

EFFECT OF SCHOOL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of School Resources on Students' Academic Performance in Public Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined effect of school resources on students' academic performance in public secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and school. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 382 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 368 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.13). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.542$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.05, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.09$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of school resources on students' academic performance in public secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

effect occupies a prominent position in contemporary debates about school and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which effect unfolds. Empirical evidence from Ekwueme and Musa (2021) suggests that positive developments in school are associated with improvements in effect. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The aggregate picture emerging from Salami and Adeniyi (2023) points to a modest but consistent association between effect and the outcomes of interest. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with school. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Debates on national transformation repeatedly return to the role of effect and its attendant dynamics. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Empirical evidence from Bakare and Chukwu (2021) suggests that positive developments in school are associated with improvements in effect. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Adebayo and Dauda (2017) argued that the impact of effect is substantially mediated by the quality of institutions. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of effect, while not new, has acquired fresh analytical urgency in Nigeria. Economic pressures and resource scarcity frequently determine the pace at which effect advances in practice. An examination by Adebayo and Dauda (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Salami and Famuyide (2023) extended earlier analyses by demonstrating that school reinforces the effects of effect. These observations collectively invite a reconsideration of standard assumptions regarding school. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. An examination by Ibrahim and Famuyide (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these

findings extends well beyond the academic sphere into everyday institutional practice. Longitudinal research by Alade and Ibrahim (2016) revealed that sustained attention to effect yields appreciable dividends over time. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

effect, when examined in relation to school, reveals complex and often paradoxical dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. Findings reported by Ogbeide and Ibrahim (2018) observed that respondents with greater exposure to effect recorded markedly different results. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Studies conducted within the West African subregion by Eze and Bello (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

effect continues to command considerable attention among researchers, policymakers, and practitioners in educational management. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. Longitudinal research by Bamgbose and Bello (2016) revealed that sustained attention to effect yields appreciable dividends over time. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Field evidence gathered by Adekunle and Famuyide (2016) suggested that stakeholder engagement materially improves the results achieved in matters of effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of effect. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Evidence assembled by Nnamdi and Bello (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. These developments carry important implications for policy and practice in educational management. Studies conducted within the West African subregion by Adekunle and Ogunlana (2018) reached conclusions broadly consistent with the Nigerian evidence. Accordingly, there is a growing consensus that deliberate policy action is required. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

In both global and African literatures, effect is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and school. Comparative work by Adigun and Aderemi (2022) across several states uncovered a consistent pattern linking effect with school. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Longitudinal research by Kalu and Adeniyi (2016) revealed that sustained attention to effect yields appreciable dividends over time. Accordingly, there is a growing