The availability of library resources supports students' academic performance in Social Studies.				
5	There is regular maintenance and updating of school resources to ensure their functionality				
6	The desks and chairs in the classrooms are sufficient for all Social Studies students.				
7	Classrooms are equipped with functional whiteboards or smart boards for teaching Social Studies.				

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8	The classroom environment is conducive to learning Social Studies effectively.				
9	The lighting and ventilation in classrooms enhance students' concentration in Social Studies.				
10	Classrooms are spacious enough to accommodate all students comfortably during Social Studies lessons.				
11	Social Studies textbooks and reference materials are adequate for all students.				
12	Teachers use visual aids such as charts and diagrams effectively in Social Studies lessons.				
13	Digital learning materials are available to support the teaching of Social Studies.				
14	Teaching materials are regularly updated to reflect current Social Studies curriculum content.				
15	The school provides sufficient teaching aids to make Social Studies lessons engaging.				
16	The school has a well-equipped computer laboratory for Social Studies research.				
17	Students have access to audio-visual tools to enhance Social Studies learning.				

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18	Equipment needed for Social Studies experiments and practical is readily available.				
19	Computer-based tools and software for learning Social Studies are functional and accessible.				
20	The laboratory facilities in the school are utilized effectively for Social Studies activities.				

Teaching Methodologies Scale

Strongly Disagree=1,

Disagree=2,

Agree=3

Strongly Agree=4.

S/N	ITEMS	1	2	3	4
1	Teachers use diverse teaching methods to make Social Studies lessons engaging.				
2	Interactive teaching methods, such as group discussions, are frequently employed in Social Studies classes.				
3	Social Studies teachers use storytelling and real-life examples to enhance understanding.				

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4	The use of project-based learning is encouraged in Social Studies lessons.				
5	Role-playing and simulations are regularly incorporated into Social Studies teaching.				
6	Social Studies teachers encourage students to ask questions during lessons.				
7	Teachers provide individualized attention to students needing help in Social Studies.				
8	Social Studies teachers create opportunities for students to participate actively in class.				
9	Constructive feedback is regularly given to students during Social Studies lessons.				
10	Teachers facilitate discussions that promote critical thinking in Social Studies.				
11	Teachers effectively use multimedia tools, such as videos and animations, to teach Social Studies.				
12	Social Studies lessons are enhanced by the use of technology, such as smartboards and online resources.				
13	Teachers incorporate e-learning platforms to complement Social Studies teaching.				

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14	Virtual field trips or digital tools are used to explain Social Studies concepts.				
15	Students are encouraged to use online tools and resources for Social Studies assignments.				
16	Teachers use diverse assessment techniques, such as quizzes and projects, in Social Studies.				
17	Performance-based assessments are used to evaluate students' understanding of Social Studies topics.				
18	Social Studies teachers frequently use formative assessments to identify learning gaps.				
19	Assessment tasks are aligned with the teaching methodologies employed in Social Studies classes.				
20	Peer assessments are encouraged in Social Studies to foster collaborative learning.				

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Appendix II

Social Studies Achievement Test (SSAT)

Instruction

You are kindly required to carefully read through and pick the correct answer from the option A-D.

Social Studies Multiple Choice Questions

1. **The primary function of the family is to**:

A) Provide social amenities

B) Teach religious doctrines

C) Promote cultural diversity

D) Ensure the upbringing of children

2. Which of the following is NOT a type of family?

A) Nuclear family

B) Extended family

C) Divided family

D) Single-parent family

3. One major cause of conflicts in society is:

A) Respect for elders

B) Equal distribution of resources

C) Misunderstanding and intolerance

D) Obedience to laws

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4. Civic education teaches us to be:

A) Disrespectful to government

B) Responsible citizens

C) Lawbreakers

D) Against economic development

5. Which of the following is an example of a natural resource?

A) Factory machines

B) Crude oil

C) Cars

D) Mobile phones

6. The main aim of education in society is to:

A) Make people rich

B) Enable individuals to contribute to national development

C) Encourage laziness

D) Teach people how to fight

7. The Nigerian currency is called:

A) Cedi

B) Dollar

C) Naira

D) Shilling

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8. The three arms of government include the:

A) Executive, Legislative, and Judiciary

B) Military, Police, and Judiciary

C) President, Governors, and Senators

D) Ministers, Lawmakers, and Judges

9. What is the main responsibility of the judiciary in Nigeria?

A) To make laws

B) To interpret laws

C) To enforce laws

D) To create policies

10. The leader of a local government is known as the:

A) Governor

B) Chairman

C) Minister

D) Commissioner

11. Traffic rules and regulations are important because they:

A) Allow people to drive fast

B) Help prevent accidents

C) Cause road congestion

D) Help people avoid paying taxes

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12. Who among the following is regarded as a Nigerian nationalist?

A) Wole Soyinka

B) Nnamdi Azikiwe

C) Chinua Achebe

D) Fela Kuti

13. The agency responsible for keeping the environment clean in Nigeria is:

A) Federal Road Safety Corps

B) National Environmental Standards and Regulations Enforcement Agency (NESREA)

C) Nigerian Customs Service

D) Independent National Electoral Commission

14. The process of producing goods and services to satisfy human needs is called:

A) Marketing

B) Production

C) Consumption

D) Importation

15. Which of the following is a civic responsibility of a citizen?

A) Dodging taxes

B) Disobeying traffic rules

C) Voting in elections

D) Avoiding national duties

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16. An example of an ethnic group in Nigeria is:

A) Zulu

B) Hausa

C) Shona

D) Xhosa

17. One of the effects of drug abuse is:

A) Increased intelligence

B) Good health

C) Mental illness

D) Self-discipline

18. The act of treating others unfairly based on their gender, race, or religion is called:

A) Discrimination

B) Cooperation

C) Leadership

D) Patriotism

19. The body responsible for conducting elections in Nigeria is:

A) WAEC

B) NAFDAC

C) INEC

D) EFCC

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20. The traditional ruler of the Yoruba people is called the:

A) Emir

B) Obi

C) Oba

D) Sultan

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Appendix III

Social Studies Multiple Choice Answers:

1. **D) Ensure the upbringing of children**
2. **C) Divided family**
3. **C) Misunderstanding and intolerance**
4. **B) Responsible citizens**
5. **B) Crude oil**
6. **B) Enable individuals to contribute to national development**
7. **C) Naira**
8. **A) Executive, Legislative, and Judiciary**
9. **B) To interpret laws**
10. **B) Chairman**
11. **B) Help prevent accidents**
12. **B) Nnamdi Azikiwe**
13. **B) National Environmental Standards and Regulations Enforcement Agency (NESREA)**
14. **B) Production**
15. **C) Voting in elections**
16. **B) Hausa**
17. **C) Mental illness**
18. **A) Discrimination**

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19. C) INEC

20. C) Oba

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2. **C) Divided family**
3. **C) Misunderstanding and intolerance**
4. **B) Responsible citizens**
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6. **B) Enable individuals to contribute to national development**
7. **C) Naira**
8. **A) Executive, Legislative, and Judiciary**
9. **B) To interpret laws**
10. **B) Chairman**
11. **B) Help prevent accidents**
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13. **B) National Environmental Standards and Regulations Enforcement Agency (NESREA)**
14. **B) Production**
15. **C) Voting in elections**
16. **B) Hausa**
17. **C) Mental illness**
18. **A) Discrimination**
19. **C) INEC**
20. **C) Oba**

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Bio-data

A. **Personal Data**

Full Name:	Rukayat Mojisola RAJI
1. **E-mail:**	rukayat4raji@gmail.com
Phone Number:	07064280354
Date and Place of Birth:	20 August, 1990
Name and Address of Next of Kin:	
2. **Nationality:**	Nigerian

B. Educational Background with Dates

❖ University of Ilorin, Ilorin	2010 – 2014
❖ Lead City University, Ibadan	2022 till date

C. Working Experience with Dates

❖ Graduate Assistant, Emmanuel Alayande University of Education	2023

D. Award and Fellowship (If any):

E. Membership of Academic/Professional Bodies:

❖ Teachers Registration Council of Nigeria (TRCN)	2016
❖ Member, Nigerian Institute of Management (NIM)	2015
❖ Executive Computer Training Programme	2022

F. Publications:

G. Referees:

Dr. Gambo Omobola

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This is to certify that the thesis by Rukayat Mojisola RAJI with the matric number LCU/PG/005549 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University format and style.

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