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The paper must follow this structure, if it is empirical study.

- (1). Introduction
- (2) Literature/Theoretical concept
- (3) Methodology
- (4) Findings/Results
- (5) Discussions
- (6) Implication and conclusion.

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

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Abstract

The study focus on the influence of school factors on the academic performance of upper basic school students on social studies in Abakaliki education zone of Ebonyi state. Five research questions and five null hypotheses where formulated to guide the study a comprehensive related literature were reviewed. The design of the study was a descriptive survey research design aimed at eliciting information from the respondent based on the research question that guided the study. The population of the study comprises all the 71 social studies teachers in public junior secondary schools in Abakaliki education zone. The instrument used for data collection was structured questionnaire titled teachers questionnaire on school factors. The instrument was validated by 3 experts, one from science education department and two from arts and social science education department all in Ebonyi state university Abakaliki. Data collected where analyzed using frequency tables, mean and standard deviation while t-test of statistics was used in testing the five null hypotheses. The findings of the study revealed that school factors such as curricular factor, administrative factor, physical factor, social and personnel factor influence students' academic performance in upper basic school in Abakaliki education zone in Ebonyi state. Following the findings, the study recommends the following: workshops, and seminars for government, school administrators and teachers of social studies, provision of school factors by government and the society at large and maintenance and monitoring of school factors to ensure its effective use.

Keywords: school factor, academic performance, social studies

INTRODUCTION

Background to the Study

The academic performance of students has been of much importance in the government, educational planners, teachers and students. This is as a result of school factors like curriculum, administrative, physical, social, personnel and others needed for effective teaching and learning that influence the academic performance of students in social studies even in class and external examination (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.

Akachukwu (2014) sees school as an institute where instructions are given, skills 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 in

areas of student's interest. Oredine (2016) views school as any setting that provide 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 meeting, debates, excursions among others.

Azubuike (2016) observes that school factors are all the staff and equipment that smoothens education process in the school. School factors can be made up of the curricula, management, teachers, building 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.

Jam (2009) defines academic performance as the ability and remember facts and being able to communicate your knowledge verbally or on paper. 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 efficiency of how students



perform academically, factors such as physical social, personnel etc. should always be considered in the schools.

The student's academic performance could be influenced by the schools curricula and is a necessity for education; though it seems 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 result in distraction during lessons and influences the students and the society at large and the teaching and learning environment are severally compromised. The curricula also get influenced by the type of administrative factors the school is running. It is the government that formulates educational policies, the curriculum of education. The performance of education is evaluated based on examinations given and attainment of students in such examination.

Examinations have been accepted by educationists and other stakeholders as an important aspect of any education system.

Statement of the Problem

The current deteriorating nature of secondary school factors which has resulted in students poor academic performance in termly examination, inter school competitions, Junior School Certificate Examination is an issue of great concern to parents, students, stakeholders and ministry of education.

Purpose of the Study

The main purpose of the study is to find out the influence of school factors on the academic performance of upper basic education in social studies in Abakaliki Education zone in Ebonyi State especially. The study sought to determine.

1. The influence of curricula factors on the academic performance of upper basic education in social studies students in Abakaliki education zone of Ebonyi State.
2. The influence of administrative factor on the academic performance of upper basic education on social study student's in Abakaliki.
3. The influence of physical factors on the academic performance of upper basic education social studies student's in Abakaliki Education Zone of Ebonyi State.
4. The influence of social factors on the academic performance of upper basic education on social study student's in

Abakaliki zone of Ebonyi State.

5. The influence of personnel factor on the academic performance of upper basic education on social studies student's in Abakaliki education zone of Ebonyi State.

Significance of the Study

The findings of the study will be significant to government, ministry of education, curriculum planners, school administration, parents, educations, students and the general public.

It will be of great help to the curriculum planners in the planning of the school curriculum with which the student's will be taught, since the curriculum if not well planned will have negative effect on the student's academic performance.

The result will help teachers, to improve their teaching and learning of social studies and guide them on the proper use of the curriculum and instructional materials.

It will equally enable the government, ministry of education, education planners, school administrators and planners in educational sectors to realize in advance, the possible ways of managing and maintaining of school factor for the optimum development of education,

Scope of the Study

The study focused on the ascertaining the influence of school factors on the academic performance of upper basic education social study students in Abakaliki education zone of Ebonyi State.

The scope is delimited to the performance of upper basic social studies student's in Abakaliki Education zone of Ebonyi State. The area of the study is Abakaliki zone of Ebonyi State. it covers all the social study teachers in public upper basic school in Abakaliki education zones of Ebonyi State.

Research Question

The following research questions were formulated to guide the study;

1. What is the influence of curricula 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 student's in Abakaliki education zone.
3. What is the influence of physical factors on the academic performance of education



social studies student's in Abakaliki education zone.

4. What is the academic performance of upper basic school students in social studies in Abakaliki education zone as influenced by education factors.
5. What is the academic performance of upper basic school students in social studies in Abakaliki zone as influenced by personnel factors?

Hypothesis

Based on the proposed study, the researcher formulated the following Hypothesis that will be tested at 0.05 level of significance to guide the study.

1. There is no significant difference in the mean rating of male and female teachers on the influence of curricular factors on academic performance of students based on gender of the teachers.
2. There is no significant difference in the mean rating of male and female of teachers on the influence of administrative factors on a academic performance of students based on gender of the teachers.
3. There is no significance difference in the mean score of teachers on the influence of physical factors on academic performance of student based on gender of the teachers.
4. There is no significance difference in the mean score of male and female teachers on the influence of social factors on social studies student's academic performance.

REVIEW OF RELATED LITERATURE

Conceptual Framework

Concept of school

A well-designed building will support its users (Douglas Lynn and Pamela 2010) by addressing a broad spectrum of issues that include occupant-related issues, such as creating a physical comfortable environment with adequate lighting, temperature and noise control, technology, equipment and personal access needs. These features address the requirements of the users of a particular space so that the classrooms work well for both teachers and students.

A well-planned facility will be able to accommodate changes in use. For instance, class size, technology upgrades, easy to maintain and upgrade, energy

efficient, and address the safety concerns of the occupants (Bowel, 2000).

In his own view, Mgbodile (2004) posits that the school physical environment is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with particular school. From the above, it is seen that physical factors such as school building and equipment may influence the students' academic performance negatively or positively.

School Facilities

School facilities according to Ehimetator (2001) are operational impute of every instructional programme. There are material resources that facilitate effective teaching and learning in schools. The quality and quantity of school facilities enhance the quality of teaching and learning as well as effective school management, according to Ojedele, (2003).

Ayodele (2004) maintain that the availability of adequate chairs, desks, and other facilities are necessary for the accomplishment of educational goals and objectives. According to him, effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. The report of primary education in Nigeria by FGN/UNICEF/UNESCO (2000) shows that chalk and chalkboard were the only materials reported as being adequately available in the schools. The introduction of Universal Basic Education (UBE) has increased enrolment from primary school from 17.9million to 19.2 million in 2000 and 19.4 million in 2001, (FME, 2003). This increase translates to demand for more places at secondary schools resulting to overstretching of the existing physical facilities.

School Building

Lewis (2000) to identifies the independent effects of school building quality in as study of text scores and found out that goods facilities had a major impact on learning. School buildings are tangible structures, which serve as shelter for educational activities. They include classrooms, laboratories, workshops, teacher's common room, offices, toilets, reading rooms, dispensaries, libraries, hostels, and dormitories, dining halls, assembly halls, staff-quarters and sentry-box.



Theoretical Framework

The Social Learning Theory

This theory was propounded by Albert Bandura in 1977. Which is based on the major premise that behaviour is learned and can be unlearned. Behaviour is in general, a function of one's personality and the environment. Man is born with some innate potentials which the physical environment conditions. Hence, Bandura posits that there is interrelationship between man's personality, the behaviour and physical factors.

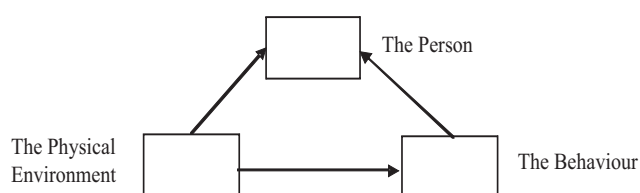


Figure 1: Interrelationship between man's personality, the behaviour and physical factors (Bandura, 1977)

According to Bandura, the entire three elements, the person, the behaviour and the physical environmental situations are highly interrelated variables each being capable of influencing the other, this can be illustrated using the diagram. The social learning theory emphasizes the importance of observing and imitating the behaviour, attitudes and emotional reactions of others.

Review of Empirical Studies

Azubike (2012) conducted a survey research on the provision and maintenance of school factors in Anambra State using all the Principals and Teachers from Dunukofia Local Government Area in Anambra State as his population for the study. He formulated four research questions and two null hypotheses that guided his study. The instrument used for data collection was structured questionnaire of twenty items in four clusters. Mean and t-test were the statistical methods used to analyze the data generated from the respondents. The results of the study shows that schools are inadequately equipped with the needed school factors.

Ekene (2011) undertook a research on the influence of administration on students' performance in internal examination in secondary schools in Anambra State. She raised four research question and two null hypotheses for the study. A sample of six hundred teachers was used for the

survey research. Twenty-five item structured questionnaires in four rating scales were constructed to elicit information from the respondents. The statistical method used for data analysis was mean and standard deviation, while t test was used to test the null hypotheses at an alpha level of 0.05. She discovered that it was in the opinion of the respondents that many school administrators spend the fund that was allocated to them for the management of school factors on other unnecessary and personal things, which dilapidated the state of school factors. She also discovered that the school administrators run the school in an autocratic style which influence the teachers and students negatively and denied the teachers from participating in the activities of the school.

The above discussed study in related to the present study because it focused on administrative factor as a type of school factor, it however differs on the location of the student since it was conducted in Anambra State while the present study in on Ebonyi State.

Methodology

Design of the study

The design for this study is descriptive survey research design. According to Abonyi(2006), A descriptive survey research design is a study in which information are collected from the small sample of a large population to enable the researcher describe in a systematic manner and interpret the characteristics features and fact about the things that exist.

Area of the study.

The area of the study covers Abakaliki Education Zone of Ebonyi State. Namely; Abakaliki, Ebonyi, Izzi and Ohaukwu local government area. Abakaliki education zone is bounded in the south by Ezza South and Onueke education zone, in the east by Ogoja in Cross River State, in the north by Ishielu local government area and Benue state.

Population of the study

The population of the study comprises of 77 public secondary schools and 71 social studies teachers in Abakaliki education zone of Ebonyi state. The population of the study is 71 social studies teachers in the Education Zone of Ebonyi State. (77 Social Studies Teachers in Ebonyi State according to Universal Basic Education Board, 2019).



Sample and Sampling Techniques

The researcher used all the 77 Public Secondary Schools and 71 Social Studies teachers in Abakaliki Educational Zone of Ebonyi State. There was no sample

Instrument for Data collection

The researcher used 'Teacher questionnaire on school factors (TQSF), constructed by the researchers. (TQSF) modified four-point like-type scale of the strongly agree (SA), Agree (A), disagree (D), strongly Disagree (SD). The questionnaire was divided into two sections. Section 'A' contained the information relating to personal data of the respondent. While section 'B' contain information on the school factors that influence academic performance of the upper basic social studies students in Abakaliki education zone, Ebonyi state.

Validity of the instrument

To ensure the validity of the instrument, the initial draft of the teacher's questionnaire on the school factor (TQSF) was first presented to the experts in social studies who corrected the instrument based on the proper wording and adequacy of the instrument in addressing the purpose of the study. It was also faced validation by two experts from social studies and one expert in

measurement and evaluation in Ebonyi state university, Abakaliki.

Reliability of the instrument.

To determine the reliability of instrument, the instrument was tested on 30 teachers from Onueke Education zone which were outside the area of study. The outcome determined the internal consistency coefficient of the instrument. Cronbach Alpha was used and the reliability index was 0.76.

Methods of Data collection

The researcher together with two research assistants used the direct delivery method to administer the questionnaire to the teachers.

Method of Data Analysis.

The data collected were analyzed using mean and standard deviation to answer the research questions and the regression analysis to test hypotheses 1 and 2 at 0.05 level of significance. Decision rule: any item that has a mean score of 2.50 and above is acceptable while a mean score below 2.50 is not acceptable.



PRESENTATION AND ANALYSIS OF DATA

Research question one:

What is the influence of curricular on academic performance of upper basic social study student in Abakaliki education zone, Ebonyi state?

Table 1 mean rating and standard deviation of male and female social study teachers on the influence of curricular on the academic performance.

S/N	ITEM	MALE = 30		DEC	FEMALE = 41		DEC
		\bar{X}	SD		\bar{X}	SD	
1	The present school curriculum is arranged in a way that it can be covered before the term ends	3.21	0.73	A	3.1	0.82	A
2	The curriculum is covered by teachers before term ends	3.25	0.67	A	2.96	0.84	A
3	The instructional materials used in teaching are not enough and this influence the students' performance	3.07	0.72	A	2.83	0.82	A
4	Students get motivated when taught with instructional materials	3.21	0.82	A	3.21	0.68	A
5	Students perform better when taught with good curriculum	3.0	0.82	A	3.01	0.73	A
6	Students performance are influenced when taught with their own input	2.97	0.84	A	2.97	0.83	A
7	Teachers teach in line with curriculum	3.02	0.73	A	3.02	0.71	A
8	Field trips is a means of learning in a better way	3.02	0.63	A	3.21	0.69	A
9	Group assignment to students influences their academic performance	2.84	0.82	A	2.82	0.84	A
10	Application of different methods of teaching influence students' performance	2.83	0.82	A	3.25	0.77	A
11	Teacher monitor and evacuate the students' progress on the covered topics	3.21	0.69	A	3.11	0.70	A
12	Giving class work during learning cause distraction in the class & shorten learning period and influence students' academic performance	2.83	0.82	A	2.89	0.85	A
	Grand mean	3.01	0.78	A	3.05	0.75	A

The items 1-12 above in table 1 show an overwhelming agreement of influence of curricular on academic performance of the upper basic social study students in Abakaliki Education zone.



Research question two.

What is the influence of administrative factors on academic performance of Upper Basic students on social studies.

Table two mean ratings and standard deviation of male and female social studies teachers on the influence of administrative factors on students academic performance

S/N	ITEM	MALE = 30		DEC	FEMALE = 44		DEC
		\bar{X}	SD		\bar{X}	SD	
13	The gender of the school administrators influence the school administration of the school.	7.29	0.75	A	2.51	0.81	A
14	Teachers qualification influence their performance during teaching.	3.29	0.68	A	3.15	0.72	A
15	Administrators consider the students when making decision that concerns them.	3.32	3.32	A	3.15	0.72	A
16	Teachers collect bribe from students to pass them which make them loose interest in studying.	3.05	0.82	A	3.02	0.75	A
17	The study of leadership in the school determines the teachers attitude towards students.	3.18	0.76	A	3.01	0.82	A
18	The administrators don't supervise the teachers progress in the class based on curriculum.	2.95	0.78	A	2.71	0.88	A
19	Teachers remuneration don't motivate them to teach students whole hearted.	3.18	0.72	A	2.56	0.91	A
20	Employment of under qualified teachers has an influence on the student's academic performace.	3.22	0.74	A	3.10	0.75	A
21	Type of administration run by the school influences the performance of students.	3.00	0.69	A	3.01	0.78	A
	Grand mean	3.11	0.75	A	3.12	0.71	A

Ebonyi state universal basic educational board (2016)

The items 13 to 21 on table 2 show that the mean score exceeded 2.50 for both males and females. This implies that respondents agree that administrative factors influence student's academic performance in upper basic education on social study students in Abakaliki Education Zone. A grand mean of 3.23 and 2.88 are higher than the criterion mean of 2.50 which indicates that the respondent agrees that student's academic performance is influenced by administrative factor. The standard deviation score of 0.73 show that there is homogeneity among the respondent.

Research question Three

What is the influence of physical factors on the academic performance of upper basic education social studies students in Abakaliki education zone, Ebonyistate?

Table 3: means ratings and standard deviation of the influence of physical factor on the academic performance of the upper basic education social studies students in Abakaliki education zone.



S/N	ITEM	MALE = 30		DEC	FEMALE = 41		DEC
		\bar{X}	SD		\bar{X}	SD	
22	The physical factors needed to improve are below standard.	3.12	0.77	A	3.01	0.77	A
23	School buildings are not conducive for learning.	3.14	0.68	A	3.04	0.72	A
24	The physical factors are maintained always	2.95	1.00	A	3.00	0.61	A
25	Students academic performances are not influenced by physical.	3.04	0.80	A	3.16	0.71	A
26	Students can purchase school needs like books and pens comfortably within school premises.	3.05	0.69	A	3.17	0.71	A
27	The school has well equipped socio-cultural studio for learning social studies.	3.04	0.80	A	3.12	0.75	A
28	There is enough class rooms for student.	3.04	0.88	A	3.11	0.75	A
29	There is a spacious playground for students extra curricular activities.	3.00	0.82	A	3.05	0.78	A
30	School location determines when student come to school.	3.05	0.95	A	3.40	0.78	A
	Grand mean	3.07	0.82	A	3.02	0.81	A

Ebonyi state universal basic educational board (2016)

Table 3 shows the item 22 to 30 on the influence of physical factor on the academic performance of the upper basic education on social studies obtained mean scores above 2.50. The result with a grand mean of 3.03 and 3.22 indicated that the students in upper basic schools in Abakaliki education zone are influenced academically by physical factors. The standard deviation of 0.81 shows that the scores of the respondents do not vary a lot

Research question four.

What is the influence of social factors on the academic performance of upper basic education social studies in Abakaliki education zone, Ebonyi state?

Table 4:

Mean ratings and standard deviation of teachers on the influence of social factors on the academic performance of social studies students.



S/N	ITEM	MALE = 30		DEC	FEMALE = 41		DEC
		\bar{X}	SD		\bar{X}	SD	
31	Students involvement in unionism causes distraction.	2.98	0.78	A	2.61	0.88	A
32	Social activities in school encroaches into learning.	3.01	0.70	A	3.10	0.61	A
33	Taking students on excursion influences their performance.	2.91	0.75	A	3.16	0.60	A
34	Students participation during classes influences their performance.	2.18	0.76	A	3.11	0.67	A
35	Social club can improve students zeal to learn.	2.14	0.66	A	3.21	0.60	A
36	Social club has had influence of student performance.	3.02	3.02	A	2.67	0.89	A
37	Family background of student can influences their mood.	3.01	3.01	A	3.01	0.78	A
38	Peer group influences students' academic performance.	3.21	3.21	A	3.41	0.56	A
39	Religious background influences students' academic performance.	3.09	3.09	A	3.04	0.77	A
	Grand mean	3.07	3.07	A	3.05	0.75	A

Table 4 reveals that 33-39 have mean score above the criterion score of 2.50 which indicates that the respondents agreed that social factors influences student's academic performance in social studies in Abakaliki education zone.

Research question five

What are the influences of personnel factors on academic performance of upper basic education on social studies students in Abakaliki education zone, ebonyi state?

Table 5 mean score and standard deviation of the influence of personnel factors on the academic performance of upper basic education on social studies students in Abakaliki education zone.



S/N	ITEM	MALE = 30		DEC	FEMALE = 41		DEC
		\bar{X}	SD		\bar{X}	SD	
40	The number of teachers are enough to handle student academically.	2.97	0.71	A	2.81	0.84	A
41	Teachers are specialist in their subjects.	3.05	0.79	A	3.01	0.72	A
42	School workers are enough for schools need.	3.07	0.81	A	3.21	0.65	A
43	Teachers method of teaching influences student academic performance..	3.18	0.61	A	3.16	0.62	A
44	Teachers are prepared before entering classes.	2.15	0.68	A	3.18	0.60	A
45	Individual intelligence of teachers influences their performance during teaching.	3.21	0.67	A	3.20	0.59	A
46	Students prefers male to female teachers in classes.	3.16	0.71	A	3.12	0.67	A
47	Health conditions of teachers influences them while teaching.	3.35	0.62	A	3.41	0.54	A
48	Teachers don't attend class early.	2.97	0.87	A	3.21	0.61	A
49	Mood of teachers while teaching influences students.	2.98	0.66	A	2.91	0.81	A
50	Use of instructional materials by teachers during lesson influences students' academic performance.	3.19	0.57	A	2.71	0.71	A
	Grand mean	3.08	0.74	A	3.14	0.66	

Ebonyi state universal Basic Education Board (2016)

The data on table 5 show the items in 40 to 50 with mean score above 2.50 with grand mean of 3.11 for males and 3.21 for females. This imply that the respondents rated these influence to be high and effective. These standard deviations of 0.70 and 0.68 show harmonious agreement of respondents.

Null Hypothesis

Hypothesis one: there is no significant difference in the mean ratings of male and female teachers on the influence of curricular 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 curricular factors.

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

Researcher's field survey 2022.



Based on the result in table 6, 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 is accepted, hence there is no significant difference in the responses of male and female teachers on the influence of curricular factor on the academic performance of upper basic educator on social studies students in Abakaliki education zone.

Hypothesis Two

There is no significant difference between the mean ratings of male and female teachers on the influence of administrative factors on the academic performance of students on social studies.

Table 7: t-test of male and female teachers' responses on the influence of administrative factors.

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

Researchers' field work 2022.

From table 7 it was observed that the t.cal (.63) is less than t.cal (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 the upper basic education on social studies students

Hypothesis Three

There is no significance in the score rating of teachers on the influence of physical factor on the academic performance of students based on gender of teachers.

Table 8: t.test of male and female teacher's response on the influence of physical factors.

S/N	Gender	N	\bar{X}	SD	Df	t.cal	t.lab	Decision
1	Male	30	3.07	0.82	69	0.54	1.96	Accepted
2	female	41	3.02	0.81				

Researcher's field survey 2022

From table the above result it is observed that the t.cal (0.54) is less than the t.cal (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 o physical factor.

Hypothesis four.

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

Table 9: T.test of male and female teachers' response or the influence of social factors.



S/N	Gender	N	\bar{X}	SD	Df	t.cal	t.lab	Decision
1	Male	30	3.07	0.72	69	0.78	1.69	Accepted
2	Female	41	3.05	0.75				

Researchers field survey 2022.

In table 9 it's observed that the t.cal (078) is less than t.cal (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 school factors.

Hypothesis Five

There is no significant difference in the score ratings of teachers on the influence of personnel factor on the academic performance of student based on gender of teachers.

Table 10. T.test of male and female response on the influence of personnel factor.

S/N	Gender	N	\bar{X}	SD	Df	t.cal	t.lab	Decision
1	Male	30	3.08	0.74	69	0.84	1.69	accepted
2	Female	41	3.14	0.66				

Researcher's field survey 2022.

In table 10, it's observed that the t.cal (0.84) is less than the t.cal (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 personnel factor on the academic performance of the upper basic school students.

Summary of findings

The findings are summarized as follows:

1. The curricular factors influence the academic performance of upper basic education on social studies in Abakaliki education zone.
2. The administrative factors influence the academic performance of upper basic education on social studies students in Abakaliki zone
3. That the physical factors influence the academic performance of upper basic education on social studies in Abakaliki education zone.
4. That social factor influence the academic performance
5. That personnel factor influence the academic performance of upper basic student on social studies that there is no significant difference in the mean

DISCUSSION, CONCLUSION AND RECOMMENDATION

This chaptersection presents the discussion of the findings on the study based on the research questions and the hypothesis formulated to guide the study.

Influence of Curricular Factors on the academic performance of upper basic education on social studies students in Abakaliki Education Zone
The result in table 1, shows that curricular factors such as school curriculum, instructional materials, and textbooks should be provided and maintained by the government and school authorities. This was evident by the grand mean of 3.04 which is above the cut-off point of 2.50.

Influence of administrative factors on the academic performance of upper Basic Education on social studies students in Abakaliki Education Zone
The result of the date analysis in table 2, revealed that administrative factors like school administrators like school academic performance of



upper basic school students on social studies in Abakaliki education zone. This shows in the grand mean which is 3.23, higher than the cut off score of 2.50. This implies that table 2 agrees that administrative factor influences the academic performance of the upper basic Education on social studies in Abakaliki Education Zone.

Influence of physical factor on the academic performance of the upper Basic Education on social studies students in Abakaliki Education Zone

Table 3 shows that physical factors like school buildings, libraries, classrooms influence students' academic performance of the upper Basic Education on social studies in Abakaliki Education Zone.

This is so as the grand mean score is 3.03 which is higher than the decision rule of 2.50. Also, the standard deviation of 0.81 indicates that the respondents are in agreement that physical factors influences students' academic performance on social studies in the Abakaliki Education Zone.

Influence of Social factors on the academic performance of upper Basic Education on social studies students in Abakaliki Education Zone

Table 4 revealed that social factors like field trips, background of students, peer groups, influence student academic performance which should be considered when assessing the performance of students both academically and socially. It is in agreement with the grand mean of 3.06 which is above the decision rule of 2.50. It shows that students are influenced by social factors.

Influence of Curricular Factors on the academic performance of upper Basic Social Studies Students in Abakaliki Education Zone

In table 5, it's observed that factors like teacher's qualifications, mood of teachers, availability of teachers in schools, influence students' performance on social studies in upper Basic Education in Abakaliki Education Zone. With the grand mean of 3.11 and standard deviation of 0.70 indicating that the respondents are in agreement that curricular factor affects the academic performance of students of social studies in the area

Summary

The study is on the influence of school factors on the academic performance of upper Basic School Students in Social Studies in Abakaliki Education Zone, Ebonyi State. To achieve the purpose of the study, five corresponding specific purposes guided the conduct of the study. The study employed descriptive survey research design. The study sample comprised 71 social studies teachers in Abakaliki Education Zone.

Data were collected with the use of questionnaire Data obtained and analyzed shows that for improved performance of students, the influence of school factors such as personal, administrative physical, social curricular should be considered.

Conclusion

The researcher, based on his findings concluded that:

- a. Curricular factor as a type of school factor influence students' academic performance on social studies in Abakaliki education zone
- b. Administrative factor influence students' academic performance.
- c. Social factors as a type of school factor influence students' academic performance
- d. Personnel factors influence the academic performance of students.
- e. Physical factors influence students' academic performance.

Recommendations

The researcher based on his findings made the following recommendations:

1. Workshops and seminars should be organized regularly to social studies teachers and students.
2. Government and school administrators should not only maintain but monitor school factors to ensure its effective use. Schools should partner with government and the society at large in provision of the necessary school factors.



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