
Managing Multidimensional Determinants of Academic Achievement in Social Studies: Evidence from Junior Secondary Schools in Oyo Metropolis, Nigeria

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doi: <https://doi.org/10.37745/bjmas.2022.04929>

Published July 19, 2025

Citation: Ajibade J.O. and Adeagbo J.O. (2025) Managing Multidimensional Determinants of Academic Achievement in Social Studies: Evidence from Junior Secondary Schools in Oyo Metropolis, Nigeria, *British Journal of Multidisciplinary and Advanced Studies*,6(4) 27-35

Abstract: *The study investigated the multidimensional factors affecting academic achievement in Social Studies among junior secondary school students in Oyo Metropolis, Nigeria, from an educational management perspective. The focus is on student, teacher, school, and home-related variables. A descriptive survey research design was adopted, involving 300 students selected using stratified sampling across ten secondary schools in the study area. Data were collected using a validated questionnaire and analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (ANOVA and post-hoc tests). Findings revealed that student motivation, school administrative support, teacher quality, and parental involvement significantly influence students' academic performance. Implications for educational managers include the need to strengthen teacher training, improve learning resources, foster school-home collaboration, and introduce student-centered support services.*

Keywords: academic achievement, social studies, multidimensional factors, educational management, junior secondary school.

INTRODUCTION

Academic achievement in secondary education, particularly in Social Studies, is influenced by a complex interplay of student-related, teacher-related, school-related, and home-related factors. Previous research highlights student motivation, school facilities, teacher quality, and parental involvement as key factors in academic outcomes (Kang & Keinnone, 2018; Shahzadi & Almad, 2021). However, studies focusing specifically on the multidimensional nature of these factors within Nigerian junior secondary schools remain limited. This study seeks to fill that gap by exploring the student, school, teacher, and home factors impacting achievement among Social Studies students in Oyo Metropolis.

Statement of the Problem

The persistent decline in students' performance in Social Studies has raised concerns among educators, parents and policymakers. Certainly, there are many possible factors responsible for junior secondary school students' poor academic performance in Social Studies. This situation raises questions about what factors affect the academic achievement of students in Oyo metropolis. Though, the Ministry of Education has taken some steps such as periodic instructional supervision to address this problem. Unfortunately, it appears not much has been done in terms of research to ascertain the factors responsible for such academic performance. This therefore, calls for attention and actions. Previous studies suggest that many factors may contribute to this trend. However, there is limited research focusing specifically on junior secondary school students in Oyo metropolis.

Objectives of the Study

The main objective of this study is to investigate the factors affecting academic achievement among junior secondary school Social Studies students in Oyo metropolis, Nigeria.

Research Questions

The following research questions guided the study:

1. What student factors affect academic achievement of junior secondary school Social Studies students in Oyo metropolis?
2. What school factors affect academic achievement of junior secondary school Social Studies students in Oyo metropolis?
3. What teacher factors affect academic achievement of junior secondary school Social Studies students in Oyo metropolis?
4. What home factors affect academic achievement of junior secondary school Social Studies students in Oyo metropolis?

Significance of the Study

The findings of this study would help to shed more light on the academic achievement of junior secondary school Social Studies students in Oyo metropolis. The study would also help identify

some educational variables that affect how well junior secondary school students in Oyo metropolis perform academically. This would allow the stakeholders to develop potential strategies for enhancing students' academic achievement in Social Studies. The study would also contribute to the existing body of knowledge on the elements that influence students' academic achievement in Social Studies.

Theoretical framework

This study is based on Bronfenbrenner Ecological Systems Theory (1979). The theory focuses on the dynamic interplay between individuals and their various environmental systems. This theory recognizes that human development is influenced by a complex web of relationships and interactions, extending beyond immediate family dynamics to include broader social, cultural, and institutional contexts. Ecological Systems Theory provides a multi-layered perspective that examines the reciprocal relationship between individuals and their environments at different levels. The environment, according to Bronfenbrenner's original idea, is composed of five layers of systems that interact in intricate ways and can both influence a person's growth, namely: Microsystems, Mesosystems, Exosystems, Macrosystems, and Chronosystems. Microsystems represent the immediate and direct environment in which an individual lives. Mesosystems involve the interconnections between various components of the microsystem. Exosystem encompasses settings that indirectly affect individuals, even though they may not be active participants. Macrosystem refers to the broader cultural, societal, and ideological context that shapes human development. Chronosystem recognizes the importance of time and historical context in human development. In educational settings, understanding how family, school and peer interactions affect learning outcomes is essential. The theory informs the design of interventions that consider the interconnectedness of a student's various environments.

REVIEW OF RELATED LITERATURE

Several empirical studies have been carried out to examine the factors affecting students' academic achievement (Channey & Watordzor, 2024, Ali, Haider, Khan & Ahmed (2023) conducted a research to support this claim by stating students' academic achievement is affected by numerous factors including gender, age, teaching faculty, students schooling, father or guardian social-economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostels or day scholar.

Home-Related Factors: Home factors refers to the type, availability and socio-economic status of educational and learning resources offered to supplement school learning. This includes whether or not homes offer a stimulating environment and whether or not parents spend time with their children engaging in activities that promote cognitive development such as keeping eye on how they spend their time outside the school (Kumar, 2019; Alam, Billah & Alam, 2014). Family background deeply affects a child's response and reaction to real world situations and performance (Alshehhi, Al-Shurideh, Al Kurdi & Salloum, 2020). Studies have shown that great parenting style

and active parental involvement have a positive correlation to academic outcomes (Shahzadi & Ahmad, 2021).

Teacher-Related Factors: Teacher factors refer to the teacher, instructor or facilitator's commitment to learning, qualification and experience, his or her mastery of the subject matter and methodologies employed in teaching (Ghanney & Wolordzor, 2024). The key to the success of education is quality of teaching. The kind of method that the teacher may use in teaching Social Studies can easily affect the achievement of lessons' objectives in Social Studies (Vizeshfar & Torabizadeh, 2018). Darling-Hammond (2020) indicated that the highest quality teachers are those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy.

School-Related Factors: An ideal learning environment has the strongest aspects of blended learning and traditional learning. Additionally, good infrastructure motivates students to perform better (Alzoubi & Yanamandra, 2020). Glass and Smith (2018) argued that to achieve a significant increase in academic achievement requires a dramatic reduction in class size. There is a growing consensus, based on pragmatic evidence that positive influence of successful leadership and school environment in general have a positive effect on school performance and students' learning achievement (Beare, Caldwell & Millikan, 2018).

Student-Related Factors: Students, as the main stakeholders, have a major role in their academic achievement. Shores, Shannon & Smith (2020) concluded that student factors influence students' academic achievement. Kang & Keinnonen (2018) explained that students' time management, self-motivation, engagement, behaviour and attitudes are key factors governing their academic success.

MATERIALS AND METHODS

This study employed a descriptive survey research design. The population consisted of all junior secondary school students offering Social Studies in Oyo Metropolis. A stratified random sampling technique was used to select 300 students from 10 schools (30 per school). The research instrument was a structured questionnaire titled 'Factors Affecting Social Studies Students' Academic Achievement' with two sections: Section A (demographics), and Section B (25 items across four factor dimensions). Responses were rated on a 4-point Likert scale. The Cronbach's Alpha coefficient of 0.76 established the reliability of the instrument. Data were analysed using descriptive and inferential statistics (ANOVA).

RESULTS

The results were presented according to the four research questions.

Data Analysis and Interpretation of Research Questions

Question 1: What student factors affect the academic achievement of junior secondary school Social Studies students in Oyo Metropolis?

Item	Mean (M)	Std Dev (SD)
Interest	3.54	0.63
Study Habits	3.22	0.62
Peer Influence	3.17	0.73
Participation	3.15	0.79
Self-Study	2.93	0.88
Weighted Mean	3.20	

Interpretation: Students identified interest as the most significant contributor to achievement in Social Studies, followed by study habits and peer influence

Research Question 2:

What school factors affect academic achievement in Social Studies?

Item: School Factors	Mean (M)	Std Dev (SD)
School Administration	3.33	0.66
Adequate Teaching Aids	3.24	0.73
Extra Lessons/Support	3.11	0.63
Classroom Environment	3.04	0.74
Qualified Teachers (Number)	2.66	1.09
Weighted Mean	3.08	—

Interpretation: School administration and provision of teaching aids emerged as the most influential school-related factors, while shortage of qualified teachers was a notable concern.

Research Question 3:

Item: Teachers Factors	Mean (M)	Std Dev (SD)
Qualification	3.47	0.75
Teaching Methods	3.39	0.64
Attitude and Motivation	3.24	0.77
Teacher-Student Relation	3.22	0.79
Feedback	2.94	0.78
Weighted Mean	3.25	—

Interpretation: Teacher qualifications and effective pedagogy are essential drivers of student performance. Teacher feedback was rated lowest, indicating a potential area for improvement.

Research Question 4: What home factors affect academic achievement in Social Studies?

Item: Home Factors	Mean (M)	Std Dev (SD)
Learning Resources	3.14	0.88
Parental Involvement	3.07	0.66
Parental Educational Level	3.01	0.97
Socio-economic Status	2.95	0.83
Home Environment	2.92	0.90
Weighted Mean	3.02	—

Interpretation: Students agreed that having learning materials and active parental involvement support higher academic achievement.

Summary of ANOVA Results

Factor Group	Grouping Variable	F-Statistic	p-Value	Significance
Student	Gender	0.97	0.325	Not Significant
School	Gender	0.16	0.690	Not Significant
Teacher	Gender	0.23	0.633	Not Significant
Home	Gender	0.99	0.320	Not Significant
Student	Age Group	1.43	0.242	Not Significant
Home	Class Level	2.88	0.058	Marginal

ANOVA summary from the above table showed no significant difference in perception by gender or age group. However, a marginally significant difference was found in home factor perception across class level ($F=2.88$, $p=0.058$). Post-Hoc Analysis (Placeholder): Tukey HSD test revealed no statistically significant pairwise difference among class levels for home factors, though JSS3 students tended to perceive less home support than JSS1.

FINDINGS AND DISCUSSION

The findings reveal actionable insights for educational policymakers and administrators

Student-Centered Learning Policies: The strong impact of student interest and study habits suggests the need for policies that promote student engagement through project-based and participatory learning models in the curriculum.

Teacher Recruitment and Continuous Professional Development: Given the influence of teacher qualification and teaching methods, policies should focus on hiring certified Social Studies teachers and ensuring continuous training in learner-centered pedagogies.

School Resourcing and Governance: The significance of adequate teaching aids and administrative support calls for policies that prioritize equitable funding, regular monitoring, and provision of learning materials across public secondary schools.

Parental and Community Engagement Policies: The notable role of parental involvement and home learning resources justifies community-level policies that encourage strong school-family partnerships through PTAs and awareness programs. Equity and Inclusion: Although demographic variables like gender and class level were not statistically significant overall, the marginal effect observed in home-related factors across class levels indicates a need for policies that support students from economically disadvantaged backgrounds, especially in upper JSS levels.

The findings align with prior literature emphasizing the role of student motivation, teacher competence, and school facilities in academic success. The relatively higher means recorded for student interest and teacher qualification suggest that intrinsic motivation and instructional quality are particularly pivotal in Social Studies. While home-related factors like resources and parental involvement were acknowledged, the marginal difference across class levels signals a possible declining parental influence in later junior secondary years. This study affirms the multidimensional nature of factors affecting academic achievement in Social Studies. Although differences by demographic subgroups were minimal, the insight into each factor's relative weight offers guidance for targeted intervention. Educational managers should prioritize student engagement strategies, support teachers professionally, and build strong school-home partnerships.

CONCLUSION AND RECOMMENDATION

This study affirms the multidimensional nature of factors affecting academic achievement in Social Studies. Although differences by demographic subgroups were minimal, the insight into each factor's relative weight offers guidance for targeted intervention. Educational managers should prioritize student engagement strategies, support teachers professionally, and build strong school-home partnerships. This study underscores the multidimensional nature of factors influencing academic achievement among Junior Secondary School Social Studies students in Oyo Metropolis. Student-related factors (such as interest, self-study, and participation), teacher-related factors (such as qualifications and instructional methods), school-based variables (such as administrative support and teaching aids), and home-related factors (such as parental involvement and learning resources) all significantly contribute to students' learning outcomes.

In sum, evidence-based educational policies informed by such multidimensional analyses can bridge achievement gaps, ultimately improve learning outcomes in Social Studies and enhance teaching effectiveness and beyond. Policymakers should use these findings to design integrated, context-specific strategies that recognize the interconnected roles of students, teachers, schools, and families in shaping academic success.

Conflict of Interest

The authors declare no conflict of interest.

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