SCHOOL LOCATION AND MATERIAL MANAGEMENT AS CORRELATES OF SENIOR SECONDARY SCHOOLS STUDENTS' ACADEMIC ACHIEVEMENT IN CIVIC EDUCATION IN OGUN STATE
BY

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Abstract
The location of the school and the ability of the school management to put the available materials to effective use are critical for student achievement. It is in view of this that this study investigated the relationship between school location, material management, and students' academic achievement in Civic Education Ogun State, Nigeria was investigated in this study. A correlational research design was used, with a sample of 399 SS2 students and 27 administrators selected through a multi-stage sampling procedure. The study was guided by one research question and three hypotheses. Results demonstrated a significantly low level of academic achievement among students (Mean = 48.50, SD = 7.606) compared to a 50.0 benchmark (t(398) = -54.89, p = .000). Simple regression analyses showed that both school location (, β = .973, t = 83.312; p = .000) and material management (β = .647, t = 16.913; p = .000) had significant correlation with academic achievement of the students in Civic Education. Furthermore, a multiple regression analysis indicated a significant joint prediction of these variables, which together accounted for 94.6% of the variance in academic achievement (R² = .946, [F(2, 396) = 3461.833; p = .000]). It was concluded that the student academic achievement in Civil Education in Ogun State is a systemic issue driven by both geographical inequity and inefficient resource management. Recommendations include the need for the implementation of location-specific educational policies. It was also suggested that administrative training in material management should be put in place to improve student academic achievement.

Keywords: Academic Achievement, School Location, Material Management, Educational Equity

Introduction

The pursuit of high-quality education is widely recognised as a key component of sustained national development, and its effectiveness is primarily determined by students' academic performance. The results of national standardised tests like the West African Senior School Certificate Examination (WASSCE), which show a chronic and concerning fall in student performance in Civic Education, seriously jeopardise student achievement

in Nigeria. The problem persists despite numerous governmental initiatives and significant budget allocations intended to reverse this trend, clearly indicating that forces other than the traditional focus on curriculum and pedagogy are at work.

This highlights the critical importance of the school's ecological backdrop and the operational systems controlling educational resources, which are frequently disregarded by academics and policymakers. A crucial framework for examining these processes is provided by Ogun State's educational environment, which is marked by stark disparities between distant, underserved rural villages and heavily populated metropolitan centres. There is an urgent need to analyse the systemic factors causing this educational divide, with a focus on academic achievement in Civic Education. This is necessary to appreciate the influence of material management, given the obvious and well-documented difference in educational outcomes between these locations.

Moreover, a comprehensive examination of Ogun State's academic record reveals a landscape of uneven and frequently poor performance in Civic Education. Analyses like Ajayi and Akinsanya's (2021) examination of the state's Senior Secondary School Certificate Examination results in Geography, which revealed notable variances and general underperformance, especially in key courses, support this. Understanding the significant impact of contextual circumstances is made possible by this baseline level of accomplishment. One of the main correlates of this academic achievement is the relative impact of school location. In a survey of secondary schools in Ogun State, Elegbede (2022) found that both the location of the school and the qualifications of the teachers have a considerable impact on students' academic achievement, with urban schools continuously showing an advantage. Babawale (2019) in Osun State also noted this urban-rural performance divide, which is not only geographical but rather the result of a confluence of exacerbated drawbacks. Greater parental participation, better infrastructure development, a more stable and skilled teaching workforce, and increased exposure to educational stimuli are all advantages that urban schools normally enjoy, all of which are frequently lacking in rural areas. As a result, the relative impact of place is a significant factor that shapes the very basis for learning.

At the same time, another important factor is the relative influence of material management. It is becoming more and clearer that the mere existence of educational

resources is not a sufficient condition for learning; rather, their pedagogical potential is unlocked by systematic management, which includes strategic planning, effective procurement, organised storage, proactive maintenance, and effective utilisation. Ige et al's (2018) research in Lagos State demonstrates a concrete connection between student academic success and school facilities. The management element is essential. In Southwest Nigeria, Olujide et al. (2025) discovered a strong correlation between students' academic success and the principal's use of material and physical resources. This implies that science equipment that is neglected, technology tools that are misused, and textbooks that are purchased but kept in storage rooms constitute a catastrophic failure of resource management that directly hinders the teaching-learning process and lowers academic achievement.

Furthermore, preliminary and anecdotal information shows that rural schools in Ogun State face two challenges: they are geographically disadvantaged and also have inadequate administration of the few resources at their disposal. As a result, a student's academic future is disproportionately influenced by their geographic location, creating a deeply unequal educational environment. Although studies like Elegbede (2022) and Ajayi & Akinsanya (2021) have studied school location or resource availability separately, there is a dearth of research that considers both variables' correlational and interacting effects at the same time. The combined impact of material management and school location on academic performance is yet largely unexplored. It is conceivable that management inefficiencies are made worse by the difficulties of a rural setting, and on the other hand, better management techniques in a rural school could somewhat offset its geographic drawbacks.

Therefore, this study aims to close this gap by empirically analysing the academic achievement level with a view to understanding the relative effects of material management, school location, and, most importantly, the combined influence of both factors on students' academic achievement in Ogun State, Nigeria. To create focused, context-sensitive policies and interventions that not only close the achievement gap but also promote true educational equity throughout the state, the findings will offer nuanced and useful knowledge.

According to Annual Performance Reports from the National Examinations Council (NECO) and the West African Examinations Council (WAEC), Ogun State's students consistently perform below expectations, which poses a danger to the national objectives of developing civil awareness and a sense of civic responsibility that Civic Education is meant to achieve. Although there are many facets to this problem, one major worry is the stark difference in academic performance between pupils in urban and rural schools. This discrepancy indicates more fundamental, structural inefficiencies that sustain educational inequity. Research and observational accounts have consistently shown that rural schools frequently suffer from poor infrastructure, a teacher shortage, and a severe lack of necessary teaching resources. Ohazurike & Igwe's (2024) study examined how educational resources affected students' academic achievement in Economics in Lagos State senior secondary schools. The study discovered that performance was directly and favourably impacted by the availability and appropriate use of educational resources, such as textbooks and instructional materials.

Concern over the poor administration of these resources is growing, even in situations where funds are given to educational institutions. Many resources are rendered unusable by problems like inadequate procurement procedures, ineffective storage systems, a lack of maintenance culture for lab and ICT equipment, and unequal textbook distribution among schools. The intended benefits of government programs and donor interventions may be negated by this issue of material mismanagement, especially in rural schools that are least able to afford such inefficiencies. As a result, children in these environments have two distinct disadvantages: first, their geographic location restricts the distribution of resources, and second, systemic shortcomings in the management of the resources they get result in a subpar educational experience and lower academic performance.

This study asserts that a student's academic performance is impacted by the direct environmental systems they live in, drawing on Bronfenbrenner's (1994) Ecological Systems Theory and the Theory of Resource-Based View of educational institutions (Barney, 1991). The geographic location of the school, rural or urban, forms a crucial exosystem that influences the accessibility of trained educators, facilities, and community resources, all of which either facilitate or hinder learning. Simultaneously, a direct

microsystem input is efficient material management, which is the methodical planning, organising, and control of educational resources. According to the theoretical paradigm, the benefits or drawbacks of the school site are mediated by the effective administration of these resources. As a result, academic success depends on more than just location or resources; rather, it depends on how the environment's contextual limitations interact with the school's planned, effective use of its material resources.

Despite these two elements' apparent importance, there is a crucial paucity of empirical data in the Ogun State setting that quantifies their individual and combined effects on academic attainment. Previous research has frequently ignored the critical operational component of management in favour of a wide focus on funding or resource availability. Additionally, little research has been done on the relationship between the location of the school and the standard of material management. Educational planners and policymakers in Ogun State may continue to adopt generic interventions that don't address the underlying reasons of underachievement in various school environments if they don't have a comprehensive grasp of how these variables link and interact to predict student performance. The need to empirically examine the degree of academic achievement, the relative impact of school location, the relative impact of material management, and the combined influence of both factors on students' academic achievement in secondary schools in Ogun State thus makes this study necessary.

The general objective of this study is to investigate the relationship between school location, material management, and students' academic achievement in public secondary schools in Ogun State, Nigeria. The specific objectives are to:

i. Determine the level of academic achievement of senior secondary school students in Ogun State.
ii. Examine the relative influence of school location on the academic achievement of senior secondary school Students in Ogun State.
iii. Assess the relative influence of material management on the academic achievement of senior secondary school students in Ogun State.
iv. Investigate the joint influence of school location and material management on students' academic achievement in Ogun State.

Research Question
One research question that guided the study is stated below:

    i.   IIIIWhat is the level of academic achievement of senior secondary school students in Civic Education in Ogun State?

Hypotheses

The following null hypotheses are tested at a 0.05 level of significance:

i. **H_{01}:** There is no relative significant correlation between school location and academic achievement of senior secondary school students in Civic Education, Ogun State.

ii. **H_{02}:** There is no relative significant correlation between material management and academic achievement of senior secondary school students in Civic Education, Ogun State.

iii. **H_{03}:** There is no significant joint influence of school location and material management on senior secondary school students' academic achievement in Civic Education, Ogun State.

Literature Review

A major focus of educational research both internationally and in Nigeria has been the connection between academic achievement, school atmosphere, and resources. The main variables of this study, academic achievement, school location and material management, are summarised in this review of the empirical and theoretical literature.

Academic Performance in Nigerian Senior Secondary Schools

In the Nigerian setting, academic achievement, which is the main outcome variable in studies on educational effectiveness, is primarily determined by the outcomes of standardised tests and continuous assessment scores. Secondary school pupils continue to exhibit a worrying pattern of underachievement, especially in core courses like science, math, and English. Examination boards' annual records, which routinely show that a significant percentage of candidates fail to get the credits in core topics required for tertiary education advancement, support this tendency. According to research by Agbesanya et al. (2024), this issue is caused by a number of factors, such as crammed classrooms, poor teaching strategies, and a lack of money for education. In a similar vein, Bamidele (2024) emphasised how important the learning environment is in determining academic results. However, a significant drawback of the current research is its propensity to treat academic achievement as a homogeneous outcome, which prevents performance data from being sufficiently disaggregated to highlight the stark differences between urban and rural

educational contexts. This methodological gap is precisely what the current study aims to fill.

Relationship between School Location and Academic Performance

The educational literature has widely researched the relationship between school location and academic achievement, consistently showing that urban students do better than their rural counterparts. Studies like the one by Aramude et al. (2025), who discovered notable differences in math ability based on school location, provide actual evidence for this discrepancy. This attainment disparity between urban and rural areas has many underlying causes. Due to better facilities, security, and possibilities for professional growth, urban educational institutions usually have access to a more stable and qualified teaching personnel. Also, Adeagbo (2021) points out that the metropolitan setting itself gives students better access to additional educational resources, including libraries, tutorial centres, and digital connectivity, all of which assist the learning process. On the other hand, severe teacher shortages, excessive staff turnover, and inadequate physical infrastructure are common characteristics of rural schools, all of which significantly hinder efficient knowledge transfer.

Geographical location frequently acts as a stand-in for a constellation of educational disadvantages, while parental financial status and involvement levels, which are typically more favourable in metropolitan areas, serve as mediating factors. Academic achievement is slightly but significantly impacted by school location; urban schools typically have better facilities and resources than rural ones, which may result in variations in student performance (Fakeye, 2015). However, several studies did not find a significant impact of school location on academic achievement, indicating that other aspects, including student motivation and teaching quality, may be more important (Tomul et al. 2021). More detailed empirical research is necessary to determine the precise impact of location when separated from other factors, like resource management techniques.

Influence of Material Management on Education

Understanding educational efficacy revolves around the idea that the availability of resources is a necessary but insufficient prerequisite for academic success; the pedagogical potential of these materials is eventually unlocked by their methodical management. The integrated activities of needs assessment, acquisition, distribution, storage, upkeep, and

auditing of educational resources are all included in material management. There is strong empirical support for the link between improved academic performance and efficient material management. Ohazurike & Igwe (2024) found a clear link between student achievement in economics and the quantity and calibre of educational resources.

On the other hand, poor management techniques, such as unavailable textbooks in storage, broken computer labs, or insufficient inventory systems, directly impede the teaching-learning process. The quality of education unavoidably declines when teachers are denied access to essential teaching resources or have to take time away from their lessons to find working equipment. Onilude et al. (2025) investigated the rate of utilisation and highlighted the fact that ineffective resource management reduces returns on educational investments and causes substantial waste, especially in settings with limited resources. Enhancing academic attainment depends on the accessibility and efficient utilisation of educational resources.

According to studies, educational resources like library materials and creative teaching tools have a big impact on students' performance (Gupta et al. 2016). It has been suggested that using commonplace things, such as kitchen supplies, in the classroom can increase comprehension and participation, especially in science courses (Sinha et al. 2016). It is clear from this body of research that the administrative procedures managing educational materials are just as important as the materials themselves.

Combined Influence of Material Management and Location

Although material management and geographic location have significant independent effects, analysing their interaction yields the most profound insights. According to the resource-based view of educational institutions, locational disadvantages may be lessened by strategically allocating resources. However, the reality of many Nigerian educational settings is that managerial shortcomings are frequently made worse by geographic location. Academic performance is negatively impacted by poor school plant management, a problem that is more severe in rural areas, according to Aramude et al. (2025). Additionally, one aspect of educational disparity that has not received enough attention is the administrative capability gap between urban and rural areas.

More skilled administrative staff, improved government control, and more robust accountability systems supported by more involved parental communities are often

advantageous to urban schools. Onilude et al. (2025) make clear that educational outcomes are directly impacted by institutional capacity. Inadequate management practices are often the result of geographic isolation, a lack of professional development opportunities for school administrators, and weaker accountability frameworks in rural areas. Academic results can be greatly impacted by the relationship between school location and material management. Rural schools may have difficulty obtaining high-quality resources, which could worsen the effect of the location on academic performance (Tomul et al., 2021).

On the other hand, urban schools may lessen the detrimental effects of location through efficient material management because they have more access to resources (Gupta et al., 2016). Academic accomplishment is influenced by several factors, including student motivation, family background, and teaching quality, in addition to school location and material management. The effects of location and material management may occasionally be overshadowed by these factors, indicating the necessity for a comprehensive strategy to enhance educational results (Guruvaiah, 2021).

Consequently, it is essential to look into the combined impact of these two factors. This method moves the conversation away from crude "resource deficit" explanations of rural underperformance and toward a more complex comprehension of how institutional management ability interacts with geographic context to influence educational outcomes. This study argues that the academic success gap is significantly influenced by the intricate interaction between a school's geographic location and its effectiveness in managing available educational resources, rather than being only a consequence of location or material shortage.

Method

In order to investigate the degree and nature of the relationship between the independent variables (school location and material management) and the dependent variable (academic achievement) without the researcher manipulating the variables, this study used a correlational research design. All 604,512 Ogun State senior secondary school students were included in the study population (Ogun State Ministry of Education, Science, and Technology, 2024). To choose a representative sample, a multi-stage sampling method was used. To guarantee regional representation, Ogun State was first divided into three

educational zones using Senatorial Districts. After that, three schools from each zone (two public and one private) were chosen using a simple random sample procedure.

These schools were then further divided into urban, semi-urban, and rural locations, for a total of nine schools chosen for the study. A total sample of 399 students (266 public and 133 private SS 2) was chosen at random for the study using the Taro Yamani formula at 5% marginal error. The study used students from Senior Secondary School 2 (SSS2). The SSS 2 class was chosen expressly to provide a more stable and representative cohort for assessment because these students have finished the basic secondary school curriculum but are not yet in the exit schooling process, which is frequently and primarily focused on final exams. Participants in the study included the principals and vice principals of the school chosen for the investigation. For the study, a total of 27 school administrators were chosen at random.

For data gathering, two main instruments designed by the researcher were used. The first tool is the Material Management Assessment Scale (MMAS), a 4-point Likert scale designed by researchers for school administrators and vice principals. This scale includes organised sections that evaluate the primary areas of material management, such as school location in terms of rural, urban, and semi-urban areas, as well as planning, purchasing, storing, maintaining, and using instructional materials. Three experts - two from Measurement and Evaluation and one from Education Management examined the MMAS to determine its face, content, and construct validity. Cronbach's Alpha was used in a trial test to assess the internal consistency reliability. The result was a coefficient of 0.75. The school records were used to determine the children's academic achievement. The researcher's School Location Observation Checklist (SLOC) is the second tool. It is intended to evaluate the available resources as well as the study school's location (rural, urban, and semi-urban).

In addition, three experts validated SLOC. Its dependability was determined using the split-half method. The reliability coefficient obtained from the Spearman-Brown Prophecy Formula was 0.76. The school data from the 2024/2025 Academic Session was used to calculate the average student results in Civic Education. Getting official ethical approval and administrative permission from the Ogun State Ministry of Education was

the first step in the data collection process. The MMAS was then given to the department heads and principals in the chosen schools by the researcher and trained research assistants.

The instrument, which used 4-point Likert scale ranging from Never (1) to Always, contains 10 items. A maximum score of 40 and a mean of 4 were used to rate the score of each respondent. The Statistical Package for the Social Sciences (SPSS) version 26 was used to examine the data once it was collected. For the regression analysis, this nominal variable was coded using two dummy variables, with "Rural" serving as the reference category. For material management, the final composite score from the researcher-designed Material Management Assessment Scale (MMAS) was calculated as the mean of all item responses on the 4-point Likert scale, yielding a possible range from 1 to 4.

A one-sample t-test was used to answer the first research goal, which concerned the degree of academic attainment. Simple regression analysis was used to assess the first and second hypotheses, which concern the relative impact of school location and material management on academic attainment. Multiple regression analysis was used to determine the combined contribution of the predictors in order to evaluate the third hypothesis, which concerned the joint influence of both independent variables on academic attainment. The significance criterion for each statistical test was set at $p < 0.05$.

Analysis of Results

Z Note: n = Number of Observations

Table 1 shows the socio-demographic profile of the 399 students and 27 school officials who participated in the study. Most of the students are from public schools (66.7%) and are predominantly female (59.9%). Moreover, 30.3% of the students are from an urban area. 25.6% of them are from semi-urban areas, while 44.1% of them are from rural areas. Vice principals make up the majority of the smaller group of school administrators (66.7%), with principals making up the remaining third. The table provides a clear summary of the study participants, as it clearly summarises the sample's major demographic characteristics.

Table 2: Results of One-Sample t-Test Assessing the Level of Academic Achievement in Civic Education

Variable	Test Value	Mean	SD	T	df	p	95% CI for the Difference
Academic Achievement	50	48.50	7.606	-54.89	398	.000	(-21.65, -20.15)

Table 2 is a one-sample t-test of the level of academic achievement of students in Civic Education in the study area. It shows that the academic achievement of the sample (mean = 48.50, SD = 7.606) is significantly lower than that of the population (mean = 50.0) with (t = -54.89, df = 398; p = .000). This provides an answer to Research Question 1, which seeks to ascertain the level of academic achievement of secondary school students in Civic Education.

Table 3: Simple Regression Analysis Summary for School Location Predicting Academic Achievement of Students in Civic Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.950	.217		9.974	.000
	School Location	8.372	.600	.973	83.312	.000
a. Dependent Variable: Academic Achievement						

Table 3 presents the relative influence of school location on the academic achievement of students in the study area. It shows that school location (t = 83.312, β = .973, p = .000) directly influenced the academic achievement of the respondents. Hence, Hypothesis 1 (H_{01}) is not accepted. This indicates a significant correlation between school location and academic achievement of senior secondary school students in Civic Education in Ogun State.

Table 4: Simple Regression Analysis Summary for Material Management Predicting Academic Achievement of Students in Civic Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.158	0.066		6.094	.000
	Material management	9.297	.335	.812	27.768	.000

a. Dependent Variable: Academic achievement

Table 4 presents the relative influence of material management on the academic achievement of students in the study area. It shows that material management (t = 27.768, β = .812, p = .000) directly influenced the academic achievement of the respondents. Hypothesis 2 (H_{02}) is not accepted. This implies a relatively significant correlation between material management and academic achievement of senior secondary school students in Civic Education in Ogun State.

Table 5: **Summary of Multiple Regression Analysis for the Joint Influence of School Location and Material Management on Academic Achievement** of Students in Civic

Model Summary

R	R Square	Adjusted R-Square	Std. Error of the Estimate
.973[a]	.946	.946	1.6410

Education

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18644.882	2	9322.441	3461.833	.000[b]
	Residual	1066.396	396	2.693		
	Total	19711.279	398			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Material management, school location

Table 5 presents the joint effect of school location and material management on the academic achievement of secondary school students in Civic Education in the study area. The two predictors (school location and material management) jointly explain a significant portion of the variance in academic achievement. The multiple correlation coefficient (R = .973) indicates a strong relationship. The coefficient of determination (R^2 = .946) shows that 94.6% of the variance in students' academic achievement is accounted for by the combined influence of school location and material management. The regression model [$F(2, 396)$ = 3461.833; p = .000] is statistically significant. Since the p-value is less than the alpha level of .05, this indicates that the joint influence of the independent variables on the academic achievement of the students in Ogun State is highly significant. Hypothesis 3 (H_{03}) is therefore rejected.

Discussion of Findings

Results show that the academic achievement of secondary school students in Civic Education is significantly low in Ogun State. These results are consistent with Agbesanya et al. (2024) and Bamidele (2024), who identified congested classrooms, inadequate funding, poor teaching methods, and the overall learning environment as key contributing factors. Ajayi & Akinsanya (2021) equally revealed general underperformance with notable variances among secondary school students.

A significant relationship was found between school location and the academic achievement of secondary school students in Civic Education in Ogun State. A similar finding by Elegbede (2022) has established that school location is a significant correlate of academic achievement, with urban schools consistently outperforming their rural counterparts. This urban-rural divide is not merely geographical but reflects a confluence of exacerbated disadvantages in rural areas, including inferior infrastructure, less qualified teachers, and lower parental involvement, which collectively shape the fundamental conditions for learning. Fakaye (2015) also support this finding as the author showed that academic achievement is significantly impacted by school location. However, Tomul et al. (2021), who did not find a significant impact of school location on academic achievement contradicts this finding.

Results also show a correlation between material management and academic achievement of secondary school students in Civic Education in Ogun State. This finding highlights that the mere presence of educational resources is insufficient. A study by Olujide et al. (2025) aligns with this finding as it showed a strong link between principals' effective management of resources and student academic success. It has been established that educational resources like library materials and creative teaching tools have a big impact on students' performance (Gupta et al., 2016). Sinha (2016) also reported that materials such as kitchen supplies in the classroom can increase comprehension and participation, especially in science courses, thus lending credence to the finding. Material management is therefore a critical factor in the academic achievement of secondary school students. This management encompasses strategic planning, procurement, storage, maintenance, and, crucially, utilisation. The text suggests a critical failure point: resources like science equipment or textbooks that are purchased but poorly maintained or locked away in storage fail to impact the teaching-learning process. Therefore, inefficient material management directly undermines the potential of educational investments, leading to poorer academic outcomes regardless of the initial quantity of resources provided to a school.

A significant joint influence of school location and material management on the academic achievement of the students in Civic Education in Ogun State was also found. This finding indicates an interactive effect, where the challenges of one exacerbate the limitations of the other. Academic achievement can be greatly impacted by the relationship between school location and material management. Rural schools may have difficulty obtaining high-quality resources, which could worsen the effect of the location on academic performance (Tomul et al., 2021). On the other hand, urban schools may lessen the detrimental effects of location through efficient material management because they have more access to resources (Gupta et al., 2016). The influence of location and material management may occasionally be overshadowed by these factors, indicating the necessity for a comprehensive strategy to enhance educational results (Guruvaiah, 2021). Empirically, this suggests that rural schools in Ogun State face a double disadvantage. They are not only geographically isolated with inherent infrastructural and staffing deficits, but also suffer from poor management of the scarce resources they do possess.

Conclusion

The study comes to the conclusion that student achievement in Civic Education in Ogun State is noticeably low. The location of the school and material management are both independent and combined factors that contribute to this abysmally low achievement in the subject. Although the relative effects of both factors are considerable, their combined effect is very strong, suggesting that the problem is systemic. While the influence of material management indicates significant inefficiencies in the use of resources in schools, the discrepancies associated with the school location emphasise challenges of educational equity.

Recommendations

Based on the findings of the study and conclusion drawn, the following recommendations were made:

1. Local policies should be created and put into effect by the government and school boards. To bridge the achievement gap in Civic Education, this entails giving rural and semi-urban schools better infrastructure and targeted funding.

2. To directly improve student learning outcomes in Civic Education, it is crucial that administrators and school leaders receive required training on efficient material management. This training should concentrate on the acquisition, upkeep, and best use of educational materials

3. Schools, especially those in underprivileged areas, should be assisted to concurrently enhance their management skills and physical infrastructure. For student academic attainment to significantly improve in Civic Education, an integrated approach that simultaneously addresses internal management flaws and location-based disadvantages is essential.

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