

INFLUENCE OF SCHOOL FACTORS ON THE ACADEMIC PERFORMANCE OF UPPER BASIC EDUCATION SOCIAL STUDIES STUDENTS IN ABAKALIKI EDUCATION ZONE, EBONYI STATE

ALOH CHIAMAKA CHARITY

Chizoba548@gmail.com

**Department of arts and Social Science Education, Ebonyi State University, Abakaliki
07036596854**

PAUL IKECHUKWU IFERE, PhD

Department of Educational Foundations

Alex Ekwueme Federal University, Ndufu Alike Ikwo, Ebonyi State

Correspondence Email- paul.ifere@funai.edu.ng

+2349070181824

&

UGUBA CHINYERE OTUU

uguba.otutu@funai.edu.ng

Department of Educational Management,

Alex Ekwueme Federal University NdufuAlikeI kwo, Ebonyi State.

Abstract

This study examined influence of school factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State. The study was guided by three purposes of study, three research questions and three hypotheses. Descriptive survey research design was adopted. The population of study was 71 Social Studies teachers in Abakaliki Education Zone and that was used as the sample. The instrument used for the data collection was a questionnaire tagged: 'Teachers Questionnaire on School Factors' (TQSF), constructed by the researcher. The questionnaire was face validated by three experts: two from Social Studies and one in Measurement and Evaluation in Ebonyi State University, Abakaliki. The reliability of the instrument was determined by trial testing it using 30 teachers from Onueke Education Zone which was outside the area of study. Cronbach Alpha Statistical analysis was used to determine the internal consistency coefficient of the instrument and that yielded the coefficient value of 0.81. This value was considered high enough indicating that the instrument was reliable. Mean and standard deviation were used to answer the three research questions, while t-test was used to test the three null- hypotheses at an alpha level of 0.05. it was found that curricular factors influence the academic performance of upper basic education Social Studies students' in Abakaliki Education Zone; administrative factors influence the academic performance of upper basic education Social Studies students' in Abakailki Education Zone and physical factors influence the academic performance of upper basic education Social Studies students in Abakaliki Education Zone. Recommendations made for the study were that: seminars and workshops should be organized to enlighten the school teachers on how to handle instructional materials and also to teach according to the prepared curriculum; school administrators should partner with the government and the society at large in providing the school with the necessary school factors needed to improve teaching and make learning effective; and the government should provide the necessary factors that are needed in schools to improve learning and promote performance of students in academics, both in internal and external examinations.

Introduction

The academic performance of students has been of much importance to the government, educational planners, teachers and the students. This is as a result of school factors like curricular, administrative, physical and others needed for effective teaching and learning that influence the academic performance of students in Social Studies even in class and external examinations (are not sufficient for the students enrolment) though they contribute immensely to the students' performance academically. As a result of the improper funding of education in Nigeria, the government has not been encouraging the right use of the available school factors. Anayochukwu (2014) sees school as an institute where instructions are given, skills are acquired and knowledge transmitted. This implies that school is any formal setting where learners are equipped with different skills and knowledge for self and societal progress. A school can be designed for knowledge transfer from the teacher to students. A teacher in a school system serves as one with superior knowledge in areas of student's interest. Oredine (2016) views school as any setting that provides the students with both social and educational knowledge. Students in a school system are usually exposed to different academic and social activities such as club meetings, debate, excursions among others. In the same vein, students are exposed to different sporting activities in the school. All these are aimed at equipping them with all the knowledge and skills relevant for their development. These activities that students are usually exposed to sometimes are considered as part of school factors.

School factors include all human and material resources that are available in a school system that are used in improving the quality of education being provided to the students. Azubuike (2016) observes that school factors are all the staff and equipment that smoothen education process in the school. School factors can be made up of the curricula, management, teachers, buildings and so on. School factors can also be seen as all the resources and activities that are used in getting the students ready and helping them in their developmental processes. Certain factors can be influential when it comes to human and their activities in life. In teaching-learning process, school factors such as the teachers, ministry of education, educational planners, guardians, peer groups, culture, etc. can influence the academic performance of junior secondary school students generally, including Abakaliki Education Zone of Ebonyi State.

The importance of adequate school factors can never be over emphasized. Bandele (2003) states that the importance of school factors cannot be relegated, therefore, school factors should be provided in the schools. Adesola (2006) seems to agree with Bandele as he observed that the level of available resources is indeed a plus to the teachers and also shows the level of devotion and dedication of the teachers toward effective delivery of lesson. In line with the above, provision, management and renovation of school buildings, chairs, desks, cabinets and getting modern classroom equipment are vital for academic improvement of students. This concurs with the suggestions of Alimi (2007) who states that there is need that all necessary factors should be kept in place to promote the level of teaching and learning in schools. Alimi holds that the necessary facilities expected in a school should include classroom furniture, equipment's for recreation, among others. Different studies conducted by Ayodele (2000) and Vandiver (2011) show that the academic performance of students and the availability of school facilities have a positive relationship that exists between them. As a result of this, the quality and standard of schools depend largely on the provision, adequacy, utilization and management of educational facilities, which in turn will improve academic performance of Social Studies students. In the opinion of (Ifere P.I, Usulor V.I, Egeh E.I & Uguba C.O 2024). teaching and learning resources make a learning environment more realistic, this is because the human resources utilize materials and facilities to achieve institutional goals. Resources foster understanding of the content being learned. The teaching and learning resources therefore, enhance pupil performance and hence the transition from one educational level to another and therefore should be made available in schools.

Academic performance is defined as the ability to study and remember facts and being able to communicate your knowledge verbally or on paper (Jam, 2009). In other words, academic performance refers to how students deal with their studies and cope with or finish the respective tasks given to them by their educator. That is, there are numerous school factors that determine the efficacy of how students perform academically, factors such as

the curricula, administrative, physical, social etc. The students' academic performance can be influenced by the schools curricula and is a necessity for education, though it seems that most of our schools have archaic educational curricula and lack a conducive environment for education and of achieving the curricula to provide a good avenue for learning. This results in distraction during lessons and influences the students and the society at large and the teaching and learning environment are severely compromised. The curricula also get influenced by the type of administrative factors the school is running. It is the government that: formulates educational policies; designs, develops and implements the curriculum; supervises delivery of the curriculum and evaluates the curriculum of education. That was why Mbithi, (2007) stated that curriculum factors will be meaningless without the necessary teaching and learning materials such as textbooks, chalk, visual aids, maps, charts and other supplies. The performance of education is evaluated based on examinations given -and attainments of students in such examinations. Examinations have been accepted by educationists and other stakeholders as an important aspect of any education system (Mbat, 2004). The importance placed on examination has seen stakeholders come up with strategies aimed at improving students' performance in examinations (Juma, 2011.)

Administrative factors include the activities of setting the strategy of an organization and coordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. The term "administrative" may also refer to the people who manage an organization. Mgbodile (1997) opined that for effective management of the school factors, the school administrator should take proper care of school factors by utilizing the available factors for the improvement of teaching and learning. The school administrators as a whole determine qualifications for teachers and administrative conditions (policies) through which teachers and administrators work, and through which students learn. These are usually a reflection of the values of the community, the qualifications or administrators, and the various abilities and biases of administrators. And the school administrative factors generally determine the caliber of teachers attracted to their schools. It is also important for the school administration (policy) and administrators (practice) to effectively support both the authority and abilities of teachers. In short, teachers need to be qualified, motivated, and empowered, to teach effectively. And what is taught needs to be placed into a meaningful context, so that students can see that context and anticipate the usefulness of what they are learning. To be effective, administrators cannot simply be teachers who are promoted into the administration. They must understand and appreciate being or having been teachers, but they must also be well-qualified as administrators. A poor school administration makes it extremely difficult for teachers to teach and students to learn. A healthy, effectively academic and administrative environment facilitates both effective teaching and effective learning. The influence of administrative factors on students' academic performance also gets influenced by the physical factors.

The extent to which student learning could be enhanced depends on the physical factors within the school compound, the structure of the classroom, availability of instructional facilities, among others. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. Physical influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a student, teacher, employer or employee. Physical factors can be defined as a system within which living organisms interacts with the physical element while education environment is a learning place where the learner learns and interacts with learning facilities in order to be socialized and face the challenges in the society. Physical factors can also be seen as aggregate of all the external conditions and influence affecting the life and development of an organism. Agusiegbe (2004) sees physical factors as consisting of all elements existing around man and which exert some influence on him. These include biological, social and personnel attributes. Ani (1997) emphasized that communities should not only provide land for the construction of school house but should assist in providing other school physical factors, and

the provided school factors should be managed properly to improve students academic performance in Social Studies.

There is no unified definition as every attempt is based on individual beliefs, and perception about Social Studies and its roles in the society to the extent that the same author can give two different definitions of Social Studies at the same time. Social Studies is also an integrated study of and the outcome of his interaction with the environment. The introduction of Social studies into the Nigerian school system was based on certain philosophical considerations. One of them is to address social issues and man's problem of life in their interrelatedness, as they appear in real life situations instead of addressing them in an un-interrelated manner as those learnt through separate disciplines like geography, religion, sociology and anthropology. Instructional materials are the relevant materials utilized by a teacher during Social Studies instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague. It therefore follows that such resources may be both human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitudes morals and values (Esu and Inyang-Abia, 2004). Ogundare, (2003) defines Social Studies as a study of problems of survival in an environment and how to find solutions to them. School factors are the materials and facilities in the school, which include school buildings (classrooms, assembly halls, laboratories, workshops, libraries) teaching aids and devices such as modern educational hardware and their software in the form of magnetic tapes, films and transparencies (Ogbodo, 2005). Scholarly works by other researchers were also reviewed and their findings and recommendations were properly noted; but there is no research work yet on the influence of school factors on the academic performance of upper basic school students in Social Studies in Abakaliki Education Zone Ebonyi State.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study

- 1 What is the influence of curricular factors on academic performance of upper basic education Social Studies students in Abakaliki Education Zone?
- 2 What is the influence of administrative factors on academic performance of upper basic education Social Studies students in Abakaliki Education Zone?
- 3 What is the influence of physical factors on academic performance of upper basic education Social Studies students in Abakaliki Education Zone?

RESEARCH HYPOTHESES

Ho₁: There is no significant difference in the mean score of teachers on the influence of curricular factors on academic performance of students based on gender of the teachers.

Ho₂: There is no significant difference in the mean score of teachers on the influence of administrative factors on academic performance of students based on gender of the teachers.

Ho₃: There will be no significant difference in the mean score of teachers on the influence of physical factors on academic performance of students based on gender of the teachers.

METHODOLOGY

The design study adopted descriptive survey research design. The population of this study as well as the sample was 71 Social Studies teachers in Abakaliki Education Zone. The instrument used for the data collection was a questionnaire tagged: 'Teachers Questionnaire on School Factors' (TQSF), constructed by the researcher. The questionnaire was face validated by three experts: two from Social Studies and one in Measurement and Evaluation in Ebonyi State University, Abakaliki. The reliability of the instrument was determined by trial testing it using 30 teachers from Onueke Education Zone which was outside the area of study. Cronbach Alpha Statistical analysis was used to determine the internal consistency coefficient of the instrument and that yielded the coefficient value of 0.81. This value was considered high enough indicating

that the instrument was reliable. Mean and standard deviation were used to answer the three research questions, while t-test was used to test the three null- hypotheses at an alpha level of 0.05.

RESULTS

Research Question I

What is the influence of Curricular Factors on Academic Performance of upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State?

Table 1: Mean Scores and Standard Deviations of the influence of Curricular Factors on academic performance of upper basic education Social Studies students in Abakaliki Education Zone

S/N	ITEMS	N	\bar{X}	SD	DECISION
1	The present school curriculum is arranged in a way that it can be covered before the term ends.	71	3.21	0.73	Agreed
2	The curriculum is covered by the teachers before the end of the term.	71	3.25	0.67	Agreed
3	The instructional materials used in teaching are not enough, and this influence the students performance	71	3.07	0.72	Agreed
4	Students get motivated and pay attention during classes when taught with instructional materials.	71	3.21	0.82	Agreed
5	Students perform better when taught with the necessary instructional materials.	71	3.00	0.82	Agreed
6	Students performance in academics are influenced positively, when taught without instructional materials	71	2.97	0.84	Agreed
7	The teachers teach in line with the curriculum.	71	3.02	0.73	Agreed
8	Taking students on field trip as a means of learning is a good way of achieving the set objective.	71	2.90	0.63	Agreed
9	Giving group assignments to students as a way of learning influences their academic performance	71	2.84	0.83	Agreed
10	The application of different methods of teaching by the teacher during classes influence the students' academic performance	71	2.97	0.84	Agreed
11	Giving class works during learning cause distraction in the class and this shortens the period of teaching and influence students academic performance	71	2.83	0.82	Agreed
12	The teachers monitor and evaluate the students progress on the covered topics.	71	3.21	0.69	Agreed
Grand Mean		71	3.04	1.01	

Table 1 shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 on the influence of curricular factors on academic performance of upper basic education Social Studies students obtained mean scores above 2.50. This specifically indicated that the majority of the respondents agreed that the present school curriculum is arranged in a way that it can be covered before the term ends, the curriculum is covered by the teachers before the end of the term, the instructional materials used in teaching are not enough, and this influence the students performance, students get motivated and pay attention during classes when taught with instructional materials, students perform better when taught with the necessary instructional materials, students performance in academics are influenced positively, when taught without instructional materials, teachers teach in line with the curriculum, taking students on field trip as a means of learning is a good way of achieving the set objective, giving group assignments to students as a way of learning influences their academic performance, application of different methods of teaching by the teacher during classes influence the students' academic performance, giving class works during learning cause distraction in the class and this shortens the period of teaching and influence students academic performance and the teachers monitor and evaluate the students progress on the covered topics. The results with a grand mean of 3.04 indicated that the respondents accepted that curricular factors influence students academic performance in

upper basic schools. The standard deviation of 1.01 showed that the scores of the respondents do not vary a lot.

Research Question 2

What is the Influence of Administrative Factors on the Academic Performance of Upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State?

TABLE 2: Mean Scores and Standard Deviation of the Influence of administrative factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone

S/N	ITEMS	N	X	SD	DECISION
13	The gender of the school administrators influences the administration of the school.	71	2.91	0.75	Agreed
14	The teachers’ qualifications influence their performance during teaching.	71	3.29	0.68	Agreed
15	The administrators consider the students when making decisions that concerns them.	71	3.32	0.64	Agreed
16	The teachers collect bribes from students to pass them, which makes them to lose interest in studying.	71	3.05	0.82	Agreed
17	The style of leadership in the school determines the teachers attitude towards their attendance to classes.	71	3.18	0.76	Agreed
18	The administrators don’t supervise the teachers’ progress in the class based on the curriculum.	71	2.95	0.78	Agreed
19	The teachers’ remunerations don’t motivate them to teach the students wholeheartedly.	71	3.18	0.72	Agreed
20	The employment of under qualified teachers has an influence on the students academic performance	71	3.22	0.74	Agreed
21	The type of administration (autocratic / democratic) run by the school influences the performance of students.	71	3.00	0.69	Agreed
Grand Mean		71	3.23	0.73	

The items 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and 24 in table 2 shows that the mean scores exceeded 2.50. This implies that the respondents agreed that administrative factors influence students academic performance in upper basic education Social Studies students in Abakaliki Education Zone. Specifically, the respondents agreed that the gender of the school administrators influences the administration of the school, the teachers’ qualifications influence their performance during teaching, the administrators consider the students when making decisions that concerns them, the teachers collect bribes from students to pass them, which makes them to lose interest in studying, the style of leadership in the school determines the teachers attitude towards their attendance to classes, the administrators don’t supervise the teachers’ progress in the class based on the curriculum, the teachers’ remunerations don’t motivate them to teach the

students wholeheartedly, the employment of under qualified teachers has an influence on the students' academic performance and the type of administration (autocratic / democratic) run by the school influences the performance of students. A grand mean of 3.23 is higher than the criterion mean of 2.50 which indicates that the respondents agreed that students' academic performance is influenced by administrative factors. The standard deviation score of 0.73 showed that there is agreement amongst the respondents,

Research Question3

What is the Influence of Physical Factors on the Academic Performance of upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State?

TABLE 3: Mean Scores and Standard Deviations of the Influence of Physical Factors on the Academic Performance of upper basic education Social Studies students in Abakaliki Education Zone

S/N	ITEMS	N	X	SD	DECISION
22	The physical factors needed to improve learning are not up to standard.	71	3.12	0.77	Agreed
23	The buildings in the school are dilapidated and not conducive for the students to learn in.	71	3.14	0.68	Agreed
24	The physical factors are maintained often.	71	2.95	1.00	Agreed
25	Students' academic performance are not influence by the physical factors like socio-cultural studios	71	3.04	0.80	Agreed
26	Students can purchase school needs like books and pens comfortably within the school premises as and when.	71	3.05	0.69	Agreed
27	The school has a spacious and well equipped social-cultural studio for learning practical Social Studies.	71	3.04	0.80	Agreed
28	There are enough classrooms and chairs for the students.	71	3.04	0.88	Agreed
29	There is a spacious playing ground for the students to carry out their extra-curricular activities.	71	3.00	0.82	Agreed
30	The location of schools determines the time students come to school.	71	3.05	0.93	Agreed
Grand mean		71	3.03	0.81	

Table 3 shows that items 22, 23, 24, 25, 26, 27, 28, 29 and 30 on the influence of Physical factors on academic performance of upper basic education Social Studies students obtained mean scores above 2.50. this result indicated that the respondents agreed that the physical factors needed to improve learning are not up to standard, the buildings in the school are dilapidated and not conducive for the students to learn in, the physical factors are maintained often, students' academic performance are not influence by the physical factors like socio-cultural studios, students can purchase school needs like books and pens comfortably within the school premises as and when, the school has a spacious and well equipped social-cultural studio for learning practical Social Studies, there are enough classrooms and chairs for the students, there is a spacious playing ground for the students to carry out their extra-curricular activities, and the location of schools determines the time students come to school. The results with a grand mean of 3.03 indicated that the respondents accepted that physical factors influence students Academic Performance in Social Studies in upper basic schools in Abakaliki Education Zone. The standard deviation of 0.81 showed that the scores of the respondents do not vary a lot.

HYPOTHESES

H01: There is no significant difference in the score ratings of teachers on the influence of curricular factors on academic performance of students based on gender of the teachers.

Table 4: T-test of Male and Female Teachers Response on the Influence of Curricular Factors

S/N	Gender	N	X	SD	Df	t.cal	t.tab	Decision
1	Male	30	3.01	0.78	69	0.62	1.96	Accepted
2	Female	41	3.05	0.75				

Based on the result in table 4, it was observed that the t-cal (0.62) is less than the t.crit (1.96) at an alpha level of 0.05. Thus, the null hypothesis was accepted, hence there is no significant difference in the responses of male and female teachers on the influence of curricular factors on the academic performance of Upper basic education Social Studies students in Abakaliki Education Zone.

H01: There is no significant difference in the score ratings of teachers on the influence of Administrative Factors on the academic performance of students based on gender of the teachers.

Table 5: T-test of Male and Female Teachers Response on the Influence of Administrative Factors

S/N	Gender	N	X	SD	Df	t.cal	t.tab	Decision
1	Male	30	3.11	0.75	69	0.63	1.96	Accepted
2	Female	41	3.13	0.71				

From Table 5, it was observed that the t-cal (0.63) is less than the t.crit (1.96) at an alpha level of 0.05. Thus, the null hypothesis is accepted that there is no significant difference in the responses of male and female teachers on the influence of administrative factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State.

H01: There is no significant difference in the score ratings of teachers on the influence of physical factors on academic performance of students based on gender of the teachers.

Table 6: T-test of Male and Female Teachers Response on the Influence of Physical Factors

S/N	Gender	N	X	SD	Df	t.cal	t.tab	Decision
1	Male	30	3.07	0.82	69	0.54	1.96	Accepted
2	Female	41	3.02	0.81				

From the results in table 6, it was observed that the t-cal (0.54) is less than the t.crit (1.96). Thus, the null hypothesis is accepted that there is no significant difference in the responses of male and female teachers on the influence of physical factors.

DISCUSSION

Influence of Curricular factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone, Ebonyi State

The first finding of this study is that curricular factors influence the academic performance of upper basic education Social Studies students in Abakaliki Education Zone. Also, finding showed that there is no significant difference in the mean responses of male and female teachers on the influence of curricular factors. The result of the study on table 1 showed that curricular factors such as the school curriculum, instructional material, school textbooks, should be provided and maintained by the government and school authorities. This was evident from the grand mean of 3.04 which is above the cut-off point of 2.50. This finding was in line with Kiruhi, Githua and Mboroki (2009) who stated that the teaching and learning resources make a learning environment more realistic and interesting. Resources foster understanding of the content being learned. The teaching and learning resources therefore, enhance pupil performance and hence the transition from one educational level to another and therefore should be made available in schools. However, the findings was in contrary with the findings of Mbithi, (2007) that curriculum factors will be meaningless without the necessary teaching and learning materials such as textbooks, chalk, visual aids, maps, charts and other supplies.

Influence of Administrative factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone Ebonyi State

The second finding of this study is that administrative factors influence the academic performance of upper basic education Social Studies students' in Abakaliki Education Zone. Also, the finding showed that there is no significant difference in the mean responses of male and female (t-cal 0.63 < t-crit 1.96) teachers on the influence of administrative factors. The result of data analysis in table 2 revealed that administrative factors like the school administrators, principals, the type of administration run by the school influence the academic performance of upper basic school students in Abakaliki Education Zone. Table 2 revealed the respondents agreed that administrative factors influence students' academic performance in upper basic school in Abakaliki Education Zone. The finding corroborates Mgbodile (1997) finding that for effective management of the school factors, the school administrator should take proper care of school factors by utilizing the available factors for the improvement of teaching and learning.

Influence of Physical factors on the academic performance of upper basic education Social Studies students in Abakaliki Education Zone Ebonyi State.

The third finding is that physical factors influence the academic performance of upper basic education Social Studies students in Abakaliki Education Zone. Also, the result showed that there is no significant difference in the mean responses of male and female teachers on the influence of physical factors. Result in table 3, shows that physical factors like the school building, libraries, classrooms will influence students academic performance in Abakaliki. The table revealed that the respondents are in agreement that physical factors influence students academic performance in upper basic schools, and should therefore not be allowed to dilapidate before renovations and management can take place. the production and maintenance of physical factors should not be the sole responsibilities of the school heads. However, the finding was contrary to the findings of Ani (1997) who emphasized that communities should not only provide land for the construction of school house but should assist in providing other school physical factors, and the provided school factors should be managed properly to improve students academic performance in Social Studies.

Conclusion

Based on the findings of this study, the researcher concluded that:

Curricular factors as a type of school factor influence students' academic performance. Administrative factors have an influence on the performance of students academically. School factors like Physical factors influence the academic performance of students

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

1. Seminars and workshops should be organized to enlighten the school teachers on how to handle instructional materials and also to teach according to the prepared curriculum.
2. School administrators should partner with the government and the society at large in providing the school with the necessary school factors needed to improve teaching and make learning effective.
3. The government should provide the necessary factors that are needed in schools to improve learning and promote performance of students in academics, both in internal and external examinations.

References

- Adesola, M. C. M. (2006). Enrolment, Facilities and Financial Allocation in Lagos Higher Education: Implication for Quality Graduates. *Nigerian Journal of Educational Administration and Planning (NAEAP)*. 6(1): 153—164.
- Agusiegbe, G.O. (2004). Teacher Preparation for Health Teaching in Primary Schools: *Primary Health Care Strategy for all in the year 2000*. NigSchHlth J. 1988; 7: 61-68. PubMed/Google Scholar.
- Alimi, J. (2007). *Investing in the Future: Setting Educational Priorities in the Developing World*. Paris: IIEP and Pergamon Press.
- Anayochukwu S.O. (2014). *The Use of English in Educating Nigerian Youths: From the Problem to the Solution*. An Inaugural Lecture delivered at the University of Ibadan, Ibadan; Power House Press and Publishers.
- Ayodele, J.B. (2000). *School Size, Class Size, and Teacher's Quality as Correlation of Internal Efficiency in Primary School in Ondo State*, Nigeria: Unpublished Ph.D. Thesis, University of Ibadan, Ibadan.
- Azubuikwe, R. N. (2016). Non-human Resources Management in Vocational Education; Problem and Issues. *Nigeria Vocational Journal, Vol. VI*.
- Bandeke, S. O. (2003). Administration of Continuous Assessment in Tertiary Institutions in Nigeria. *Journal of Educational Foundations and Management*. 1(1): 289—296.
- Esu, A.E.O. and Inyang-Abia (2004) *Social Studies Technologies, Methods & Media*. Port-Harcourt: Double Diamond Publication.
- Ifere P.I, Usulor V.I, Ejeh E.I & Uguba C.O (2024). Availability and utilization of resources for implementation of HIV/AIDS Content of Social Student Curriculum in Junior Secondary Schools in Onueke Education Zone, Ebonyi State. *International Journal of Research and Innovation in Social Science (IJRISS)* ISSN No. 2454-6186/ DOI: 1047772/IJRISS/Volume VIII Issue IX September 2024.
- Jam, F. (2009). *Child development, Wiley Online Library... Para Los Niños: Los Angeles, CA*.
- Juma, F. (2011). *The Relationship Between mode of Teacher Motivation and Students Academic Performance in Public Secondary Schools in Bungoma North District*. Unpublished M.Ed. Project Report, Moi University, Kenya
- Mbithi, D.M. (2007). *Foundations of Solid administration*. Nairobi: Oxford Press.
- Mgbodile, T.O. (2004). *Fundamentals in Educational Administration Enugu*. Magnet Business Enterprises.
- Ogbodo, D. O. (2005). School Plant Management in Nigeria: Trends, issues and problems in Management of Nigerian Education - Project Monitoring and school plant Maintenance. *A publication of the National Institute for Planning and Administration, 2, 53-63*.
- Ogundare, S. F. (2003). *Fundamentals of Teaching Social Studies*. Oyo, Nigeria: Immaculate-city
- Oredein, M.A. (2000). Over education and Educational Occupation. *SAGE Journals.com*. publishers.
- Vandiver, B. (2011). *The Impact of School Facilities on the Learning Environment*. Unpublished Doctoral, Capella University.