

**IMPACT OF LEARNING FACILITIES ON ACADEMIC PERFORMANCE OF
SOCIAL STUDIES STUDENTS IN JSS (A CASE STUDY OF ILORIN
METROPOLIS)**

By

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CERTIFICATION

This is to certify that this research work has been read and approved as meeting part of the requirement for the award of Nigeria Certificate in Education (NCE) of the Department of English/Social Studies, Kwara State College of Education, Ilorin, Kwara State.

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DEDICATION

This research work is dedicated to the Almighty Allah, the Master Builder and Planner of All for His Grace upon our life to the end of our stay in College of Education, Ilorin.

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We really appreciate the work of Almighty God, who has been our protector right from our day one on this campus and for seeing us through all our courses, Glory be to God.

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ABSTRACT

This study examined the impact of learning facilities on academic performance of social studies in Junior Secondary School students in Ilorin Metropolis. The study was guided with four research questions and two hypotheses. The study adopted a descriptive research survey type method. The population of the study comprised of all social studies teachers in junior secondary school in Ilorin Metropolis. Due to high population of the study, the study purposively selected 30 social students from a sample of ten junior secondary schools in Ilorin Metropolis. A self-structured questionnaire was used as the study instrument, data analysis was done using frequency, simple percentage and chi-square statistics was used to test the hypothesis. Based on the findings, it was revealed that there is significant relationship exist between learning facilities and students academic performance in social studies in junior secondary school in Ilorin metropolis. The findings also reveal that there will be significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities. Based on the findings, the following recommendations were made among others that government and other stakeholders should make adequate provision for school facilities. Training programmes on maintenance and utilization should be organized for handlers of facilities by the ministries of education or concerned authority. Teachers, students and community should develop a positive attitude to the use of facilities by taking them as their personal properties. There should be establishment of maintenance culture through the provision of adequate funds.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Learning according to Osakwe (2016) is a natural process of pursuing meaningful goals, discovering and constructing meaning from information and experience filtered through the learners unique perceptions, thoughts and feelings. Hilgard (2019) views Learning as the process by which an activity originates or is changed through reacting with the environment provided that the change cannot be explained on the basis of automatic response (i.e. reflex), maturation (i.e. growth) or temporary state of the individual, that is tiredness, hunger and drugs. Okoye (2020) defined Learning as any change in behaviour that is a result of experience and that cause people to face latter situation differently.

Learning facilities plays a very important role in the teaching-learning process. It enhances the memory level of the pupils Adekoya (2019). In our time, education has spread wide and the entirely oral teaching cannot be the key to successful pedagogy; therefore, the teacher has to use learning material to make the teaching-learning process interesting (Nicholls, 2020). The use of learning facilities can enhance learning. School facilities have been observed as a potent factor to quantitative education. According to Akande (2019), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate pupils learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged

(Farrant 2019). According to Oni (2013), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. Emphasizing that a society that is wealthy will establish good schools with quality teachers and learning infrastructures. With such, pupils may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching, Balogun (2019) submitted that no effective education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (2020) reiterated that when facilities are provided to meet relative needs of a school system, pupils will not only have access to the reference materials mentioned by the teacher, but individual pupils will also learn at their own paces. The net effect of this is increased overall academic performance of the entire pupils. If learning facilities is used, the prediction would be rewarding and consequences will justify the work done by person, he will have full satisfaction. Learning facilities is used efficiently and actively to facilitate the teaching learning process in most of the advanced countries. However, the situation is not good in most of the developing countries. Only the lower quality little quantity of learning facilities are provided to schools. In this way, the availability of learning facilities is very low. Conbac (2019).

Social Studies is a subject that is integral to the process of enabling students to develop an understanding of who they are what they want to become in the society in which they live. It also develops the key values and attitudes, knowledge and

understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world.

Be it as it may, it was observed that these goals are yet to be achieved because the subject is faced with the problems of experts (Social Studies professional teachers) who could teach the fundamentals of the subject. Right from inception, social studies have been faced with problem of un-qualified teachers and lack of infrastructural facilities among others (Filgona, Sababa, & Ndatuwong, 2016). This is so, because, in some junior secondary schools, there are still some school authorities, who would just ask geography, economic or government teachers to teach the subject. Whereas, the aforementioned teachers are not professional in the subject area (Social Studies), they can only teach an aspect of the subject and not everything about the subject. It should, however, be noted that the qualitatively trained Social Studies teacher is an asset and strategic figure in the effective implementation of Social Studies curriculum at the upper basic level in Nigeria. Experts' opinions tend to suggest that there are many nonprofessionally trained social studies teachers teaching the subject at the upper basic education level among others (Ekunno, 2015). This is the reason Social Studies is not effectively implemented to achieve its transformative objectives of producing functional citizens into values, skills, attitudes and cognition for realizing integrated, collaborative and interdependent national development. Moreso, some of the schools are still using youth coppers, N'power volunteers or any teacher to teach Social Studies. It needs to be stated that the above-mentioned teachers cannot effectively teach the core contents as would by the experts in the field because it is not their area of their specialisation and some are not even trained

teachers. This might account for the poor performance of students in the subject. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors that militate against good academic performance. This phenomenon has been variedly referred in literature as academic achievement, or scholastic functioning. Academic achievement refers to the performance, result or outcome of learning and test conducted in a term or school year. It can also be said to be the knowledge attained or degree of competence in school assignments and activities. Academic achievement refers to the degree of success attained in some general specified area. It is an end product of learning which its level and permanence are affected by various conditions existing at the time of learning as well as condition intervening between (Muhammed & Akanle, 2018). Academic achievement refers to the scholastic achievement of students, which describes how brilliantly or poorly a student has performed or is performing in the tests and examinations he has been (Ogundele, 2017). Academic achievement of learners has attracted attention of scholars, parents, policymakers and planners. The major goal of the school is to work towards attainment of academic excellence by students. Although, the school may have other peripheral objectives but emphasis is always placed on the achievement of students in the school subjects. Besides, virtually everybody's concern with education places premium on academic achievement, that is, excellent academic achievement of children is often the expectation of parents (Adeyemi & Ijiwole, 2014).

The lack of resources is a critical factor in education because it may negatively affect the learning and teaching processes within the classroom. It is reported that lack of facilities and under resourced schools are directly associated with the academic failure of

learners (Lolwana, 2015) and for a teacher to equip students with good education as well as impart positive knowledge in them, he/she requires proper infrastructure (Ereahwo, 2018). This is clear that the school infrastructural facilities seem not only to ease the work of teaching but also enable the students understand better. School infrastructural facilities influence the teaching and learning process and are central concern of educational planners. Learning facilities are the physical facilities used to facilitate teaching and learning in schools (Dejong, 2017). They include school buildings, classrooms, assembly hall, laboratories, libraries, students' hostels, staff quarters, health centres and sports facilities (Idoko, 2015). The infrastructural facilities give educational institutions their appropriate shape and atmosphere for teaching and learning. To assess the cause and effect of academic performance level of students, scholars also considered certain variables of the school as the instruments that can tailor performance. The variables are the school size, school type, school structure, school location and school ownership, which are deemed relevant in influencing students' academic achievement. Hence, the school variables remain as significant aspects that should be studied and managed well to enhance the academic performance of students (Singh and Mallik, 2016). These provisions of public facilities must be planned based, equally distributed, accessible, safe, provide interaction and must be properly designed. All these school facilities must be adequately provided for and managed (Dare, 2011). However, it was observed that school infrastructural facilities and teachers' indices on students' academic achievement in Social Studies calling to question the level of availability, adequacy and usage of school's infrastructures such as library and Social Studies workshop as well as

teacher qualification, sex and years of teaching Social Studies in junior secondary schools in Oyo State.

However, all educational institution irrespective of their location and levels are expected to function using various inputs in compliance with the achievement of the stated objective as spelt out in the national policy on education (Federal Government of Nigeria, 2014). It is therefore expected that no educational institution can bring out the desired result if the input in them are not adequately and properly maintained. These inputs includes facilities. School learning facilities are pre-requisite for effective teaching and learning in any educational system. It is against this background that this study attempts to examine the impact of learning facilities on academic performance of social studies students in Junior Secondary School in Ilorin Metropolis.

Statement of the Problem

The quality of students' performance remains a top priority for educators and the society at large. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to quality of academic achievement of learners. School infrastructural facilities and teachers' indices are among the important influential factors of academic achievement of secondary schools. It is noted that secondary schools faced a lot of problems in the areas of learning facilities and teachers' indices. In line with the observation, the school variables remain as significant aspects that should be studied and managed well to enhance the academic performance of student. Hence, the study was carried out to investigate the impact of learning facilities on academic performance of social studies students in Junior Secondary School in Ilorin Metropolis.

Purpose of the Study

The main purpose of this study is to examine the impact of learning facilities on academic performance of social studies students in Ilorin Metropolis. Other objectives of the study include:

- (1) To find out whether there is relationship between learning facilities and students' academic performance in social studies.
- (2) To find out whether there is no adequate provision of learning facilities in secondary schools in Ilorin Metropolis for teaching and learning of social studies.
- (3) To identify the causes of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.
- (4) To proffer solutions to the problems of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.

Research Questions

These research questions will be raised for the study.

- (1) Is there any relationship between learning facilities and students' academic performance in social studies in Ilorin Metropolis?
- (2) Are the learning facilities in the secondary schools adequate for teaching and learning of social studies in Ilorin Metropolis?
- (3) How can the causes of inadequate provision of learning facilities in the secondary schools be identified?
- (4) To what extent can the problems of inadequate facilities in the schools be solved?

Research Hypotheses

The following hypotheses will be formulated for the study:

H0₁: There will be no significant relationship between learning facilities and students academic performance in social studies in junior secondary school in Ilorin Metropolis.

H0₂: There will be no significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities.

Significance of the Study

This study will be beneficial to the following people:

It is hoped that students will benefit from this study because they would be able to have proper insight and understanding that non provision of infrastructure in the secondary schools will adversely affect their academic performance.

Teachers, it is hoped, would, through the study come to terms with the fact that the provision of adequate infrastructure will help both students and teachers to facilitate the teaching and learning processes.

The school authorities would utilize the findings and recommendations of this study to find solution to the problem of inadequate provision of learning facilities for teaching social studies subject in our junior secondary schools. They would through this study understand better the impact of learning facilities for teaching and learning of social studies.

It would be of benefit to parents because it will enable them to understand the impact of learning facilities on academic and work performance of both students and teachers.

Scope of the Study

The research work is on the learning facilities as it affects the academic performance of students in some selected junior secondary schools in Ilorin Metropolis.

Operational Definition of terms

Impact: This is the likely effect of school facilities on the students' academic performance.

Learning Facilities: These are those materials that can easily enhance effective learning in the school such as classrooms, library, furniture, and laboratories.

School Facilities: It refers to both the physical and material resources available to the students and teachers in the school to facilitate the learning and teaching processes.

Academic Performance: This is regarded as the knowledge attained or skill shown in the school subject such achievement are indicated by test scores or by marks assigned by the teachers.

Provision: It means the act of supplying something that is needed.

Learning: Involves a change or modification in the behaviour that is a result of experience of learner.

Facilities: means the services provided to support activities of a learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related works on the impact of learning facilities on academic performance of social studies students in junior secondary school in Ilorin Metropolis. The review of literature is considered in the following subheadings:

- Concept of Learning Facilities
- Concept of Social Studies
- Component of School Facilities;
- Importance of School Facilities;
- Benefits of School Facilities;
- Impact of Teaching Facilities on Students' Academic Performances in Secondary Schools;
- Impact of Learning Facilities on Students' Academic Performance in Secondary School;
- Appraisal of Literature Reviewed

Concept of Learning Facilities

Learning facilities according to Afolabi (2012) refers to the site, building, furniture and equipment that contribute to a positive learning environment and quality of education for all students. The learning facilities available within an educational institution have positive relationship with the quality of teaching and learning activities which in turn leads to the attainment of goals set. The learning facilities of the school building and furniture will determine how long such will last while comfortable classroom.

According to Emetarom, (2020), learning facilities are material resources in the school which are physical and spatial enablers of teaching and learning which will increase the production of results. When combined with other resources in adequate quality and quantities, constitutes vital inputs for achieving desired educational goals. Owuamanam, (2021) noted that the inadequacy of infrastructural facilities is one of the major problems facing the Nigerian education system. Nwadiani, (2021) is also of the opinion that learning facilities in public schools in Nigeria are inadequate leading to poor utilization. Studies on physical facilities in public schools have revealed that what is on ground in most public schools, both at the higher and lower levels is a far cry from the recommended bench mark for the provision of learning facilities in these schools. Akinkugbe, (2019) revealed that everywhere you look, primary, secondary, special, technical, tertiary institutions, there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in value and standard.

The quality and quantity of facilities, has impact on educational outcomes, as well as the well-being of students and teachers. This perhaps necessitated the interest by many scholars, researchers, administrators and educational planners in this area. The consensus of opinion among them is that educational facilities in Nigerian public schools are inadequate due to astronomical increase in school enrolment. In a study carried out by Ikoya and Onoyase (2018), it was found that only 26% of secondary schools across the country have school infrastructure in adequate quality and quantity. Ajayi (2019) also reported that many public primary schools are dilapidated due to inadequate funding while many tertiary institutions are living in their past glories and have been described as “Glorified Secondary Schools’ as a result of the grossly inadequate facilities in that level

of education. Students are admitted to study science courses and Computer Engineering with ill-equipped laboratories and without computers. They still need to enroll in roadside workshops to learn how to operate the computer after graduation or while still in school. This has led to a situation where some courses have had to be discredited in some tertiary institutions.

The state of learning facilities in Nigerian secondary schools is generally poor; library facilities and books are grossly inadequate and so is provision of classrooms, furniture, laboratories and workshops, maps, pens, charts cardboards and so on. In a study carried out by Asiyai (2021) on the state of facilities in Delta state public secondary schools, it was discovered that they were generally in a state of disrepair. Similarly, Adeogun (2018) reveals that facilities in public primary schools in Ekiti State are in a state of disrepair. Before the current political dispensation in Edo state (The government of Adams Oshiomohole), many public primary and secondary schools were in a total state of decay and dilapidation. Though efforts are being made to rehabilitate these schools, many of them are still yearning for attention.

Management Challenges of School Learning Facilities

The onus of managing school facilities, rest on school administration in conjunction with other stakeholders whose responsibility among many others is to ensure that facilities are working efficiently for utmost learning achievement. At the building school level, Ehiamezor in Nwagwu et al (2021), assert that among other responsibilities, school administrators at the school building level, have a responsibility to keep records of plans, checks on facilities and how often maintenance is effected either to buildings or equipment. Without this information, type of materials required, materials

used and cost cannot be ascertained. Adequate management as regards documentation, planning, implementation and evaluation is part of their responsibilities. School inspectors have key roles to play here to prevent wastages and ensure the achievement of educational objectives. Management of education facilities include planning, organization, staffing, controlling the processes of supply, utilization, maintenance and improvement. If facilities are well managed, they would be safe from danger, disaster, and theft. Safety measures will protect facilities from disasters such as flood and fire. Effective management of educational facilities entails provision of facilities by ensuring proper procurement of good quality materials (no diversion of money), serving as an advisory agent to government and other stakeholders on the type of facilities needed, using the curriculum of the school to provide school needs, safe keeping of facilities, record keeping and ensuring that facilities are handled by experts during usage, maintenance and improvement service.

Abdulkareem and Fasasi (2020) listed the four stages of facility management thus: provision, utilization, maintenance and improvement.

- i. **Provision of learning facilities:** successful implementation of education programmes entail the provision of adequate facilities in school. Stakeholders; school head, proprietors, parents, and the community are expected to provide the facilities for their schools.
- ii. **Utilization of learning facilities:** this is the extent to which facilities in the school have been put into effective use. According to Adeboyeje (2020), various degrees of utilization include: non-utilization (when a facility is not put into use at all), under-utilization (when a facility is not used to full capacity), maximum

utilization (when a facility is put into effective usage in line with primary objective), optimum utilization (when facilities are used for many purposes by the school and members of the community to help in achieving educational objectives) and over utilization (when a facility is used more than its capacity).

iii. Maintenance of learning facility: in order to restore the physical condition and sustain the working capacity of facilities, they must be maintained. Maintenance enhances performance and durability and prevents wastages. Maintenance could be categorized as follows:

- ***Preventive measures:*** this involves regularly checking and rechecking the available facilities and taking necessary measures to prevent malfunctioning which is a better and cheaper measure.
- ***Corrective measures:*** reactivation and replacement of facilities in order to normalize their performances. This applies when a facility breaks down completely. It may require a major repair or replacement. Natural disaster might lead to this situation, in which case, the school might be closed for a while to effect repairs.

iv. Improvement of learning facilities: this involves the alteration or modification of existing facilities to suit a new demand, situation or programme. As a result of the changing needs of the society, school curriculum are constantly evolving and whenever these changes occur in any part of the system, the existing facilities will require modification or replacement.

Challenges that can readily be identified in managing learning facilities in Nigeria schools include:

- I. Inadequacy of facilities:** Administrative leaders in educational institutions at all levels are faced with the problem of inadequate learning facilities which could pose a lot of challenges. With inadequate or lack of learning facilities, school heads, whose role it is to ensure quality education would be handicapped as these facilities, are the tools with which teaching and learning can be truly effective.
- II. Maintenance culture:** Poor supply and poor maintenance of facilities are regular features in many primary and secondary schools. This will not encourage a conducive environment for knowledge and skill acquisition. It has been observed that where available, public school facilities are either inadequate or poorly maintained. Maintenance of available facilities is a step towards keeping schools in good and up-to-date condition. Pupils/Students are put at risk when school buildings are dilapidated or in poor condition. A lot of funds have been spent in the construction of school buildings, purchase of equipment, machineries and furniture to enhance teaching and learning, but very little has been made available for maintenance, Ehiamekalor in Nwagwu *et al* (2021). He went further to state that school facilities are usually considered to have a perpetual life span' irrespective of the vagaries of weather, natural disaster and the unpredictable wear and tear due to handling. Hence many of these facilities have been left to rot away. No sooner are schools commissioned, they are abandoned; no renovation, even where they become affected by nature's elements (wind, rainstorm and so on) for several years. The culture of maintenance is obviously lacking in the Nigerian polity as other government agencies and parastatals and even roads are

equally neglected, both at the state and federal levels. Reasons preferred for the lack of maintenance culture in public schools include:

- ***Lack of clear policy on maintenance:*** schools and administrators through enabling laws need a policy to back up their actions on the level of maintenance responsibility expected of them. The policy should equally empower them to carry out some maintenance operations on school facilities.
- ***Finance:*** finance is one of the greatest albatross of any project and a big limiting factor in maintenance. Little attention is paid to infrastructural maintenance by government at all levels as it is on buildings and equipments. Since government resources can never be enough to adequately fund all sectors, some should be channeled to maintenance of established structures. On the long run, this will be cost effective.
- ***Information:*** there is need for adequate information on available facilities and their physical condition before any maintenance operation can be carried out on them. At every point in time, the state of equipment, furniture and machines must be known; otherwise, they could be used till they are no longer able to perform their functions. School inspectors must do on-the-spot assessment of facilities along with other inspection activities and report to the appropriate quarters. Efficient maintenance lies squarely on school administrators who should spend part of the allocated resources to their school on maintenance. Corrective and preventive maintenance should be adopted to ensure that school facilities are kept near their original state as much as possible.

- III. Environmental factors:** Abulu and Omorweh in Asiyai (2010) reported deposits on school building roofs as a result of gas flaring and excessive global heat warming as responsible for the rusting and dilapidation of school infrastructural facilities in oil producing areas. Erosion menace in the Eastern part of the country and other parts including Edo State has affected facilities in schools such that many of the school buildings have caved in; schools in flood prone areas have also resulted in a situation where lots of school facilities are lost to the flood, access road blocked, roof blown off and children made to learn under despicable conditions.
- IV. Social factors:** some school communities pose problems to the safety of school facilities, especially when they are not fenced. Street hooligans use them as hide outs at night to engage in all sorts of social vices. Reports have been made of vandalization of school facilities both in urban and rural areas. In Edo State for instance, reports of vandalization of the newly renovated and reconstructed school buildings were reported. Until members of the school community start seeing themselves as major stakeholders in the public schools in their area, safety of school facilities will continue to be a problem.
- V. Inadequate Funding:** this has always been the Achilles hill of every laudible policy. Funding is never enough and the situation is worse now with the nations' dwindling resources. Fund allocated and disbursed to manage public schools is not sufficient to either provide or maintain available facilities. Corrupt tendencies of some government officials, school proprietors and school managers also constitute a major problem; funds are diverted, misappropriated or stolen.

Concept of Social Studies

The concept of Social Studies is a multidisciplinary field that encompasses the study of human society and social relationships. It integrates knowledge and methodologies from various disciplines such as history, geography, political science, economics, sociology, anthropology, and sometimes psychology and philosophy. Social Studies seeks to provide students with a comprehensive understanding of human behavior, societal structures, cultural diversity, and global interconnectedness (Banks, 2018).

According to National Council for the Social Studies (2010), Social Studies draws upon insights and methodologies from multiple disciplines to provide a holistic understanding of human society. This interdisciplinary approach allows students to analyze social phenomena from different perspectives, enriching their comprehension and critical thinking skills.

In view of Shaver et al (2020), a significant aim of Social Studies is to foster responsible citizenship by equipping students with the knowledge, skills, and values necessary to participate actively in democratic societies. It encourages civic engagement, respect for diversity, and an understanding of rights and responsibilities within various societal contexts.

According to Levstik (2018), Social Studies promotes a global outlook by exploring the interconnectedness of societies across geographical, cultural, and historical boundaries. It encourages students to appreciate cultural diversity, understand global issues, and recognize their roles as global citizens in an increasingly interconnected world.

Parker (2013) asserted that Social Studies emphasizes critical thinking skills and inquiry-based learning. Students are encouraged to analyze primary and secondary sources, evaluate different perspectives, and construct well-reasoned arguments. This fosters analytical skills, research abilities, and the capacity to make informed decisions about societal issues.

Social Studies encourages the development of cultural competence by exploring the beliefs, values, traditions, and practices of diverse cultures. Through the study of cultural anthropology, comparative religion, and multicultural history, students gain a deeper understanding of cultural dynamics and learn to respect and appreciate cultural differences (Shaver *et al*, 2020).

Parker (2013) opined that Social Studies aims to connect classroom learning with real-world experiences and current events. By examining contemporary social issues, such as poverty, inequality, environmental sustainability, and human rights, students develop a deeper understanding of the relevance of social studies concepts to their lives and communities.

Social Studies often addresses issues of social justice, equity, and human rights. It encourages students to critically examine power structures, inequalities, and injustices within society and to advocate for positive social change. By studying historical movements for social justice and analyzing contemporary challenges, students develop a sense of social responsibility and empathy for marginalized groups (Levstik *et al* (2018).

Components of Learning Facilities

There are three major components. These are:

- i. Infrastructural Facilities
- ii. Instructional facilities
- iii. School physical environment

Infrastructural facilities include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, Intro technology laboratory, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts.

Government policy on school facilities vary, while in some schools, parents buy the textbooks needed for studies, and in some schools, government buys or provides the textbooks and gives them free to students. Library books are bought from public funds (taxes). Whatever the government policies maybe, it is the responsibility of the school head (principal or headmaster as the case may be) to put the furniture, equipment, buildings and playing grounds in good condition. The constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, bore hole – electrical

telecommunication like speakers, radios, network system, security and fire suppression systems.

Importance of School Facilities

The character of school facilities determines, to a considerable extent, the types and quality of curricular and co-curricular activities that take place in it. The nature and size of the school building determine the shape and size of the classrooms. The shape and size of the classrooms with their equipment, furniture and the types and variety of educational materials available affect the ways in which learners can be organized for instruction, the possible methods of teaching that can be adopted by teachers and the types of learning activities that the students can be engaged in. If home economics, technical education, music and fine arts, for instance, are part of the curriculum, the appropriate rooms and workshops must be provided with the relevant equipment and materials. Otherwise, the implementation of those aspects of the curriculum will be greatly impaired. Practical lessons cannot be organized for science students in schools without science laboratories, or in schools with science laboratories but without the relevant materials and equipment.

The importance of school facilities has been highlighted by many educational administrators and planners. The importance attached to it as a vehicle for effective teaching and learning cannot be over emphasized to Saiyida in Sidhu (2012), the importance of school plant was quoted thus: A school or a college is a vital and life giving environment to the extent that it brings into the life of its students‘ an abiding love and appreciation for all that is best and most significant in national and human life. Kocheny (2012) asserts that as school heads and their academic staff plan and think

together about the present and future needs of school facilities as vital factor that can contribute to the enrolment of students in the school. He further observes that through adequate planning of school facilities, they can determine the type of instructional materials teachers' would need for effective instructions and whether the available classroom are adequate for the anticipated number of students'. Mgbodile, (2020) stressing the need for school facilities, observed that the physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institutions may make their initial judgments about the quality of what goes on in the school. In short, the physical facilities play a major role in determining the type of relationship between the school and the community. This is because parents and pupils make their judgments and take their decisions on whether to associate themselves with a particular school after a careful evaluation and consideration of the facilities in the school. Ani (2017) while supporting the above statement opined that if the quality and quantity of physical facilities attracts the admiration of a parent, the conviction of the parent will be that since the quality and quantity of facilities is of such level, the quality of the staff and school programme will be of high standard. Thus Obi (2021) said that the general landscaping of the school speaks succinctly of the tone of the school and the disposition of the management. Therefore to attract the admiration and acceptance from the community, there is need for a well-planned school physical facilities and equipment. In the present day Nigeria, schools cannot be divorced from the communities. Therefore, there is need for the planner of the school facilities to bear this observation in mind while structuring and procuring the plant. In most communities that form the neighborhood of schools, certain activities like club or village meetings,

marriage ceremonies, church services or other forms of gathering which require the use of good and appropriate environment take place in the school

A school with poorly planned environment in terms of accommodation, furniture and other forms of equipment cannot attract the attention of the community and thus fail to satisfy the social needs of the community. Onwurah (2014) citing Whelers stated that the school facilities plays a crucial role in the development of the three domains of Bloom's Taxonomy of educational objectives namely; cognitive, affective and Psychomotor. Educational facilities are needed for developing cognitive area of knowledge, abilities and skill, which are prerequisites for academic achievement. They are essential for developing values, commitment, positive emotions and social interactional sensitivity in learners. In addition, they help the school to develop the hands and muscles of learners. Ejikeme (2008) citing Longman & Longman also called attention to the fact that Montessori, a specialist in educating children laid emphasis on —the importance of providing an environment physically and psychologically adjusted to the stages of growth, so that the child could generally master his environment. Some authorities such as Obi (2021) and Abraham (2023) have seen school management as judicious use of human and material resources as to achieve the objectives of the school. In other words, if there are no human and material resources in school, there will be no administration. Therefore, there is need for a well-planned and organized school facility to make for effective school administration and management. If there is shortage of accommodation, furniture, equipment or other material resources, this can affect the productivity of the teachers, the administrator – teacher relationship and even administrator – pupil relationship. Moreover, the academic performance of the student s

and their outward behaviour are major yardstick for assessing the effectiveness of school principals and this criteria as earlier mentioned, is closely tied to conducive school environment. Obi (2021) also noted that environment can impact the leader and the led. Therefore, the extent to which the leader will achieve organizational success depends upon a combination of variables among which effective management of school facilities is one. Moreover, Adesina and Ogunsaji noted that for effective performance of educational programmes, the school facilities and educational goals should be viewed as being closely interwoven and interdependent. Apart from protecting pupils from the sun, the rain, heat and cold, the school building represent a learning environment which has a tremendous impact on the comfort, safety and performances of the children.

It is therefore an incontrovertible fact that school facilities are an important factor in the achievement of educational objectives. It is also obvious that the insufficiency, non-availability and poor maintenance of the plants would hamper the management of educational programmes. As the main focus of this study is on the strategies to improve the management of school facilities, the planning, provision and management of the school facilities will be looked at more closely

Benefits of Maintenance of School Facilities

The need to consider the national goal of education could not have arisen if there is no equal benefit maintaining the new or existing facilities in the school. Developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for facilities to be abundantly available in schools. Buildings are needed to provide shelter to staff and students, laboratory facilities to

generate manipulate skills in students, sports/games facilities to develop the mental, social and physical aspects of the students only if well maintained. According to Ogbodo (2019), school facilities imply substantial cost to the school system for their establishment, if not properly managed and maintained. They dilapidate and wear out faster than their "life span" and also if not properly utilized, the school system will not derive maximum benefit from their use.

School facilities need to be adequately managed in order to ensure both effectiveness and efficiency of the system (Ajayi, 2021). Above all, the common goal of operation and maintenance as remarked by Ojedele (2018) is to keep physical plants in the best possible condition at all time. Olagboye (2018) from a different perspective identified the under listed importance of school facilities maintenance as follows: Proper maintenance of school facilities ensures safety for those occupying the school building. It facilitates effective teaching and learning process.

It saves cost; this is because reactivating a collapsed building may cost more than to make early repairs on the building. It ensures the suitability of school facilities for continued use because repairs and replacement of various equipment make such to be in good shape.

Impact of Teaching Facilities on Students' Academic Performance

The lists of teaching facilities that teachers can use are inexhaustible. The teachers' level of Resourcefulness, creativity and imagination are in fact not limited. Teaching facilities will therefore, include all forms of information that can be used to promote and encourage effective teaching learning activities. These are textbooks, supplementary books, workbooks, reference book, charts, magazines, maps, journals,

periodicals, pamphlets, newspapers, posters, programmed texts and non-printed materials like, film, filmstrips models, models, mock-up, slides, pictures, audio and videotapes, records, transparent, globes, board and a host of others. There are also the range of teaching facilities such as sciences apparatuses and chemicals (National Education Research Center, 2022)

According to Gidado (2019) made reference to a study carried out in Kano on secondary School administration revealed that most of the schools were devoid of necessary facilities among which are the teaching facilities. Textbooks in form of teachers guide and students' texts, his tasks are made difficult as he is expected to sue his initiative and creativity in planning his lessons. Teaching facilities are required for the various activities of the school program as well as for the extracurricular activities. To meet these requirements of the schools, the National policy on Education (2004: section 3 paragraphs) has mentioned government commitment to ensure that all schools are properly equipped to provide sound and effective teaching to embark on a scheme for the provision of inexpensive textbooks“. This is not an easy task and therefore the federal government was to make a provision of setting up of a National Committee to advice on the federation (NCAF 1981, Section 3, Paragraph the National Policy on Education was first published in 1977 and reprinted in 1981, 1998. The fourth and recent edition was printed in the year 2004.

The issue of school facilities has only been partially provided in some schools, but nothing has been done in many schools. Blunt el al (2019) also presented for categories of resources and facilities which are used for teaching and learning. These are;

- (i) Reading materials

- (ii) Audio-Visual materials
- (iii) Demonstration and experimentation materials
- (iv) School community resources including personnel.

Thus, most of the authorities cited above, have given ideas that can help us to understand the embracing nature and the potency of the concept of teaching facilities in school, for effective teaching and learning.

Teaching facilities are facilitators of teaching learning activities when properly used. Agun (2019), teaching facilities are designed, produced, and used for the following reasons:

- (i) The achievement of specific curriculum objectives textbooks and supplementary facilities
- (ii) To encourage and promotes self-instruction i.e programmed learning package
- (iii) For enrichment of learning
- (iv) To aid teachers presentation of the learning task
- (v) To arouse interest and motivate learners. Most of his ideas about the uses of teaching facilities are in agreement with the principles of learning and motivation theoretical framework.

Moreover, Alcon (2017) also enumerated fourteen uses or benefits of a wise use of various teaching facilities. These are listed below:

1. They provide for a direct interaction of students with the realities of their social and physical environment.
2. They promote greater acquisition and longer retention of factual knowledge
3. They provide objectivity for the study of a delicate

4. They provide increased, interest in learning
5. They simulate interest of voluntary reading
6. They allow all members of a group the opportunity to share a joint experience.
7. They get and hold attention
8. They reinforce verbal message
9. They bring experts and variety of resources to the classroom
10. They provide for a direct interaction of students with the relatives of their social and physical environment.
11. They provide integrated experience that vary from concrete to abstract
12. They are valuable for all age and ability groups
13. They facilitate attitudes and behaviour changes
14. They illustrate and clarify nonverbal symbols and images quantitative relationship, complex relationship, abstract concepts, spatial relations and specify details

The uses and impact of teaching facilities enumerated above clearly direct one to Knezevich's statement that the administrative leadership carried the responsibilities for obtaining and allocating teaching facilities necessary to promote educational programme development. It is therefore, the duties of federal and state government ministry officials, school administrators to endeavour to produce, select and distribute a variety of teaching facilities to all schools in the local government, in order to ensure teachers and students' resourcefulness, creativity, and imaginative use of these facilities. This may be one way for ensuring effective teaching and learning at the secondary school level as well as to facilitate the achievement of the secondary school goals and curriculum objectives

Flip Charts: A flip chart is a stationery item consisting of a pad of large paper sheets. It is typically fixed to the upper edge of a whiteboard, typically supported on a tripod or four-legged easel. Such charts are commonly used for presentations. The flip chart is thought to have been invented by Peter Kent who built one to help him in a presentation.

According to Stetson (2018), flip charts are large sheets of paper, usually positioned on a tripod, to be used with thick and differently colour marking pens. They are a simple tool that may seem —old schooll, but they have many advantages when making presentations. First, they provide a useful way of interacting with your audience: not only can you present your own ideas and results on flip charts, but you can also use them to immediately record input, feedback and ideas from your audience.

Models: models play a very important role as instructional facilities especially when the object under study is a human part. For example the human eye, were the students is supposed to study the external and the internal part. Ofoefuna (2011) sees a model as simple representation of the real thing. It is made in such a way that it is easily recognized, as the representation of the object, it is made to represent. It is a 3-dimensional object. With the use of model, students can learn the properties of an object effectively without seeing the object itself, which can save a lot of inconveniences.

Overhead Projector (OHP):- These are used for teaching English language subject structures such as grammatical structure, new words, reading .for instance, if a teacher wants to teach preposition, he/she can take a picture from a textbook, draw it on transparencies and project it. This makes the lesson interesting and easy to understand

According to Aguokogbuo (2012), who observes equally that —with the selections of teaching facilities, it will enable the teacher to know how suitable the

content and language is to the development level of the students, if the facilities are audio-visual. According to Agun (2018), teaching facilities enable teachers present learning tasks and when properly used, they can help to make the participation of learners in the teaching learning process more meaningful and useful. In the same vein, Dale (2012) is of the view that the trend towards increasing use of resources materials is thus a broader and more interesting place.

Teaching aids: A teaching aid is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly. Also, it is a means of personification to the concrete texts in the students' books. The final purpose remains as a means of relating teaching with the environment that students live in and communicate with.

Every individual has the tendency to forget. Proper use of teaching aids helps to retain more concepts permanently. Students can learn better when they are motivated properly through different teaching aids. Teaching aids develop the proper image when the students see, hear taste and smell properly. Teaching aids provide complete example for conceptual thinking. The teaching aids create the environment of interest for the students. Teaching aids helps to increase the vocabulary of the students. Teaching aids helps the teacher to get sometime and make learning permanent. Teaching aids provide direct experience to the students.

There are several types of teaching Aids that are available these days. We may classify these aids as Visual Aids, Audio Aids, Audio - Visual Aids.

Visual Aids are aids which use sense of vision are called Visual aids. For example :- actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides . Out of these black board and chalk are the commonest ones.

Audio Aids: These are aids that involve the sense of hearing are called Audio aids. For example: - radio, tape recorder, gramophone.

Audio - Visual Aids The aids which involve the sense of vision as well as hearing are called Audio- Visual aids. For example: - television, film projector, film strips.

Teaching aids play very important role in Teaching- Learning process. It motivates the students so that they can learn better. Through teaching aids, the teacher clarifies the subject matter more easily. Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming. Teaching aids helps to increase the vocabulary of the students more effectively. When using teaching aids, it saves him from the long explanations that may take time for students understand Classroom Live and active Teaching aids make the classroom live and active. Avoids it makes the class more active, lively and this means the class becomes more active, lively and participatory .Teaching aids provide direct experience to the students which make them learn easily

Impact of Learning Facilities on Students' Academic Performances

Learning facilities play significant roles in the teaching and learning process. Agwu (2013) stated that: Learning facilities is a crucial component of the entire classroom control and management; this is because the excitement usually generated by the provision, utilization and utilization of Learning facilities can generate a lot of noise,

undue movement of pupils, chairs and tables but make the student participate. The Learning facilities and aid are used to supplement and complement the teacher verbal effort. Learning facilities can be broadly classified as follows (although some facilities can be placed more than one category)

Library: The school library has been described as the whole stock of books and other resource materials in a school. It is a collection of a wide variety of learning and teaching materials which were housed in a place and centrally organized by staff and indexed to serve readers (Waite, 2019). It could comprise not only books or periodicals but also non-print materials, films and slides and tapes. These resources could be seen in two ways namely material resources such as books, journals, materials such as CD Rom, microfilm, microfiche and dissertation abstracts and human resources such as the librarian and supporting staff. Thus, the school library is the resource centre of any school. (Vanguard, 2014; Library Land Index Project, 2016). It is a service point and a self-development centre. It is also the hub of individual studies in schools (Jones, 2019). As such, the old days of relying on textbooks were past. A good student should be able to locate and extract information from primary and secondary sources in the library (Gibbs, 2019).

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

School libraries helps in supporting and enhancing educational goals as outlined in the school's mission and curriculum; developing and sustaining in children the habit

and enjoyment of reading and learning, and the use of libraries throughout their lives; offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment; supporting all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community; providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions; Organizing activities that encourage cultural and social awareness and sensitivity; working with students, teachers, administrators and parents to achieve the mission of the school; Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; promoting reading and the resources and services of the school library to the whole school community and beyond.

White and black boards: A blackboard or chalkboard is a reusable writing surface on which text or drawings are made with sticks of calcium sulfate or calcium carbonate, known, when used for this purpose, as chalk. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green because the colour is considered easier on the eyes.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). Black plastic sign material, using the trade name sintra is also used to create custom chalkboard art. Examples can be seen at Chalk It up Signs. A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade blackboards are made of rougher version porcelain

enameled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and blackboards made of porcelain usually last 10–20 years in intensive use. Class rooms may contain a number of blackboards in a grid arrangement. The teacher then moves boards into reach for writing and then moves them out of reach, allowing a large amount of material to be shown simultaneously.

The chalk marks can be easily wiped off with a damp cloth, a sponge or a special blackboard eraser consisting of a block of wood covered by a felt pad. However, chalk marks made on some types of wet blackboard can be difficult to remove. Blackboard manufacturers often advise that a new or newly resurfaced blackboard be completely covered using the side of a stick of chalk and then that chalk brushed off as normal to prepare it for use.

Black boards and white board have great impact on the learners performances because it make learning clearer for the students to understand as illustrations are made on the board. It is reliable at all time and does not need electricity, batteries, network or software to function. Boards are easy to use with other teaching tools, it is inexpensive to purchase and maintain and its life span is long.

Classroom Furniture: Educational furniture should be considered an investment in the future of an institution so choosing high quality classroom furniture is top priority. Quality furniture plays a vital role in education and can even improve learning among students. It plays a key part in education and is necessary for students, faculty and staff members alike. School furniture includes desks, chairs, tables and shelves among many other pieces and the ingredients that make each piece quality depend on its particular functions.

If the school facilities is to function effectively suitable furniture and equipment has to be provided. It plays an extremely important part in the physical, moral and mental welfare of the scholars. Proper furniture and equipment are essentials for the successful working of a school. Improper seating arrangements lead to physical deformities and thus, endanger the health of the learners. The fact that furniture may need to be shifted frequently in today's secondary classroom implies that it may be movable besides being flexible, adaptable and durable. It is true that sufficient furniture, good apparatus and useful appliances in the hands of a first class teacher can produce results which cannot be obtained under any other circumstances.

The classroom furniture's design can help students learn (and teachers teach) in several subtle and not-so-subtle ways. Some of the more obvious ways are through meeting physical requirements like size, making sure the furniture is properly scaled to fit the size of the student. Classroom furniture that fits eliminates a distraction and helps students to concentrate. Recent studies indicate movement can contribute to concentration, and is considered beneficial to physical health. With Smith System student seating, educators can allow varying degrees of movement

Computer: Today, due to technological development, computer is used to aid teaching and learning. Nowadays, in the developed countries, the micro-computer is seen as powerful equipment because it appears to be capable of keeping track of individual students and responding to them, or prescribing to them, in spite of independent variation ability, learning styles and learning rate (Scalon and O'Shea, 2019).

Laboratory:- It helps to provide regular practices in listening to models, in initiating these models and also practice in the spoken language, the mechanical and electronic

room equipped with mechanical and electronic device by means which students can hear and repeat recorded materials in foreign language.

Lightening: Classroom lighting plays a particularly critical role in student performance (Phillips 2020). Obviously, students cannot study unless lighting is adequate, and there have been many studies reporting optimal lighting levels.

According to Benya, a lighting designer and consultant, recent changes, including energy-efficient windows and skylights and a renewed recognition of the positive psychological and physiological effects of day lighting, have heightened interest in increasing natural daylight in schools (Benya 2021). Lemasters' (2020) synthesis of fifty-three studies pertaining to school facilities, student achievement, and student behavior reports that daylight fosters higher student achievement. The study by the Hescong Mahone Group (2018), covering more than 2000 classrooms in three school districts, is perhaps the most cited evidence about the effects of daylight. The study indicated that students with the most classroom daylight progressed twenty percent faster in one year on math tests and twenty six percent faster on reading tests than those students who learned in environments that received the least amount of natural light (also Plympton, Conway, and Epstein 2020). There were some questions that could not be answered by the original Hescong study, such as whether the higher performance was driven at least in part by better teachers being assigned to the classrooms that received more daylight. A follow-up study surveyed teachers in one of the districts and added information on teacher characteristics to the analysis. This new report found that the effect of day lighting remained both positive and significant. Other studies are currently in process to try to validate.

Summary of Literature Reviewed

An attempt has been made in this research to utilize the relevant literature to examine the impact of learning facilities on students' academic performances in social studies in junior secondary schools in Ilorin Metropolis. Some basic concept such as teaching facilities, learning facilities, health/ welfare facilities as well as sport and recreational facilities were defined. Also the impacts of these facilities on students' performance were also given. Types of school facilities were noted, such as Infra structural facilities, Instructional facilities and School physical environment. Maintenance of school facilities were also discussed, such as preventive, regular, reoccurring, and emergency maintenance. Also the importance of school facilities were explained, which off course promote effective teaching and learning in schools.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the method and procedure that would be adopted for the study. The method is discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instruments
- Validity of the instrument
- Reliability of the Instruments
- Procedure for Data Collection
- Data Analysis Techniques

Research Design

The research design adopted for this study is descriptive survey. The research study is set out to Examine the impact of learning facilities on academic performance of social studies in junior secondary school in Ilorin metropolis.

Population of the Study

The populations for this study were all the social studies subject teachers in the junior secondary schools in Ilorin Metropolis.

Sample and Sampling Technique

For the purpose of this study, purposive sampling technique was adopted to accommodate all social studies teachers in Ilorin Metropolis due to the manageable size

of the population. The researcher concluded by using 30 social studies teachers in Ilorin Metropolis.

Research Instruments

The instrument for data collection for this study was a rating scale and a structured questionnaire administered to teachers in Junior Secondary Schools. The questionnaire was divided into two parts; part A and B. Part A consists of general information of the respondents such as gender, school type, education highest qualification and years of teaching experience. Part B consisted of items based on the research objectives.

Validity of the Instruments

The validity of the instrument will be determined by the project supervisor

Reliability of the Instrument

The reliability of the instrument will be determined using Pearson Product Moment Formula (PPMC) to obtain a coefficient of reliability of 0.76.

Procedure for Data Collection

The questionnaires will be personally administered by the researcher to the selected teachers in Ilorin Metropolis and the responses will be collected immediately.

Data Analysis Techniques

Percentage and frequency count will be used to describe the demographic data of the respondents. To test the research hypotheses postulated for this study. Chi-Square will be used in testing the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of findings.

Data Analysis

Table 1: Gender Distribution of Respondents

This chapter presents the analysis of the data, presentation of results and discussion of findings

Data Analysis

Demographical Distribution of Respondents

Table 1: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	18	60%
Female	12	40%
Total	30	100%

Source: Field survey, 2024.

Table 1 above show that 60% of the chemistry teachers were male and 40% others are female chemistry teachers in the selected secondary schools in Ilorin West LGA, Kwara State.

Table 2: Qualification of Respondents

Qualification	Frequency	Percentage
NCE	4	13.3%
HND	6	20%
B.Sc/B.Ed	20	66.6%
M.Sc	-	-
Total	30	100%

Source: Field survey, 2024.

Table 2 shows that 20(66.6%) of the chemistry teachers are teachers with B.Sc/B.Ed qualification follow with teachers with HND qualification having 20% and 13.3% of the chemistry teachers are with NCE certificate. The results above implies that majority of the teachers are with B.Sc/B.Ed qualification.

Table 4: Respondents Years of Experience

Years of Experience	Frequency	Percentage
1 - 5 years	5	16.6%
6 – 10 years	8	26.6%
11 – 15 years	12	40%
16 – 20 years	5	16.6%
Total	30	100%

Source: Field Survey, 2024.

The table above shows that 16.6% of the teachers had an experience up to 1 – 5 years. 8 (26.6%) of them had been in teaching for serving between the years of 6 – 10

years of experience. 12 (40%) of them had an experience between 11 – 15 years and 5 (16.6%) are between 16 – 20 years in teaching job.

Research Question One: To find out whether there is relationship between learning facilities and students' academic performance in social studies.

Table 5: Teachers response on the relationship between learning facilities and students' academic performance in social studies

S/N	ITEMS	SA (%)	A (%)	SD (%)	D (%)
1	The quality of learning facilities affects students' academic performance in social studies	6 (20%)	14 (46.7%)	4 (13.3%)	6 (20%)
2	There is always an improvement in academic performance of students when better learning facilities are provided	10 (33.3%)	18 (60%)	2 (6.7%)	-
3	Students perform better in social studies when they have access to modern learning facilities?	16 (53.3%)	12 (40%)	2 (6.7%)	-
4.	There is a noticeable difference in social studies grades between schools with adequate facilities and those with inadequate facilities	13 (43.3%)	11 (36.7%)	4 (13.3%)	2 (6.7%)

Table 5 above shows that 6(20%) and 14(46.7%) strongly agreed and agreed respectively that the quality of learning facilities affects students academic performance in social studies while 4(13.3%) and 6(20%) disagreed and strongly disagreed

respectively. 10(33.3%) and 18(60%) of the teachers strongly agreed and agreed that there is always an improvement in academic performance of students when better learning facilities are provided while 2(6.7%) disagreed. 16(53.3%) and 12(40%) strongly agreed and agreed that students perform better in social studies when they have access to modern learning facilities while 2(6.7%) disagreed. Also, 13(43.3%) of the teacher strongly agreed and 11(36.7%) agreed that there is a noticeable difference in social studies grades between schools with adequate facilities and those with inadequate facilities while 4(13.3%) disagreed and 2(6.7%) strongly disagreed.

Research Question Two: To find out whether there is no adequate provision of learning facilities in secondary schools in Ilorin Metropolis for teaching and learning of social studies.

Table 6: Teachers response on whether there is adequate provision of learning facilities in secondary schools in Ilorin Metropolis for teaching and learning of social studies.

S/N	ITEMS	SA (%)	A (%)	SD (%)	D (%)
1	The classrooms in your school are adequately equipped for teaching social studies	14 (46.7%)	10 (33.3%)	3 (10%)	3 (10%)
2	You have access to necessary learning materials (e.g., textbooks, computers) for social studies	8 (26.7%)	10 (33.3%)	8 (26.7%)	4 (13.3%)
3	The current learning facilities in your school are sufficient to conduct effective social studies lessons	10 (33.3%)	10 (33.3%)	6 (20%)	4 (13.3%)
4.	The teachers in your school have the necessary resources to teach social studies effectively	14 (46.7%)	8 (26.7%)	5 (16.7%)	3 (10%)

Table 6 above shows that 14(46.7%) and 10(33.3%) of the teachers strongly agreed and agreed that the classroom in their school are adequately equipped for teaching

social studies while 3(10%) disagreed and strongly disagreed consecutively. 8(26.7%) and 10(33.3%) strongly agreed and agreed that they have access to necessary learning materials (e.g. textbooks, computers) for social studies while 8(26.7%) disagreed and 4(13.3%) strongly disagreed. 20 (66.6%) of the teachers totally agreed that the current learning facilities in your school are sufficient to conduct effective social studies lessons while 6(20%) disagreed and 4(13.3%) strongly disagreed to this assertion. 14(46.7%) strongly agreed and 8(26.7%) agreed that the teachers in their school have the necessary resources to teach social studies effectively while 5(16.7%) disagreed and 3(10%) strongly disagreed.

Research Question Three: To identify the causes of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.

Table 7: Teachers response on the causes of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.

S/N	ITEMS	SA (%)	A (%)	SD (%)	D (%)
1	Inadequate funding is a primary cause of inadequate learning facilities in your school	16 (53.3%)	10 (33.3%)	2 (6.7%)	2 (6.7%)
2	There is a clear process for identifying and addressing facility needs in your school	18 (60%)	12 (40%)	-	-
3	Inadequate government support contributes to the lack of learning facilities	14 (46.7%)	15 (50%)	1 (3.3%)	-
4.	There are regular assessments of learning facilities to identify inadequacies	16 (53.3%)	12 (40%)	2 (6.7%)	-

Table 7 above shows the responses of the teachers to the causes of inadequate learning facilities in their school. Based on the results above 26 (86.6%) totally agreed that inadequate funding is a primary cause of inadequate learning facilities in your school

while 4(13.4%) totally disagreed. Majority of the teachers agreed that there is a clear process for identifying and addressing facility needs in your school while none disagreed. Also, majority of the teachers strongly agreed that inadequate government support contributes to the lack of learning facilities in their school. Lastly 28(93.3%) of the teachers totally agreed that there are regular assessments of learning facilities to identify inadequacies in their school while 2(6.7%) disagreed.

Research Question Four: To proffer solutions to the problems of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.

Table 8: Teachers response on the causes of inadequate provision of learning facilities in secondary schools in Ilorin Metropolis.

S/N	ITEMS	SA (%)	A (%)	SD (%)	D (%)
1	Do you believe that increasing school funding can solve the problem of inadequate facilities?	16 (53.3%)	14 (46.7%)	-	-
2	Can community involvement help in addressing the inadequacies of learning facilities in your school?	12 (40%)	18 (60%)	-	-
3	Do you think that government intervention is essential to solve the problem of inadequate facilities?	15 (50%)	15 (50%)	-	-
4.	Are there existing initiatives in place aimed at improving the learning facilities in your school?	8 (26.7%)	10 (33.3%)	6 (20%)	6 (20%)

Table 8 shows that majority of the teachers they believing the increasing school funding can solve the problem of inadequate facilities. 100% totally agreed that community involvement help in addressing the inadequacies of learning facilities in your school. Further, 100% also agreed that government intervention is essential to solve the problem of inadequate facilities. 8(26.7%) strongly agreed and 10(33.3%) agreed that

there are existing initiatives in place aimed at improving the learning facilities in their school while 6(20%) disagreed consecutively to the assertion.

Testing of Hypotheses

Hypothesis One: There will be no significant relationship between learning facilities and students academic performance in social studies in junior secondary school in Ilorin Metropolis.

Table 9: Chi-square analysis on the significant relationship between learning facilities and students academic performance in social studies in junior secondary school in Ilorin metropolis

<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>Df</i>	<i>X² Cal.</i>	<i>X² Crit.</i>	<i>P-value</i>	<i>Remark</i>
30	22.14	9.61	12	35.11	21.02	0.05	H0 ₁ rejected

Table 9 above shows the outcome of the chi-square results, the result shows that the calculated X^2 value of 35.11 is greater than the critical X^2 value of 21.02 at 0.05 level of significance. This therefore suggested that significant relationship exist between learning facilities and students academic performance in social studies in junior secondary school in Ilorin metropolis. Therefore the null hypothesis which stated that there is no significant relationship between learning facilities and students academic performance in social studies is hereby rejected.

Hypothesis Two: There will be no significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities.

Table 10: Chi-square analysis on whether there is difference in the academic performance of social studies students where there adequate learning facilities and where are no inadequate learning facilities

<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>Df</i>	<i>X² Cal.</i>	<i>X² Crit.</i>	<i>P-value</i>	<i>Remark</i>
30	29.09	6.06	12	47.23	21.02	0.05	H0 ₂ rejected

Table above reveals that the calculated X^2 value of 47.23 is greater than the critical X^2 value of 21.02 at 0.05 level of significance. Therefore, the null hypotheses above which stated that there will be no significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities is hereby rejected. This implies that there is significant differences between the two variables.

Discussion of Findings

The findings of the study showed that there is significant relationship exist between learning facilities and students academic performance in social studies in junior secondary school in Ilorin metropolis. According to Agun (2018), teaching facilities enable teachers present learning tasks and when properly used, they can help to make the participation of learners in the teaching learning process more meaningful and useful.

The findings also reveal that there will be significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities. In a study carried out by Asiyai (2021) on the state of facilities in Delta state public secondary schools, it was discovered that they were generally in a state of disrepair.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations, limitations of the study and suggestion for further studies.

Summary

This study examined the impact of learning facilities on academic performance of social studies in Junior Secondary School students in Ilorin Metropolis. The study was guided with four research questions and two hypotheses. The study adopted a descriptive research survey type method. The population of the study comprised of all social studies teachers in junior secondary school in Ilorin Metropolis. Due to high population of the study, the study purposively select 30 social students from a sample of ten junior secondary schools in Ilorin Metropolis. A self-structured questionnaire was used as the study instrument, data analysis was done using frequency, simple percentage and chi-square statistics was used to test the hypothesis.

Based on the findings, it was revealed that there is significant relationship exist between learning facilities and students academic performance in social studies in junior secondary school in Ilorin metropolis. The findings also reveal that there will be significant difference between the academic performance of social studies students who attended junior secondary schools where there are adequate learning facilities and those who attended junior secondary schools where there are inadequate learning facilities.

Conclusion

Availability, adequacy and maintenance of education facilities are important factors in the attainment of educational goals. With effective management, wastages are eliminated and the process of teaching and learning is enhanced.

Recommendations

Based on the findings, the following recommendations were made.

1. Government and other stakeholders should make adequate provision for school facilities.
2. Training programmes on maintenance and utilization should be organized for handlers of facilities by the ministries of education or concerned authority.
3. School heads should carry out regular checks and maintenance of facilities.
4. A holistic approach to facility management should be adopted such that all stakeholders become involved in the provision, utilization and maintenance of the facilities.
5. Teachers, students and community should develop a positive attitude to the use of facilities by taking them as their personal properties.
6. Budgeting allocation to education should include cost of maintenance
7. Establishment of maintenance culture through the provision of adequate funds.

Limitation of the Study

The study was limited to ten junior secondary schools in Ilorin Metropolis due to time frame, shortage of resources and financial capability.

Suggestion for Further Studies

It was thereby suggested that since this study focused on one particular subject i.e. Social Studies. It is therefore suggested that same topics could be carried out in other subjects across the entire state. Also the following topics could be examined.

- i. Factors affecting the performance of students in social studies
- ii. Influence of teachers qualification and availability of instructional in teaching and learning of social studies.

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QUESTIONNAIRE

KWARA STATE COLLEGE OF EDUCATION, ILORIN **IMPACT OF LEARNING FACILITIES ON ACADEMIC PERFORMANCE OF** **SOCIAL STUDIES STUDENTS IN JSS**

Dear Respondents,

I am a student of the above named institution, carrying out a research on the topic: *“Impact of Learning Facilities on Academic Performance of Social Studies Students in JSS in Ilorin Metropolis, Kwara State”*. The questionnaire was designed to obtain information in this direction.

Your responses shall be very helpful to the successful completion of this work. All information provided shall be considered and used purely for academic purpose.

Thanks for your cooperation.

SECTION A: DEMOGRAPHICAL DATA OF RESPONDENTS

Gender: Male (), Female ()

Educational Qualification: NCE () HND (), B.Sc (Ed), M.Sc ()

Years of Experience: 1 – 5 years (), 6 – 10 years (), 10 – 15 years (), 15 years above ()

SECTION B

Instruction: Please tick (✓) any of the option that most appropriately described your opinion:

KEY: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	SD	D
1.	The quality of learning facilities affects students' academic performance in social studies				
2.	There is always an improvement in academic performance of students when better learning facilities are provided				
3.	Students perform better in social studies when they have access to modern learning facilities?				
4.	There is a noticeable difference in social studies grades between schools with adequate facilities and those with inadequate facilities				
5.	The classrooms in your school are adequately equipped for teaching social studies				
6.	You have access to necessary learning materials (e.g., textbooks, computers) for social studies				
7.	The current learning facilities in your school are sufficient to conduct effective social studies lessons				
8.	The teachers in your school have the necessary resources to teach social studies effectively				

9.	Inadequate funding is a primary cause of inadequate learning facilities in your school				
10.	There is a clear process for identifying and addressing facility needs in your school				
11.	Inadequate government support contributes to the lack of learning facilities				
12.	There are regular assessments of learning facilities to identify inadequacies				
13.	Do you believe that increasing school funding can solve the problem of inadequate facilities?				
14.	Can community involvement help in addressing the inadequacies of learning facilities in your school?				
15.	Do you think that government intervention is essential to solve the problem of inadequate facilities?				
16.	Are there existing initiatives in place aimed at improving the learning facilities in your school?				