

**INFLUENCE OF AVAILABILITY AND UTILIZATION OF SOCIAL STUDIES  
LABORATORY ON ACADEMIC ACHIEVEMENT IN SOCIAL  
STUDIES AMONG JUNIOR SECONDARY SCHOOL STUDENTS  
IN ONDO STATE, NIGERIA**

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**Abstract**

*This paper examines the influence of availability and Utilization of Social Studies Laboratory on Academic Achievement in Social Studies among Junior Secondary School Students in Ondo State, Nigeria. The study is a descriptive survey research design. The population comprised of 582 Social Studies teachers from a total of 3945 teachers in Ondo State, the research instrument used for this study was a self-constructed questionnaire tagged ‘Social Studies Laboratory Questionnaire’ (SSLQ). The study was guided by two research questions and two hypotheses formulated in line with four specific purposes for the study. A standardized Social Studies objective questions were also administer to JSS 2 students. Data was analysed using standard deviation and Multiple Regression. A reliability coefficient of 0.78 and 0.72 were use respectively for the study. Results indicates a significant combined influence of availability and Utilization of Social Studies Laboratories on academic achievement in Social Studies in JSS 2 Students  $F_{(1,581)}=1699.311$ . Results also indicates a significant relative influence of availability and Utilization of Social Studies Laboratories and academic achievement in Social Studies in JSS 2 Students ( $\beta=0.34$ ,  $t(582)=4.32$ ,  $P<0.05$ ) and  $\beta=0.16$ ,  $t(582)=7.61$ ,  $p<0.05$ ). In conclusion, it was observed that availability and utilization of social studies laboratory materials determined students’ academic achievement in social studies*

*among junior secondary schools in Ondo state. The inadequacy of needed social studies materials for academic achievement is still common in secondary schools. Based on this, it is recommended that government should improve on the provision of adequate social studies infrastructural facilities in order to enhance academic achievement in social studies.*

**Keywords:** Availability and Utilization, Social Studies Laboratories, Social Studies, Academic Achievement, Ondo state.

### **Introduction**

Social studies teaching and learning like other school subjects involve a set of facts, concept and information made available to learners to effect positive changes in them, to fix them appropriately to the society. It sets out what learners are expected to be led to discover in the process of education through teaching and learning as well as other classroom practice (NPE, 2004). The curriculum of social studies in Junior Secondary Schools has three distinct aspect: clear cut construct or principles on which is planned is hung. It embraces a pool of knowledge and specific applicable skills to be involved. It involves practitioners or theoreticians or experts that specialized in different areas.

The philosophy of Nigerian education as set out by the National Policy on Education is based on the integration of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizen of the nation at the primary, secondary and tertiary levels, both inside and outside the formal education. It goes on to say that in consequence, inculcating the following core values: respect for the worth and dignity of the individual: moral and spiritual values in the inter-personal and human relations: shared responsibility for the common goal of the society; respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children (NPE, 2004).

The concept of scarce resources is an economic concept which attempts to rationalize spending in order to avoid waste. Educational wastage implies the inefficient utilization of education resources to achieve the educational goals. Educational wastage could be reduced through the establishment of provision of relevant instructional

materials such as social studies teaching materials, laboratories, improvement of social studies teaching methods and techniques in the bid to bring an overall improvement to the nation's education system (Ghaji 2007). It should be noted that students' performance in social studies depends on a number of factors. These include inadequate educational resources such as social studies laboratories, unavailability of school conveniences and facilities that can assist such healthy living in both the students and teachers that are key stakeholders in the classroom business of teaching and learning (Olatunde, 2013). Availability of educational facilities refers to the provision made in this regard to the schools for effective teaching and learning. Provision of educational facilities should be among the very first preparation necessary for opening a new school

A lot of researchers have found that the achievement of students in social studies at the Junior Secondary School level is poor. (Nwoji, 2002, Wanjik, 2013). A study revealed low level of students' academic achievement which is associated with the decline in the availability and utilization of educational resources in secondary school among other outstanding factors (Chukwuka, 1998).

Availability and effective use of education resources have being the focus of studies both in Nigeria and abroad, for example a study was carried out on the availability and utilization of instructional materials in selected Androgogical setting in Ogun State, Nigeria. According to Agabi(2004) among other studies, availability of educational resources (social studies laboratory) in Kenya have been elusive since independence. The cost sharing policy officially launched in 1988 saw the burden of providing both physical and material resources passed onto parents and guardians. It was further said by (Agabi, 2010) that educational resources can be categorized into four namely human, material, physical and financial resources. Ileuma (2018) submitted that increase in poverty levels of many parents have not been able to meet with the cost requirement of physical and material resources in Secondary schools.

According to Agbonghale & Adavbiele (2018) availability and adequacy of educational resources affect academic performance positively. Effective teaching and learning depends on the availability of suitable adequate resources such as books, social studies laboratories, library materials and host of other visual and audio teaching aids would

enhance good performance in academic. Goal attainment in any school depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive enrolment (Adeogun, 2008).

### **Purpose of the Study**

The main purpose of this study is to investigate the relationship between availability and utilization of social studies laboratory and academic achievement in social studies among Junior Secondary School Students in Ondo State. Specifically, the study sought to:

1. Ascertain the level of availability of social studies laboratory materials in secondary schools in Ondo State.
2. Ascertain the level of utilization of social studies laboratory materials in secondary schools in Ondo State.
3. Investigate the combined contribution of availability and utilization of social studies laboratory materials on academic achievement in social studies among Junior Secondary School students in Ondo State.
4. Examine the relative influence of availability and utilization of social studies laboratory materials on academic achievement in social studies among Junior Secondary Students in Ondo State.

### **Research Questions**

The study intends to provide answers to the following questions:

1. What is the level of availability of social studies laboratory on academic achievement in Social Studies among Junior Secondary School students in Ondo state.
2. What is the level of utilization of social studies laboratory on academic achievement in social studies among Junior Secondary school students in Ondo state.

### **Hypotheses**

**HO<sub>1</sub>:** There will be no significant combined contribution of social studies laboratory materials (Social studies workbooks, stimulation Games, Articles on Social Studies, NERDC Social Studies Curriculum) on academic achievement in Social Studies among Junior Secondary School Students in Ondo State.

HO<sub>2</sub>: There will be no significant relative influence of social studies laboratory indices (social studies workbooks, stimulation Games, Articles on social studies, NERDC social studies curriculum) on academic achievement in Social studies among Junior Secondary school students in Ondo State.

### **Methodology**

The study adopted a descriptive research design. This approach is appropriate because it is concerned with the collection of data for the purpose of determining the influence of availability and utilization of social studies laboratory on academic achievement in social studies among the participant in the study. The population of the study comprised of all the social studies teachers and junior secondary schools students in Ondo State. Sample Random Sampling technique was used to select 582 social studies teachers as participants from the total population of 3945 teachers in Ondo States. The research instrument used for this study was a self-constructed questionnaire tagged "Social studies Laboratory Questionnaire) and academic achievement test on social studies for JSS 2. The instrument consisted of Section A, B and C. Section A of the questionnaire sought information on demographic characteristics of the respondents. Section B deals with information on availability of social studies laboratories indices. The respondents were to rate the responses using a modified 4 point Likert scale ranging from Available and Adequate (AA), Not Available (NA), Available in good Condition (AGC), Available not in a good condition (ANG). The content validity of the instrument was ascertained through experts in the field of Educational Management Department, Lead City University, Ibadan. The reliability was obtained through a test retest procedure and the correlation coefficient was 0.78. Section C deals with information on utilization of social studies laboratory indices in which a modified 4 point Likert Scale ranging from Highly Utilized (HU), not adequate Utilized (AU), Moderately Utilized (MU) and Not Utilize (NU) and 0.84 was obtained as correlation coefficient and academic achievement test is (0.81). The data collected were analyzed using descriptive and inferential statistics of multiple regressions at 0.05 significance level.

## Results

Research Question 1: What is the level of availability of social studies laboratory materials on academic achievement in social studies among Junior Secondary School students in Ondo state.

**Table 1: Availability of Social Studies Laboratory on Academic Achievement**

S/N	Resource Items	AA	NA	AGC	ANG	X	SD
1.	Social studies Textbooks	121 (21%)	150 (25.8%)	210 (36%)	101 (17.2%)	2.46	0.738
2.	Stimulation Games	130 (22.3%)	121 (21%)	200 (34.4%)	131 (22.3%)	3.12	0.821
3.	Social Studies Workbook	89 (15.3%)	130 (22.3%)	163 (28%)	200 (34.4%)	2.69	0.732
4.	Social Studies Studio	120 (20.6%)	250 (43%)	100 (17.2%)	112 (19.2%)	3.41	0.462
5.	Articles on social studies	150 (25.7%)	175 (30.1%)	150 (25.8%)	107 (18.4%)	2.62	0.6214
6.	Social studies Costumes	142 (24.4%)	149 (25.6%)	156 (26.8%)	135 (23.2%)	3.15	0.761
7.	Social Studies Curriculum	125 (21.4%)	100 (17.2%)	145 (25%)	212 (36.4%)	2.43	0.638
	<b>Total</b>	<b>Weight mean = 2.37</b>					

Note: Mean ranges form: 0- 1.49 = Not Available, 1.50 – 2.40 =Available not in good condition, 2.50 -3.49 Available in good condition, 3.50 – 4.0= Available and Adequate

The above tables shows the responses of the social studies teachers & social studies textbooks (mean = 2.46) Stimulation Game (Mean = 3.12), Social Studies Costumes (Mean 3.1) Social Studies Curriculum (Mean = 2.43), Social Studies Studio (Mean =3.4). Articles on social studies (mean = 2.62). The weighted mean is given as 2.37 which implied that the respondents submitted that the social studies laboratory materials are available but not in condition. This implied that availability of social studies laboratory materials influence academic achievement in social

studies. A lot of researchers have found that the achievement of students in social studies at the Junior Secondary School level is poor. (Nwoji, 2002, Wanjik, 2013).

**Research Question 2:** What is the level of utilization of social studies laboratory materials on academic achievement in social studies among Junior Secondary School Students in Ondo state.

**Table 2: Level of Utilization of Social Studies Laboratory in Junior Secondary Schools in Ondo State**

S/N	Resource Items	HU	NAU	MU	NU	X	SD
1.	Simulation Game	130 (22.3%)	100 (17.2%)	137 (23.5%)	215 (37%)	2.65	0.632
2.	Social Studies Workbooks	100 (17.2%)	136 (23.4%)	146 (25.1%)	200 (34.4%)	3.01	0.841
3.	Nigeria Coat of Arms	80 (13.7%)	95 (16.3%)	200 (34.4%)	207 (35.6%)	2.43	0.432
4.	Social Studies Costumes	100 (17.2%)	145 (24.9%)	181 (31.1%)	156 (26.8%)	3.41	0.653
<b>Total</b>		<b>Weighted Mean = 2.65</b>					

Note: Mean ranges form: 0- 1.49 = Not Utilized, 1.50 – 2.40 = Not adequately Utilized, 2.50 -3.49 = Moderately Utilized, 3.50 – 4.0= Highly Utilized

The above table shows the response of the social studies teachers: social studies costumes (means = 3.4), Simulation Game (Mean = 2.65) social studies workbooks (mean = 3.01) Nigeria Coat of Arms (Mean = 2.43). The weighted mean is given as 2.65 which implied that the respondents submitted that the social studies laboratory materials are not adequately utilized. This implies that proper utilization of social studies laboratory material would enhance the learning of social studies as a subject. Effective teaching and learning depends on the availability and utilization of suitable adequate resources such as books, social studies laboratories, library materials and host of other visual and audio teaching aids would enhance good performance in academic. According to Agbonghale & Adavbiele (2018)

availability and utilization of educational resources affect academic performance positively.

### Testing of Hypotheses

**HO<sub>1</sub>:** There will be no combine contribution of social studies laboratory materials (social studies workbooks, NERDC social studies curriculum, stimulation games) on academic achievement in social studies among Junior Secondary School Students in Ondo State.

**Table 3: Combined Contribution of Social Studies Laboratory Materials on Academic Achievement in Social Studies**

R = 0.421; R<sup>2</sup> = 0.351; Adj R<sup>2</sup> = 0.363; Std Error = 10.262

Model	Sum of Squares	Df	Means Square	F	Sig.
Regression	34631.19	1	14361.421	169.311	.000
Residual	142346.20	581	6113.263		
Total	176977.39	582			

The above table shows the multiple correlation coefficient (R = 0.43) imply that there is a linear relationship between the variables. It indicates that the value of Rsquare which was 0.351 and Adju. R2 = 0.36 (Availability and Utilization of Social Studies Laboratory Materials) jointly account for 35.1% observed variance on academic achievement in social studies. It was also show that the model significantly predicts academic achievement in social studies in Public Secondary Schools.(F<sub>(1,581)</sub> = 169.311, <0.05). This indicates that the availability of social studies laboratory materials jointly determined students' academic achievement in Ondo State.

**HO<sub>2</sub>:** There will be no significant relative influence of Social Studies Laboratory materials (Social Studies Workshops) Stimulation Games, Articles on Social Studies, NERDC social Studies curriculum) on academic achievement in Social studies among junior Secondary School students in Ondo State.



**Table 4: Relative Influence of Availability and Utilization of Social Studies Laboratory on Academic Achievement in Social Studies among Junior Secondary Schools**

Model	B	Unstandized Coefficients	Std Error	Standardized Coefficient Beta ( $\beta$ )	T	Sig.
(Constant)	6.147		3.612		6.212	0.000
Availability of social studies Laboratory	.421	.346		.521	4.322	0.00
Utilization of social studies laboratory	.363	.164		.434	7.613	000

Dependent variables: Academic achievement in Social Studies. The above table shows the availability and utilization of social studies laboratory materials has significant relative contribution of academic achievement in social studies ( $\beta = 0.34$ ,  $t(582) = 4.32$ ,  $p < 0.05$ ) and  $\beta = 0.16$ ,  $t(582) = 7.61$ ,  $p < 0.05$ ). This implies that availability and utilization of social studies laboratory materials independently determined students' academic achievement in social studies in Ondo State.

#### Discussion of Findings

Results of the analysis and test of hypotheses revealed availability and utilization of social studies laboratory on academic achievement among Junior Secondary schools in Ondo State. On the issue of level of availability of social studies laboratory and academic achievement, the result revealed that social studies textbooks are available in good condition, social studies studio are not available in the school system. This has confirmed the result of Olatunde, (2013), study that students' performance in social studies depends on a number of factors which include inadequate and unavailability of school convenience and facilities that can assist such healthily living in both the students and teachers.

On the issue of level of utilization of social studies laboratory, the results of the study revealed that a strong positive correlation exist

between utilization of social studies laboratory materials and academic achievement in social studies with a weight mean of (2.65). The findings of the study are consistent with the finding of Wanjik (2013) that revealed that achievement of students in social studies at the Junior Secondary School levels is poor.

The findings from research hypothesis one revealed there is a strong positive and significant combined contribution of availability and utilization of social studies laboratory materials on academic achievement in social studies at Adj.  $R^2 = 0.36$  and jointly account for 35% observed variance. The finding of the study corroborates with the finding of Adeogun (2008) that goal attainment in many schools depends on adequate supply and utilization of educational resources which enhance proper teaching and learning process within a conducive environment.

The finding for research hypothesis two revealed a strong positive and significant relative influence of availability and utilization of social studies laboratory on academic achievement in social studies at ( $\beta = 0.34$ ,  $t(582) = 4.32$ ,  $p < 0.05$ ) and ( $\beta = 0.16$ ,  $t(582) = 7.61$ ,  $p < 0.05$ ). This was in line with the result of Olubunmi (2014) which states that educational resources especially instructional materials are necessary for the achievement of the objectives of Junior secondary School Studies and much attention that is required is often not found. The problem revolves around availability of most of the required materials, improper management of the available resources where such are made available in schools and non-utilization of the available resources by teachers in their classroom practices.

### **Conclusion**

From the findings of the study, it was observed that there was a positive relative influence of availability and utilization of social studies laboratory on students' academic achievement. The inadequacy of needed social studies laboratory material for academic achievement is still common in the secondary schools. There is no adequate social studies laboratory material such as social studies costume; social studies studio could effectively hinder academic achievement in social studies as a subject.

### Recommendations

Based on this research finding, the following recommendations are made:

1. Government should improve on the provision of adequate social studies infrastructural facilities in order to enhance academic achievement in social studies.
2. All stakeholders in the education sector should be encouraged to participate in education funding and support.
3. Social studies teachers should be encouraged to improvise using local materials to make required instructional material available.
4. Government should increase financial allocation and commitment to education, in order to make provision for educational resources in schools.

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