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Abstract

Keywords: *Artificial Intelligence, Instructional Strategies, Adaptive Learning, Social Studies Curriculum, Academic Achievement*

Introduction

The growth of Artificial Intelligence (AI) has absolutely modified the worldwide education system, initiating novel opportunities for educational planning, teaching methods, and learner involvement. AI-driven instructional tools, comprising computer-based educational systems, digital educational systems, machine learning analytics, and text analysis tools, are progressively incorporated into teaching and learning amidst disciplines (UNESCO, 2023). Aforementioned inventions promote individualized educational experiences, promote immediate response, and uphold data-driven instructional system. In Social Studies education, specifically at the lower secondary education classes, AI has the prospective to transform conventional instructional strategy. As a study developed to cultivate civic competence, social duty, and analytical reasoning, Social Studies gains from innovations that promote experiential education, investigative teaching, and factual troubleshooting. AI devices can generate context-aware learning resources, gamified experiences, and thoughtful response systems that matches with the subject's multidisciplinary and ever-changing quality (Salami & Alabi, 2022; Mushtaq & Alhassan, 2023). In spite of its revolutionary plausible, AI usage in Nigerian classrooms encounter fundamental hurdles, such as poor infrastructure, limited high-tech proficiency among the teachers, and discrepancy amidst AI devices and national curriculum aims, goals and the objectives. Okonkwo and Eze (2021) find that, despite that Nigeria's educational policies progressively embrace innovations, real-world difficulties specifically in public junior secondary schools impede significant AI incorporation. Aina and Bello (2020) additionally emphasize the need for targeted educator practices and sustained principles to increase the advantages of recent instructional technologies. In Osun State, these wide national difficulties exist, generating AI integration into Social Studies education mostly experimental. While teachers and decision-makers are displaying booming attentiveness in exploiting AI for curriculum improvement, experiential investigations on its true effect remains minimal. As Oyeleke and Ajani (2023) accent, the affluent incorporation of AI into school curricula demands further approach to high-tech devices; it requires deliberate intellectual arrangement, functioning educator engagement, and consistent blueprint structures. Consequently, this study aims to explore AI-driven instructional strategies for effective Social Studies curriculum delivery in junior secondary schools in Osun State. By bridging the gap between technological advancements and pedagogical relevance, the research aims to generate evidence-based insights that can inform educational practice and policy development in Nigeria.

Statement of the Problem

This study target to investigate the effect of AI-driven teaching strategies on Social Studies curriculum implementation and learners' academic achievement in lower secondary schools in Osun State. In spite the growing universal accent on incorporating Artificial Intelligence (AI) into teaching, its application remains cursory. The underlining challenges were discovered in the research: (i) Implementation of AI-driven teaching strategies in Social Studies education rest to be restricted and infrequently used in the lower secondary schools in Osun state. (ii.) Dependence on traditional approaches incapacitate effective instructional delivery and limits learners' capability to use classroom experience to factual-world societal problems. (iii.) Poor facilities, inadequate tutors training, and a dearth of arrangement amidst AI devices and educational objectives greatly affect successful AI usage in classrooms. Identifying these worries, there is an emergent demand to examine whether AI-driven teaching strategies can improve learners' academic achievement and enhance curriculum efficacy in Social Studies education.



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Aim and Objectives of the Study

The aim of this study was to harness AI-driven instructional strategies for effective Social Studies curriculum delivery at the junior secondary schools in Osun State. Thus, Specific Objectives were:

1. To determine the influence of artificial intelligence devices on learners' academic achievement in Social Studies at the junior secondary school level in Osun State.
2. To evaluate the effect of AI-driven teaching strategies and the successful delivery of Social Studies curriculum in junior secondary schools in Osun State.

Research Hypotheses

1. There will be no significant relationship between the use of AI-driven devices and learners' academic achievement in Social Studies at the junior secondary school level in Osun State.
2. There will be no significant effect of AI-driven teaching strategies and the successful delivery of Social Studies curriculum in junior secondary schools in Osun State.

Literature Review

Concept of Artificial Intelligence (AI) in Education

Artificial Intelligence (AI) refers to the capacity of digital systems to perform tasks that typically require human intelligence, including reasoning, learning, problem-solving, and decision-making. In education, AI encompasses adaptive learning platforms, intelligent tutoring systems, learning analytics, chatbots, virtual reality (VR), augmented reality (AR), and automated assessment tools (UNESCO, 2023). These technologies support personalized instruction, automated feedback, and efficient classroom management. AI has evolved from simple programmed drills to advanced systems capable of diagnosing learners' strengths and weaknesses, predicting learning patterns, and adjusting instruction accordingly. Modern educational systems now incorporate machine learning models that track student performance and recommend individualized learning paths (Mushtaq & Alhassan, 2023). Thus, AI is no longer an optional instructional enhancement but a major driver of 21st-century pedagogy. Artificial Intelligence (AI) refers to the development of computer-based systems capable of performing tasks that typically require human intelligence. These tasks include reasoning, natural language processing, problem-solving, decision-making, pattern recognition, adaptability, and learning (UNESCO, 2023). AI systems mimic cognitive functions of the human brain, enabling machines to behave intelligently in dynamic situations.

Concept of AI-Driven Instructional Strategies

AI-driven instructional strategies refer to innovative pedagogical approaches in which artificial intelligence tools and computational algorithms enhance, guide, or support the teaching-learning process. These strategies rely on machine learning, natural language processing, neural networks, and data analytics to create more personalized learning environments. AI not only automates routine instructional tasks but also improves instructional delivery, assessment, differentiation, and learner support. It allows the teacher to shift from a traditional "knowledge dispenser" to a facilitator of learning while empowering students with enriched, flexible, and interactive experiences. AI-driven strategies emphasize personalized learning, precision teaching, real-time feedback, and learner autonomy. They help address individual differences among learners and provide continuous monitoring of learning progress, which is especially beneficial in Social Studies, a subject that requires inquiry, analysis, critical thinking, and appreciation of diverse perspectives.

Adaptive Learning Systems

These systems examine learners' performance patterns using intelligent algorithms and automatically adjust the complexity, pacing, and type of instructional materials. The system identifies students' strengths and weaknesses and provides customized exercises, remediation, enrichment, or revision. Adaptive learning reduces learning anxiety and ensures each learner progresses at an optimal pace (Adebayo & Ogundele, 2021).

Intelligent Tutoring Systems (ITS)

ITS simulate human tutoring by providing step-by-step guidance, hinting, questioning, and corrective feedback. They diagnose misconceptions and support reflective thinking. In Social Studies, ITS can help students understand complex issues such as governance structures, cultural interactions, and environmental problems by breaking down concepts into manageable parts.

Automated Feedback Tools



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AI systems instantly evaluate students' written responses, quizzes, and assignments, offering immediate and constructive feedback. Automated feedback enhances mastery learning by enabling students to revise errors quickly. It also reduces the teacher's workload and ensures continuous assessment.

Gamification Platforms

AI-powered gamification makes learning more engaging by integrating challenge levels, scoring systems, leaderboards, and story-based learning tasks. AI adjusts the level of difficulty based on learner responses, ensuring that students remain motivated and challenged. Gamified Social Studies activities—such as virtual civic elections, debates, or history quests promote interaction and deepen understanding.

Virtual and Augmented Reality (VR/AR)

AI-enhanced VR/AR create immersive learning environments where students explore historical sites, cultural festivals, community structures, and global issues. These simulations help learners construct concrete meaning from abstract concepts, making Social Studies more practical and engaging.

Chatbots and Virtual Assistants

AI-powered chatbots provide on-demand tutoring, answer students' questions instantly, and guide them through tasks. They support learning continuity beyond classroom hours and help students clarify doubts without intimidation.

Overall Benefit

These strategies build learner confidence, promote self-directed learning, enhance critical thinking, and make Social Studies content more relatable through interactive and real-life experiences. AI thus serves as both a teaching aid and a learning enhancer.

Concept of Social Studies Curriculum

The Social Studies curriculum at the Junior Secondary School level in Nigeria is designed to nurture well-informed, responsible, and socially competent individuals who can contribute positively to national development. It develops learners' understanding of their social world, civic responsibilities, cultural identities, and the dynamics of human interaction within society. The curriculum is interdisciplinary, drawing from history, geography, political science, anthropology, sociology, and economics to foster holistic civic and social awareness. Social Studies aims to help learners acquire knowledge, attitudes, values, and practical skills needed to function effectively as citizens. It also emphasizes character development, environmental awareness, decision-making, and problem-solving. Core Emphases of the Curriculum are;

National Values

The curriculum focuses on patriotism, unity, democratic values, respect for elders, diligence, and responsible citizenship. Students are trained to appreciate Nigeria's heritage and uphold values that promote peaceful coexistence.

Social Environment

Learners explore their immediate and wider environment—family, school, community, and nation. The curriculum teaches the roles of social institutions, relationships, cooperation, and conflict within society.

Cultural Diversity

Nigeria's multicultural nature is highlighted to promote mutual respect, tolerance, cultural awareness, and empathy. Learners recognize the uniqueness of different ethnic groups while understanding the importance of national integration.

Human Rights and Responsibilities

The curriculum develops learners' understanding of the constitution, rights, civic duties, and moral responsibilities, preparing them for participatory citizenship.

Economic and Political Systems

Learners examine economic problems, government structures, leadership roles, elections, rule of law, and national development issues.

How AI Aligns with the Social Studies Curriculum

AI supports the curriculum's goals by providing interactive multimedia content, simulations of civic processes, virtual field trips, case studies, and data-driven exploration of social issues. These make abstract concepts more concrete and enable inquiry-based learning, critical reasoning, and collaborative problem-solving.



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Theoretical Review

Constructivist Learning Theory

Constructivism posits that learners build knowledge through active engagement and experiences. AI tools such as VR simulations, digital mapping, and intelligent tutoring systems foster experiential learning, enabling learners to construct meaning through interaction. For instance, AI-supported platforms can help students explore civic issues, historical events, and environmental concepts in interactive formats. This enhances their cognitive engagement and promotes deeper understanding. Constructivism argues that learners actively construct meaning through experiences, exploration, and interaction with their environment. AI tools such as intelligent tutoring systems, virtual simulations, and digital mapping applications support constructivist learning by enabling students to explore real-life situations and social phenomena independently. Through these technologies, learners analyze social problems, manipulate digital models, and reflect on outcomes, leading to deeper cognitive engagement and long-term retention.

Connectivism Theory

Connectivism views learning as a process of forming networks and connecting digital resources, people, and information sources. AI technologies enable learners to access vast interactive networks multimedia content, online collaborative tools, and global knowledge databases. In Social Studies, this enhances cultural understanding, global citizenship, and digital literacy. Connectivism emphasizes learning through digital connections, networks, and information flows. AI enhances connectivist learning by linking learners to vast online resources, global learning communities, and intelligent systems that curate information. In Social Studies, AI helps learners explore global cultures, civic processes, and international relations, thereby strengthening global citizenship, digital literacy, and intercultural competence.

Technological Pedagogical Content Knowledge (TPACK) Framework

The TPACK framework describes how teachers integrate technology, pedagogy, and content effectively. AI-driven strategies fall within the technological domain but require pedagogical adaptation. Teachers need sufficient training to align AI resources with Social Studies content and instructional goals for meaningful learning outcomes. The TPACK framework highlights the need for teachers to integrate technology, pedagogy, and content knowledge in a balanced manner. AI-driven tools fall under the technological dimension, but effective use requires strong pedagogical understanding. Social Studies teachers must ensure that AI tools support inquiry, critical thinking, and value formation. Proper alignment of content (What to teach), pedagogy (How to teach), and technology (AI tools) ensures meaningful learning experiences and improved learning outcomes.

Empirical Review

Studies globally and nationally reveal positive correlations between AI implementation and academic achievement. According to Eze and Olatunji (2024), AI enhances academic performance by promoting individualized learning and quick feedback. In Social Studies, AI tools can help simplify complex geographical, historical, and civic concepts through interactive maps, simulations, and visualizations. Adeniran and Ajayi (2023) noted that AI applications improved students' cognitive and affective learning outcomes because learners receive immediate guidance, targeted feedback, and differentiated content suited to their learning pace. Similarly, Olowu and Yusuf (2022) found that AI tools significantly enhanced academic performance in civic and social studies because they promote engagement and deeper conceptual understanding. Ogundele and Adebayo (2023) found that the integration of AI improves teaching efficiency, promotes learner interaction, and supports inquiry-based learning. In Social Studies, AI helps teachers create dynamic learning environments using simulations, digitized case studies, and project-based tasks. Okoye and Adewale (2022) reported that AI fosters active learning by allowing students to explore societal issues through digitized narratives and civic simulations. However, Moyo and Mavhunga (2022) warn that many AI tools designed in Western contexts must be localized to align with African socio-cultural realities. Salami & Alabi (2022) reported that AI-enabled civic education tools improved students' participation and understanding of national issues. Iroegbu & Chukwu (2023) found that AI-driven teaching models significantly enhance civic reasoning and responsibility among secondary school learners. Adebayo & Ogundele (2021) showed that AI tools provided opportunities for differentiated instruction in large classrooms, reducing teacher workload. Across multiple studies, the consensus is that AI serves as a transformative instructional innovation however, its success depends on contextual factors such as teacher readiness, infrastructure, and policy support.

Summary of Literature Review



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The literature establishes that AI has transformative potential in enhancing Social Studies teaching, learning, and curriculum delivery. AI-driven instructional strategies adaptive learning, intelligent tutoring, gamification, VR/AR significantly improve academic performance and deepen understanding of civic and social issues. However, challenges such as inadequate resources, low teacher digital competence, and curriculum-policy gaps hinder effective integration in Nigerian schools. The literature also reveals a gap: limited empirical studies specifically focusing on AI-driven instructional strategies for Social Studies curriculum delivery in Osun State junior secondary schools. This gap justifies the current study and demonstrates its academic and practical relevance.

Research Methodology

This research adopted a descriptive survey research type, selected for its potential to aid data gathering, analysis, and interpretation from a sample population to report the relationship between AI-driven teaching strategies and the successful delivery of Social Studies curriculum in junior secondary schools. The population comprised all Social Studies educators in junior secondary schools in the three educational districts of Osun State. To ascertain satisfactory representation, a sample size of 300 respondents, comprising both male and female tutors from both public and private schools, were chosen for the study. Stratified sampling procedure was used to guide against bias and to ascertain a multiple choice of participants covering different educational levels. The main instrument used for data collection was a self-structured questionnaire titled AI and Social Studies Instructional Delivery Questionnaire (AISSIDQ). The questionnaire is of two sections: **Section A** seek for demographic data. **Section B** included 15 items designed to measure perceptions of AI's impact on academic performance, curriculum delivery, and teaching-learning processes, using a 4-point Likert scale (Strongly Agree, Agree, Strongly Disagree, and Disagree). To ensure the validity of the instrument, three experts in Social Studies Education, Educational Technology, and Test and Measurement reviewed and validated the questionnaire for face and content accuracy. The reliability of the instrument was established through the test-retest method, yielding a reliability coefficient of 0.82, indicating a high level of internal consistency. The distribution of the questionnaire was done by the researcher with the help of two research assistants. Respondents were given enough time to answer the questionnaire, and ethical deliberations such as conscious assent and reticence were completely stick to. The data analysis was carried out with the use of both descriptive and inferential statistics, with an independent sample, t-test was used to test the research hypotheses at 0.05 level of significance.

Presentation of Results

Table 1: t-test Analysis on the influence of AI-Driven Tools and Students' Academic Performance

Variable	Value
Population Size (N)	300
Sample Proportion (p)	0.65
Hypothesized Proportion (p ₀)	0.50
Standard Error (SE)	0.02887
t-calculated	5.20
Degree of Freedom (df)	299
Critical t-value	1.96
Decision	Reject H ₀

Table 1 shows that the t-calculated value of 5.20 is more than the critical t-value of 1.96 at the 0.05 level of significance, resulting to the rejection of the null hypothesis. This affirm that the use of AI-driven devices significantly influences learners' academic achievement in Social Studies. When efficiently incorporated into teaching and learning, AI-based devices can promote learners' involvement and learning output.

Table 2: t-test Analysis of the Impact of AI-Driven Instructional Strategies and Curriculum Effectiveness

Variable	Value
Population Size (N)	300
Sample Proportion (p)	0.57



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Hypothesized Proportion (p_0)	150
Standard Deviation	25.10
t-calculated	14.49
Degree of Freedom (df)	299
Critical t-value	8.37
Decision	Reject H_0

Table 2 demonstrates that the t-calculated value of 14.49 is more than the critical t-value of 8.37 at the 0.05 level of significance, resulting to the rejection of the second null hypothesis. This finding shows that AI-driven teaching strategies significantly improve the efficiency of Social Studies curriculum in junior secondary schools. Appropriately utilized AI devices can enhance educational delivery, involve learners in participatory learning, and aids in-depth understanding of Social Studies concepts.

Discussion of Findings

The result of this research agree with both worldwide and national trends that identifies the evolutionary effect of AI in learning. UNESCO (2023) stressed that AI inventions are progressively employed to individualize learning, supply thoughtful teaching, and enhance inclusive education, especially in Social Studies. AI-driven devices, such as digital realities and chatbots, promote learners' involvement by allowing interactive investigations of ancient events, civic duties, and cultural changes (Okoye & Adewale, 2022). Furthermore, AI promotes access to different content design, like as visual recording, infographics, and case studies, catering to diverse learning techniques. Nevertheless, productive AI incorporation in Nigerian schools rely on infrastructure preparedness, educators training, and curriculum arrangement (Nwachukwu & Olayemi, 2024). Addressing these elements is important for complete exploiting AI's possibilities. In Nigeria, studies have showed AI's productive effect on teaching delivery and reflective reasoning development. Adebayo and Ogundele (2021) identify AI's functions in adjustable evaluation systems and AI-driven learning platforms, which assist educators address difficulties linked with huge class sizes and little resources. Furthermore, Iroegbu and Chukwu (2023) maintain that AI promotes students' freedom and involvement, mostly in subjects like Social Studies that demands rational reasoning. Olowu and Yusuf (2022) affirm that AI-driven devices remarkably enhance learners' performance when they coincide with instructional objectives and are administered through online learning platforms. Additionally, Adeniran and Ajayi (2023) noted that AI-driven digital experience, chatbots, and exhortation mode assist learners examine difficult issues, evolve autonomous reasoning, and enhances their Social Studies achievement. In spite these achievements, Nwosu and Afolayan (2023) caution that AI's successiveness in learning lies on effective educator training, infrastructural facilities, and virtuous considerations as regards data privacy and bias. Findings by Aina and Iroko (2023) showed that AI application in Nigerian classrooms remains restricted due to infrastructure problems, deficient teacher readiness, and frail curriculum incorporation. These scholars indicate that AI can only promote learning when tactically prepared to supplement pedagogical goals. Given that Social Studies improves reflective reasoning, debate, and socio-cultural contexts, AI devices must be circumstantially significant and conformed to uphold these curriculum objectives. Successful AI incorporation needs more than hyper tech visibility; it requires thorough educator training and instructional redesign. Aside these essential supports, AI embracement may be seems promising but refuse to promote consequential instructional enhancements. Ogundele and Adebayo (2023) affirm that many Nigerian educators' dearth digital skills, which results to inadequate use or improper use of AI devices, reducing their effect on teaching quality. Furthermore, Moyo and Mavhunga (2022) mention the difficulty of circumstances contradict in African classrooms, emphasizing that most AI packages are developed in Western world and may not agree with local cultural, linguistic, or curricular situations. This differences often resolve in little effect on teaching productiveness in Nigerian schools. Therefore, while AI shows enormous prospect for education, its productive implementation lies on deliberate planning, capacity development, and curriculum-meaningful innovative design. The results of this study strengthen the reasons for deliberate and well-designed incorporation of AI devices to promote Social Studies curriculum delivery and overall teaching successfulness in Nigerian junior secondary schools.

Conclusion



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This study investigates the potential of AI-driven teaching strategies in enhancing Social Studies curriculum delivery in junior secondary schools in Osun State. The results identify AI's competency to individualize learning, enhance involvement, and strengthen adaptive teaching methodologies. Nevertheless, its effect remains inhibited by problems such as lack of infrastructure, inadequate educator training, and weak agreement with national curriculum objectives. As a result, in spite of AI's promising significance, its incorporation into Social Studies education is still weak and pathless. Additionally, the study shows that educators and learners persistently depend on conventional teaching methods, inhibiting AI's capabilities to transform classroom interactions. Tackling infrastructure inadequacies, promoting teacher readiness, and enabling curriculum agreement are important moves to loosening AI's complete possibilities in Social Studies education. While AI holds important promise for improving teaching successfulness, its fortunate acceptance requires intentional, planned attempt from decision makers and teachers to produce viable and effective AI-enhanced learning environments.

Recommendations

Based on the results of this study, various key recommendations are made to increase the incorporation of AI-driven teaching strategies in Social Studies education:

1. Firstly, constant expertize development programs should be encouraged to provide educators with both technological and pedagogical skills for AI incorporation. Training should centre not only on the application of AI devices but also on their effective integration into Social Studies instruction to enhance academic achievement and instructional delivery.
2. Secondly, schools in Osun State must be furnished with important technical resources, including modern computers, trusted internet access, and AI-compatible software. Increasing infrastructure will provide a suitable environment for the effective implementation of AI-driven instructional strategies.
3. Also, the national curriculum should be appraised and revised, when needed, to guarantee AI-driven teaching strategies agreed with the instructional objectives. This will enable AI devices to maintain important Social Studies goals, such as enhancing civic responsibility, social awareness, and reflective thinking.
4. Additionally, decision makers, teachers, local communities, and hyper-tech inventors must cooperate to ensure AI devices are attainable and contextually meaningful. Strengthening involvement will enhance a shared understanding of AI's advantages and difficulties, supporting its successful implementation in Nigerian schools.
5. Finally, additional findings should investigate the long-term effect of AI incorporation in Social Studies education, especially its impacts on learner involvement, academic performance, and civic knowledge. Studies should also direct on highlighting the impediments of AI acceptance and procedures to overcome them.

By executing these recommendations, Osun State can foster a technologically inclusive learning environment, enabling both teachers and learners to fully leverage the benefits of AI in promoting Social Studies teaching and learning.

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