

# School Environment Factors and Students' Academic Achievement in Social Studies in Junior Secondary Schools in South-West, Nigeria

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## **Abstract**

*The performance of students in Social Studies over the years showed that the results have been fluctuating due to poor facilities and paucity of professional teachers. Previous researchers had studied factors affecting academic achievement in Social Studies, but not much has been done on school environmental factors influencing Social Studies achievement. This study investigated school environment as determinants of Junior Secondary students' academic achievement in Social Studies. Population consisted of teachers and students in the Junior Secondary Schools in South-West, Nigeria. Two senatorial districts were purposively selected from each state while five local governments were randomly selected from each senatorial districts using multi-stage random sampling technique and three schools were randomly selected from each local government. All JSS2 students in the selected schools were used and one Social Studies teacher in each school. Two research instruments—School Environment Questionnaire (SEQ) ( $\alpha = 0.71$ ) and Social Studies Achievement Test (SSAT) ( $KR_{20} = 0.65$ ) were developed and used for data collection. One research question and two hypotheses were postulated and answered. Data were analyzed using descriptive statistics and multiple regression analysis. Results showed that school environmental factors (school conveniences, school library and Social Studies laboratory) factors jointly determined students' academic achievement in Social Studies ( $R^2 = 0.406, F_{(3,3478)} = 792.397, p < 0.05$ ). School conveniences ( $\beta = -0.177, p < 0.05$ ) and social studies laboratory ( $\beta = 0.535, p < 0.05$ ) relatively contribute to students' academic achievement. It was recommended that government should provide conducive environment in terms of good Social Studies laboratories and libraries to enhance students' academic achievement in Social Studies.*

**Word Count: 249**

**Keywords:** School environment factors, School conveniences, Student academic achievement, Social Studies

## **Introduction**

Social Studies as a subject is the integrated study of social sciences and humanities to promote civic competence (NCSS, 1993). Things are taught and learnt in the environment. You hardly

learn and teach Social Studies without mentioning the word environment. In Social Studies you learn and study things in the environment. Man lives in society with all the factors that affect him working on each other and on himself all the time. Therefore, to fully understand man and his problems in society and the various ways in which he interacts with his environment, it is necessary to view all the factors together. He lives his life as a whole in the sense that he is involved in politics, makes history, creates science and technology, as and when his urges dictates. This way of looking at man in society as a whole came about as result of experience during the Second World War. During the war, it became apparent, especially in the physical sciences and technology, that to solve problems satisfactorily, it was necessary to identify all the relevant links in the chain of which the problem formed a part. Solving a problem in isolation might create other problems which could be worse than what the solution intended to remove. So it is always useful to think of the consequences of solving a problem. The solution should take account of important issues associated with the original problem (NERC, 1986). It is this approach that now produced the trend, especially in the advanced countries, that if, for instance, if one wants to build a factory, one should not only think of the goods the factory will produce; it is also necessary to think of the effects (good or bad) that the factory and its goods will have on the society and the environment. This broadened outlook is now having profound effects on the way all problems (social, scientific, technological) are viewed and solved. Social Studies is one result of this general outlook that all aspects of society are interlinked. In the 1950s, Social Studies began to be developed in many countries, especially the USA and Europe. It is now offered at various educational levels in many countries all over the world.

The first serious attempt to develop Social studies for secondary schools in Nigeria was made by staff of the Comprehensive High School, Aiyetoro, in 1965. Initially the scope was limited to the then Western Region and to the then Forms I and II of the school. Through the assistance of the Ford Foundation and under its joint auspices with Comparative Education Study and Adaptation Center (CESAC), the Aiyetoro project was given a national scope. The result of that early effort was published by Comparative Education Study and Adaptation Center (CESAC) as Social Studies for Nigerian Secondary Schools Books 1 and 2. Through that publication, Social Studies has become fairly well established as a subject in the lower forms of Secondary schools throughout the country. Through the present series, the subject has become a standard component of the Junior Secondary school curriculum (NERC, 1981).

Social studies is important because it teaches students fundamental concepts of culture, economics and politics, skills to groom them in to educated, productive citizens (NCSS, 1993). Social studies center around understanding how the world works on a social level, helps to explain the world in which we live; helps students figure out their role in society as well as their place in history. By studying the past, students learn how institutions, traditions and ideals change as society modernizes. They also learn how cause and effect influence relationships between individual groups and nations; helps students to develop research skills and ability to think critically; help students learn that they are part of a larger societal organization that must have structure in order to operate for the good of all people in the group; making a living.

The performance of students in the Basic Education Certificate Examination (BECE) for the year 2007 to 2016 for Social Studies in all the six states in the Southwest, Nigeria showed that we have not been able to record 100% success in the subject. The results are presented in the table below.

<b>Year</b>	<b>Total No of Students</b>	<b>No of candidates that passed</b>	<b>No. of Candidates that failed</b>
<b>2007</b>	26474	25063	1411
<b>2008</b>	29615	28428	1187
<b>2009</b>	29157	25630	3527
<b>2010</b>	29787	27622	2165
<b>2011</b>	29705	28849	1856
<b>2012</b>	31769	30540	1229
<b>2013</b>	38268	36759	1509
<b>2014</b>	37859	36457	1402
<b>2015</b>	39190	37646	1544
<b>2016</b>	32686	31021	1665

Source: NECO, 2018.

The result showed that the final junior secondary school result as released by National Examination Council (NECO) is fluctuating. The fluctuating results may be due to so many factors of which school environment factors – school conveniences, school library and social studies laboratory will be considered in this study.

School Environment is the embodiment of all that surrounds and interacts with a student in a school set up and which invariably shape the development and achievement of students. It is important that a child who wants to learn social studies and develop a desirable attitude, interest and appreciation, understanding, habits, abilities, knowledge and skills requires a stimulating environment (Nsa, Offiong, Udo & Ikot, 2017). A cursory look at the school environment in the secondary schools shows that many of the classrooms, laboratories, libraries, office and building facilities are in a terrible state in need of repairs. The promotion of integration, patriotism and national morale in multiethnic or a heterogeneous Nigeria is one of the major purposes of teaching social studies (Ezegbe, 2000). All these tend to put teaching and learning in jeopardy as school environment is found to be a very important factor of secondary school students' academic effectiveness. School environment as perceived by students has an advantage of characterizing the setting through the eyes of the actual participants. The effective teaching of social studies has the potentials to influence the intellectual, social development and personal growth of the youths (Dave, 2000). The school is a social learning agent that provides the environment upon which a child may be formally educated in order to attain educational goals. Human being, have unlimited capacity to learn, may however be limited by the behaviour patterns and facilities that the immediate school environment offers. Educational environments are the conditions, process and psychological stimuli which affects the educational achievement of the child (Okoji, 2015).

School environment is of great stimulation and conducive classroom environment is an important factor in strengthening the child's level of education and academic achievement. A stimulating school environment enables the teacher to teach a variety of activities with broad-base ideas about what the students are likely to learn or respond to. This makes it possible for both the teachers and students to work cooperatively and productively towards attainment of educational goals. Among the school environment variables that can affect teaching, learning and which can enhance academic performance of students in Social studies considered in the study are- School conveniences, school library and Social studies laboratory.

School conveniences are things that make school lively and habitable without which the school will be uncondusive, uncomfortable and boring. The provision of good toilet facilities for students, constitute another veritable means of protecting the students from diseases, which must be maintained in a highly hygienic state to prevent offensive odour and menace of flies. Some of the fecal-borne diseases include dysentery, typhoid, cholera and intestinal problem. The toilet must be provided for both male and female students separately. Canteen facilities is another school convenience in the school that make students grow healthy, strong and this promote student academic performance but when the food is contaminated with disease organism or toxic substances, it could be a very terrible matter. The consequence of consuming contaminated food includes the development of intestinal diseases (Tessa, 2011). Therefore, what we eat and where we eat have great implications for our state of health. It is not good for both students and the teachers to patronize local food vendors if the said food vendors appear to have low taste for the rule of hygiene and their personal appearance may not be neat and tidy. Water used in washing plates may be dirty while sometimes the plates may not be washed with water but cleaned with foam materials and used in serving food to customers. Such food may be stale, the eating environment dirty and water drunk may not be treated. Under the above circumstances, chances of stomach disorder and worm infection are high. The students in the school establishment must be saved from the above ordeals, by providing canteen, food vendors and catering services for them. The advantages of such services are that students do not have to go out of the school to look for food. Food preparation and serving are done under hygienic condition and sold by the trained food vendors. Such food will not only be rich in variety but rich also in their nutrient value. It will thus help to make the students healthy and thereby promote their academic achievement. Availability of modern well-ventilated classroom with fans also helps to promote students' academic performance. Modern classrooms should have fans, chairs, tables for easy learning but a situation where the classroom is not well-ventilated, no fan, no chairs nor tables for learning makes learning uncomfortable. Students will be discouraged to learn which can even make students to fall sick. All these will impede students' academic achievement.

Provision of water facility is another convenience for the school children. Availability of water in the school is imperative to prevent ill health. Water provided in the school must not be polluted in any way. Dirty water can damage the health status of school children as it increases their exposure to hazards such as infectious diseases carried by water supply (Fawowe, 1998). Therefore, hygienic education is difficult without clean water. Field is another convenience in the school, even as students like to play a lot. Student can because of playfield snick out of the school during break period to nearby school to play football. Availability of all these conveniences help to promote students' academic achievement, but in a school where there are no toilet facilities, food facilities, water facilities, health facilities will lead to students' inability to concentrate and will in turn affect students' academic achievement.

Library is an essential factor in teaching and learning. It forms one of the most important educational services as the educational process function in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and valuable to him but which are not provided or assigned to him as basic or supplementary textbooks. The importance of library has been demonstrated by the government when she expressed in the National Policy on Education (NPE) that every state ministry needs to provide funds for the establishment of libraries in all her

educational institutions and to train librarian and library assistants. It supports all function of school-teaching and provides service and guidance to its readers. The library must be up-to-date and at the same time allow access to older materials. It must be properly supported financially to fund materials and services among others, and that school library has replaced traditional method of “chalk and talk” impacting knowledge to students. Therefore, its effects on academic performance cannot be over-emphasized. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standard (Popoola, 2015). In a study carried out, it was discovered that library correlates with academic achievement and those schools with well-equipped library normally maintain high academic performance. In another study on raising school quality in developing countries, it was found that collection of books kept for reading in the library is related to students’ academic achievement (Fuller, 2005). There is therefore need to carry out a study to find out the relationship between school library and academic performance of students in social studies in secondary school in South-West Nigeria. A school without library and accessibility to internet library where students can read and search for needful topics and information will lead to poor academic achievement of students.

Laboratory is essential to the teaching of science and social science. Traditionally, only science laboratory was common but nowadays, we have language laboratory, social science laboratory, computer laboratory and science laboratory. Recently we have internet facilities which are operated in the computer laboratory for browsing to know what is happening globally and how to operate computer, through this, a lot of people are now computer literate. Laboratory engender effectiveness especially computer laboratory which cut across all departments and all subjects. You browse in all subjects to widen your knowledge; in fact, internet is another library where global events and activities are stored. Therefore, computer laboratory with internet facilities will help to promote students’ academic achievement in social studies. On the other hand, school with laboratory will give room for practical works which will booster students interest and in turn improve students’ academic achievement.

### **Statement of the Problem**

Social studies as a discipline as well as a subject of learning in schools is supposed to impact moral, values, and worthwhile attitudes to engender comprehensive understanding of the society. These goals have not been achieved because the subject is faced with some problems among which are school environmental factors - school conveniences, school library and Social Studies laboratory. This study therefore seeks to determine the school environment factors that affect the academic achievement of Junior Secondary School students in Social Studies in Southwest, Nigeria.

### **Methodology**

#### **Research Design:**

The study adopted the descriptive research design of survey type since it does not have direct control on the independent variable because their manipulations have already occurred.

### Research Question:

What is the identified school environmental factors affecting Junior Secondary School Academic Achievement in Social Studies?

### Hypotheses:

**Ho<sub>1</sub>:** There will be no combined significant influence of school environmental factors (school conveniences, school library and Social Studies laboratory) on Junior secondary school academic achievement in Social Studies.

**Ho<sub>2</sub>:** There will be no significant relative influence of school environmental factors on junior secondary school academic achievement in Social Studies (school conveniences, school library and Social Studies laboratory).

### Population, Sample and Sampling Techniques

The target population for the study consists of both teachers and students in the Junior Secondary Schools within South-West, Nigeria which comprises six states of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo state. All the six states in South-West Nigeria were used in this study. Two senatorial districts were purposively selected from each state. Five local governments were randomly selected from each senatorial districts using multi-stage random sampling technique to make a total of 60 local governments with three schools randomly selected from each Local government. All JSS2 students in the selected schools were used and one Social Studies teacher in each school was selected to make a total of 36 teachers.

**Table I: Number of secondary schools selected for the study by states**

State	Senatorial Districts	No of Local Govt.	No of LG. Randomly selected	No of schools	No of schools randomly selected	No of Teachers randomly selected
<b>EKITI</b>	Ekiti Central	5	5	60	3	3
	Ekiti South	6	5	36	3	3
<b>LAGOS</b>	Lagos East	10	5	120	3	3
	Lagos West	5	5	82	3	3
<b>OGUN</b>	Ogun Central	7	5	90	3	3
	Ogun east	7	5	68	3	3
<b>ONDO</b>	Ondo North	6	5	87	3	3
	Ondo South	5	5	98	3	3
<b>OSUN</b>	Osun West	10	5	225	3	3
	Osun East	10	5	175	3	3
<b>OYO</b>	Oyo Central	11	5	139	3	3
	Oyo South	9	5	196	3	3
			<b>60</b>		<b>36</b>	<b>36</b>

### Instrument

Two instruments - School Environment Questionnaire (SEQ) and Social Studies Achievement Test (SSAT) were used to gather data for the study. SEQ was a self-developed instrument

divided into four sections, containing thirty items. Section A contains the demographic information of the teachers like, Name of School, Gender, Age, Local Government, Marital Status, Educational Qualifications, Teaching Experience and School. Section B contains items on school conveniences with 10 items. Section C contains items on school laboratory with 10 items while Section D contains items on school library with 10 items with 4 point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

This instrument was trial tested on 40 JSS II students in Ibadan metropolis and the Cronbach Alpha coefficient was calculated to be 0.713 which showed that the research instrument was reliable. SSAT was a self –developed instrument which is made up of 40 multiple choice items from the past final Junior Secondary School Examination question. Basic Education Certificate Examination (BECE) with options A, B, C, D. SSAT was validated by using Kuder-Richardson 20 (KR20) and the reliability co-efficient of the instrument was found to be 0.652.

### Results and Discussions

The results are discussed according to how the research questions and hypotheses are stated.

1. What is the identified school environment factors affecting Junior Secondary School Academic Achievement in Social Studies?

**Table 2: School Conveniences - Toilet Facilities**

Toilet Facilities	Available Not Usable (%)	Not Available (%)	Available (%)	$\bar{x}$	S.D
Pit toilet	-	5(13.9%)	31(86.1%)	2.86	0.35
Water system	-	18(50.0%)	18(50.0%)	2.50	0.51
Short put	-	18(50.0%)	18(50.0%)	2.50	0.51
Bucket toilet system	-	26(72.2%)	10(27.8%)	2.28	0.45
Borehole toilet system	-	26(72.2%)	10(27.8%)	2.28	0.45
Weighted mean = 2.48					

**Key: Available not usable = 1, Not available = 2, Available = 3**

Table 2 shows the toilet facilities that are identified. It was observed that “Pit toilet” ( $\bar{x} = 2.86$ ) was the most available toilet facilities in the study and was followed in by “Water system” ( $\bar{x} = 2.50$ ), “Short put” ( $\bar{x} = 2.50$ ), “Bucket toilet system” ( $\bar{x} = 2.28$ ) and lastly “Borehole toilet system” ( $\bar{x} = 2.28$ ) respectively. The study showed that in most schools, pit toilet was the predominant school conveniences that have been identified and in use.

**Table 3: School Conveniences – Food facilities**

Food Facilities	Available Not Usable (%)	Not Available (%)	Available (%)	$\bar{x}$	S.D
Egbo and beans	-	7(19.4%)	29(80.6%)	2.81	0.40
Amala and vegetable soup	-	12(33.3%)	24(66.7%)	2.67	0.48
Beans and dodo	-	14(38.9%)	22(66.1%)	2.61	0.49
Pounded yam and Eguusi	-	17(42.2%)	19(52.8%)	2.53	0.51
Yam and beans	-	20(55.6%)	16(44.4%)	2.44	0.50
Eko and moinmoin	-	21(58.3%)	15(41.7%)	2.42	0.50
Fruits	-	20(55.6%)	15(41.7%)	2.39	0.55
Eba and ewedu	-	23(63.9%)	13(36.1%)	2.36	0.49
Porridge and vegetable	-	23(63.9%)	13(36.1%)`)	2.36	0.49
Snacks	-	24(66.7%)	12(33.3%)	2.33	0.48
Rice and stew with fish	1(2.8%)	22(61.1%)	13(36.1%)	2.33	0.53
Jollof rice	-	26(72.2%)	10(27.8%)	2.28	0.45
Fufu and okro soup	-	27(75.0%)	9(25.0%)	2.25	0.44
White rice and vegetable	1(2.8%)	25(69.4%)	10(27.8%)	2.25	0.50
Yam and beans	1(2.8%)	27(75.0%)	8(22.2%)	2.19	0.47
Weighted mean =2.41					

**Key: Available not usable = 1, Not available = 2, Available = 3**

The table above showed the available food items that are identified in the study schools. Egbo and beans have been identified as the most common food items that are available in the schools under study.



**Table 4: School conveniences - Water facilities**

Water Facilities	Available Usable (%)	Not Available (%)	Available (%)	$\bar{x}$	S.D
Tap water	-	5(13.9%)	31(86.1%)	2.86	0.35
Table water		11(30.6%)	25(69.4%)	2.69	0.47
Borehole water	-	11(30.6%)	25(69.4%)	2.69	0.47
Deep well	-	13(36.1%)	23(63.9%)	2.64	0.49
Reservoir water system	-	13(36.1%)	23(63.9%)	2.64	0.49
Rain water	-	14(38.9%)	22(61.1%)	2.61	0.49
Sachet water	1(2.8%)	13(36.1%)	22(61.1%)	2.58	0.55
Weighted mean = 2.67					

**Key: Available not usable = 1, Not available = 2, Available = 3**

Table 4 shows the water facilities that are available in schools under study. It was observed that "Tap water" ( $\bar{x} = 2.86$ ) was the most available water facilities in the study.

**Table 5: School conveniences - First aid box**

First aid box	Available not usable (%)	Not available (%)	Available (%)	$\bar{x}$	S.D
Scissors	-	4(11.1%)	32(88.9%)	2.89	0.32
Bandage	-	5(13.9%)	31(86.1%)	2.86	0.35
Paracetamol	1(2.8%)	7(19.4%)	28(77.8%)	2.75	0.50
Cotton wool	-	10(27.8%)	26(72.2%)	2.72	0.45
Blade	-	11(30.6%)	25(69.4%)	2.69	0.47
Iodine	1(2.8%)	13(36.1%)	22(61.1%)	2.58	0.55
Weighted mean = 2.75					

**Key: Available not usable = 1, Not available = 2, Available = 3**

Table 5 shows the items that are available in the first aid box in the schools under study. On the overall, the results showed that school conveniences identified in the study schools are Toilet facilities ( $\bar{x} = 2.48$ ), Food facilities ( $\bar{x} = 2.41$ ), Water facilities ( $\bar{x} = 2.67$ ), First aid box ( $\bar{x} = 2.75$ ).

**Table 6: School environment factors - School Library**

	Items	Available not usable (%)	Not available (%)	Available (%)	$\bar{x}$	S.D
	Bibles	-	1 (2.8%)	35 (97.2%)	2.97	0.17
	Science textbooks	-	2 (5.6%)	34 (94.4%)	2.94	0.23
	Biology textbooks	-	2 (5.6%)	34 (94.4%)	2.94	0.23
	Computer science textbooks 1-3	-	2 (5.6%)	34 (94.4%)	2.94	0.23
	Government textbooks	-	2 (5.6%)	34 (94.4%)	2.94	0.23
	Commerce textbooks	-	3 (8.3%)	33 (91.7%)	2.92	0.28
	English textbooks	-	3 (8.3%)	33 (91.7%)	2.92	0.28
	Yoruba textbooks	-	3(8.3%)	33 (91.7%)	2.92	0.28
	Dictionaries	-	4 (11.1%)	32 (88.9%)	2.89	0.32
	Mathematics textbooks JSS 1-SS3	-	4 (11.1%)	32 (88.9%)	2.89	0.32
	Agricultural science textbooks	1 (2.8%)	2 (5.6%)	33 (91.7%)	2.89	0.40
	Physics textbooks	1 (2.8%)	2 (5.6%)	33 (91.7%)	2.89	0.40
	English literature textbooks	-	5 (13.9%)	31(86.1%)	2.86	0.35
	Christian religious knowledge 1-SS	-	5 (13.9%)	31 (86.1%)	2.86	0.35
	Agricultural science textbook 1-3	-	5 (13.9%)	31 (86.1%)	2.86	0.35
	Basic science textbooks 1-3	1 (2.8%)	3 (8.3%)	32 (88.9%)	2.86	0.42
	French language JSS 1-3	2 (5.6%)	1 (2.8%)	33 (91.7%)	2.86	0.49
	Social studies for JSS 1	-	6 (16.7%)	30 (83.3%)	2.83	0.38
	Social studies textbook for JSS 2	-	6 (16.7%)	30 (83.3%)	2.83	0.38
	Shelves	-	6 (16.7%)	30 (83.3%)	2.83	0.38
	Financial account textbooks	-	6 (16.7%)	30 (83.3%)	2.83	0.38
	Literature textbooks	1 (2.8%)	4 (11.1%)	31 (86.1%)	2.83	0.45
	Introductory technology textbooks	-	6 (16.7%)	30 (83.3%)	2.83	0.38
	Social studies textbook for JSS 3	2 (5.6%)	3 (8.3%)	31 (86.1%)	2.81	0.52
	Business studies textbooks	-	7 (19.4%)	29 (80.6%)	2.81	0.40
	Geography textbooks	1 (2.8%)	5 (13.9%)	30 (83.3%)	2.81	0.47
	Physical and health education textbooks	1 (2.8%)	5 (13.9%)	30 (83.3%)	2.81	0.47
	Home economics textbooks	1 (2.8%)	5 (13.9%)	30 (83.3%)	2.81	0.47
	Fine art textbooks	1 (2.8%)	6 (16.7%)	29 (80.6%)	2.78	0.48
	Educational journals	-	9 (25.0%)	27 (75.0%)	2.75	0.44
	History textbooks	-	9 (25.0%)	27 (75.0%)	2.75	0.44
	Islamic religious knowledge	-	10 (27.8%)	26 (72.2%)	2.72	0.45
	Quarans	-	10 (27.8%)	26 (72.2%)	2.72	0.45
	Chemistry textbooks	2 (5.6%)	7 (19.4%)	27 (75.0%)	2.69	0.58
	Economics textbook 1-3	2 (5.6%)	8 (22.2%)	26 (72.2%)	2.67	0.59
	Civic education textbook 1-3	1 (2.8%)	10 (27.8%)	25 (69.4%)	2.67	0.53
	Igbo language textbooks 1-3	1 (2.8%)	11 (0.6%)	24 (66.7%)	2.64	0.54
	Hausa language textbooks 1-3	-	14 (38.9%)	22 (61.1%)	2.61	0.49
	Arabic studies textbooks 1-SS 3	-	18 (50.0%)	18 (50.0%)	2.50	0.51
	News paper	1 (2.8%)	16 (44.4%)	19 (52.8%)	2.50	0.56
	Encyclopedia	1 (2.8%)	21 (58.3%)	14 (38.9%)	2.36	0.54
<b>Weighted mean = 2.80</b>						

**Key: Available not usable = 1, Not available = 2, Available = 3**

Table 6 shows the items in the school library.

**Table 7: School environment factors - Social Studies laboratory**

Social Studies Laboratory	Available Not Usable (%)	Not Available (%)	Available (%)	$\bar{x}$	S.D
Hoe	1 (2.8%)	1 (2.8%)	34 (94.4%)	2.92	0.37
Cutlass	-	6 (16.7%)	30 (83.3%)	2.83	0.38
Drum	1 (2.8%)	5 (13.9%)	30 (83.3%)	2.81	0.47
Bible	-	9 (25.0%)	27 (75.0%)	2.75	0.44
Aago (Logal bell)	2 (5.6%)	5 (13.9%)	29 (80.6%)	2.75	0.55
Farm produce	1 (2.8%)	8 (22.2%)	27 (75.0%)	2.72	0.51
Map of Nigeria	2 (5.6%)	7 (19.4%)	27 (75.0%)	2.69	0.58
Quran	-	12 (33.3%)	24 (66.7%)	2.67	0.48
Different types of clothes	2 (5.6%)	8 (22.2%)	26 (72.2%)	2.67	0.59
Picture that shows types of transportation	2 (5.6%)	9 (25.0%)	25 (69.4%)	2.64	0.59
Frame which shows culture identification	1 (2.8%)	13 (36.1%)	22 (61.1%)	2.58	0.55
Drum	5 (13.9%)	5 (13.9%)	26 (72.2%)	2.58	0.73
Frame that shows culture identification	2 (5.6%)	12 (33.3%)	22 (61.1%)	2.56	0.61
Local mats	-	17 (47.2%)	19 (52.8%)	2.53	0.51
Local baskets	2 (5.6%)	14 (38.9%)	20 (55.6%)	2.50	0.61
Ancient design	2 (5.6%)	14 (38.9%)	20 (55.6%)	2.50	0.61
Local musical instruments	2 (5.6%)	15 (41.7%)	19 (52.8%)	2.47	0.61
Irukere	2 (5.6%)	15 (41.7%)	19 (52.8%)	2.47	0.61
Picture of man and his nuclear family	4 (11.1%)	11 (30.6%)	21 (58.3%)	2.47	0.70
Different types of beads	6 (16.7%)	8 (22.2%)	22 (66.1%)	2.44	0.77
Leather bags	-	21 (58.3%)	15 (41.7%)	2.42	0.50
Picture of our physical environment	3 (8.3%)	15 (41.7%)	18 (50.0%)	2.42	0.65
Local ports	1 (2.8%)	20 (55.6%)	15 (41.7%)	2.39	0.55
Frame that contains Nigeria ethnic groups	4 (11.1%)	14 (38.9%)	18 (50.0%)	2.39	0.69
Shelves in which ancient things were arranged	2 (5.6%)	18 (50.0%)	16 (44.4%)	2.39	0.60
Different types of calabash (Igba)	1 (2.8%)	21 (58.3%)	14 (38.9%)	2.36	0.54
Frame that contains social studies topics	-	23 (63.9%)	13 (36.1%)	2.36	0.49
Shekere	2 (5.6%)	20 (55.6%)	14 (38.9%)	2.33	0.59
Frames which contains thematic concept in social studies	2 (5.6%)	21 (58.3%)	13 (36.1%)	2.31	0.58
Picture of social studies environment-physical environment	-	25 (69.4%)	11 (30.6%)	2.31	0.47
Local spoon	2 (5.6%)	21 (58.3%)	13 (36.1%)	2.31	0.58
Frame that contains types of marriage	2 (5.6%)	22 (61.1%)	12 (33.3%)	2.28	0.57
Local ports	4 (11.1%)	18 (50.0%)	14 (38.9%)	2.28	0.66
Local stirrer	2 (5.6%)	23 (63.9%)	11 (30.6%)	2.25	0.55
Shekere	7 (19.4%)	20 (55.6%)	9 (25.0%)	2.06	0.67
<b>Weighted mean = 2.50</b>					

**Key: Available not usable = 1, Not available = 2, Available = 3**

Table 7 shows the identified items in the Social Studies laboratory.

From the results above, the identified school environment indices that affect students' academic achievement in Social Studies are (i) School conveniences (Toilet facilities ( $\bar{x} = 2.48$ ), Food facilities ( $\bar{x} = 2.41$ ), Water facilities ( $\bar{x} = 2.67$ ), First aid box ( $\bar{x} = 2.75$ ), Field facilities ( $\bar{x} = 2.75$ ), (ii) Social studies laboratory ( $\bar{x} = 2.51$ ) and School library ( $\bar{x} = 2.80$ ).

**H<sub>0</sub>:** There will be no combined significant influence of School environment factors (School conveniences, School library and Social Studies laboratory) on Junior Secondary School Academic Achievement in Social Studies in South-West Nigeria.

**Table 8: Summary of Regression analysis showing the combined contribution of school environment factors (School conveniences, School library and Social Studies laboratory) on Junior Secondary School Academic Achievement in Social Studies in South-west Nigeria**

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.637	.406	.405	3.3833			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	27210.892	3	9070.297	792.397	.000	Sig.
Residual	39811.478	3478	11.447			
Total	67022.370	3481				

The table shows a coefficient of multiple correlation ( $R = 0.637$  and a multiple  $R^2$  of 0.406. This means that 40.6% of the variance was accounted for by three predictor variables when taken together. The table also shows that the analysis of variance for the regression yielded  $F_{(3,3478)} = 792.397$  (at  $p < 0.05$ ). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

**Table 9: Summary of regression analysis showing the relative contribution of School environment factors (School conveniences, School library and Social studies laboratory) on Junior Secondary School Academic achievement in Social Studies in South West Nigeria**

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	-16.827	.639		-26.352	.000
School conveniences	.410	.018	.359	22.390	.000
School library	-.172	.020	-.177	-8.545	.000
Social studies laboratory	.702	.025	.535	28.461	.000

Table 9 reveals the relative contribution of school environment factors (school conveniences, school library and Social studies laboratory) to Junior Secondary School Academic achievement in Social Studies, expressed as beta weights, viz: School conveniences ( $\beta = .359$ ,  $p < .05$ ), School library ( $\beta = -.177$ ,  $p < .05$ ) and Social studies laboratory ( $\beta = .535$ ,  $p < .05$ ). Hence, it could be deduced that school conveniences, school library and Social studies laboratory were significant which could independently and significantly predict junior secondary school academic achievement in Social Studies in the study.

## Discussions

Conveniences are necessary and very important in the school environment. Sanitation of the general environment is important as clean and neat environment enhanced good health, which engenders academic performance in the school environment (Ambuno, 2008). Toilet facility is important as the students' needs conveniences such as toilet and water facilities in the school. There is need for sewage disposal because it can be the source of diseases such as typhoid, dysentery, cholera, worm infections and many other complaints which can impede learning in the school environment. Enough clean and safe water must be provided for students for drinking and hand washing to boost their hygiene and academic performance (Tessa, 2011). The first aid box is another convenience required in the school so that the students who have accident, injury or is sick can be taken care of before he/she is taken to the hospital for treatment. Lack of first aid box can impede learning and academic performance of students.

The results also revealed that the school library has some basic items needed for students to learn Social Studies. School library support school programmes as well as teaching and learning process (Keith, 2004). It serves students by providing materials to meet their various needs and encouraging reading and the use of libraries. According to some studies the reading scores for students in schools that focus on improving their library programs are on average of eight to twenty-one percent, higher than similar schools with no such development (Clark, 1999). Also the importance of adequate collections in school libraries help children to discover for themselves by independent study and learning how to ask questions (Martin, 2000). We can conclude from the study that school libraries help to improve students' academic achievement in Social Studies in South-west Nigeria.

Laboratories are strongly related to student's academic performance while science achievement scores are better in building with good science laboratories (Adegbola, 2017). Social Studies laboratories will engender effectiveness of both the teacher and the students and even the researcher because nearly everything in the scheme for the subject is stored, written and displayed right in the laboratory for easy learning and identification (Tairab, 1992). Social Studies laboratory is not common in schools because it is very expensive. Instead of real social studies laboratory, there used to be classroom laboratory which is always at the corner of the classroom. This made some principals to suggest that government should give grant to the school so as to establish standard Social Studies laboratories. Laboratories in schools will help to promote teachers' effectiveness and efficiency and student's academic achievement.

Social Studies laboratories influence on academic achievement of students in Social studies was fair ( $\bar{x} = 2.70$ ). This result may be connected with the fact that teachers are equipped to teach Social studies properly with the right tools and as a result, influenced their performance. This also supported the view that says technology is a precise tool, but what it is used for and how well it is used is dependent upon the person who uses it (Tarman & Acum 2010). It may be no better or worse at helping students succeed on standardized tests than more traditional instructional tools. School districts and classroom teachers should not adopt technological hardware and software based solely on their desire to address the standards in Social Studies or any other discipline. If well organized and developed properly, the social studies laboratory will not be a waste of time and money but a valuable lesson can be learned from the early development of the Social Studies laboratory: the room, the technology and the innovative ideas must be meaningfully accompanied by a commitment to move toward student-centered activities and learning. It is when technological access becomes inexorably entwined with

teaching strategies that empower students to use, develop and critique the technology that substantive learning takes place in the Social Studies classroom and laboratory. Availability of social studies laboratory engender teachers' effectiveness and efficiency because of their easy access to the material needed which will engender easy explanation to the students and thereby in turn improve student's academic achievement (Laboskey, 1994).

### **Conclusion**

The study identified school environment factors such as school conveniences, school Library and Social Studies laboratory and that these variables can influence academic achievement of junior secondary students in Social Studies in South west Nigeria.

### **Recommendations**

As a result of the findings of the study, it was recommended that the government and stakeholders in the education of our students should take cognizance of these factors in establishing schools and make adequate provision for them. Also conducive environment, well equipped libraries, Social Studies laboratories are recommended for all schools to boost students' academic achievement.

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