**EDUCATIONAL FACILITY AND SOCIAL STUDIES STUDENTS’ PERFORMANCE IN JUNIOR WAEC IN JUNIOR SECONDARY SCHOOL**

**TITLE PAGE**

Certification

Dedication

Acknowledgement

Table of Content List of Tables

**ABSTRACT**

**CHAPTER ONE: INTRODUCTION**

* 1. Background of the study
  2. Statement of the problem
  3. Objective of the study
  4. Research Hypotheses
  5. Significance of the Study
  6. Limitation Of The Study
  7. Scope of the study
  8. Definition Of Terms

**CHAPTER TWO: REVIEW OF LITERATURE**

2.1 Conceptual Framework

2.2 Theoretical Framework

2.3 Chapter Summary

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Area Of Study

3.2 Research Design

3.3 Population Of The Study

3.4 Sample Size Determination

3.5 Sample Size Selection Technique And Procedure

3.6 Research Instrument And Administration

3.7 Method Of Data Collection

3.8 Method Of Data Analysis

3.9 Validity Of The Study

3.10 Reliability Of The Study

3.11 Ethical Consideration

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Data Presentation

4.2. Test Of Hypothesis

**CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION**

5.0 Summary

5.1 Conclusion

5.2 Recommendation

**References**

**Appendix**

**ABSTRACT**

This study was carried out on the educational facility and social studies students’ performance in junior WAEC in junior secondary school using selected junior secondary schools in Alimosho local government area of Lagos State as case study. To achieve this 3 research hypotheses were formulated. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprise of students and teachers of selected schools in Alimosho local government area of Lagos State. In determining the sample size, the researcher conveniently selected 200 respondents while one hundred and fifty were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and percentage. While the hypotheses were tested using Chi-square statistical tool, SPSS v23. The result of the findings reveals that the availability of school facilities has a positive effect on students’ academic performance, more so, the findings shows that there is no adequate provision of school facilities in secondary schools and there is a significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities. In regard to the findings, the study recommends that the school counsellor in collaboration with the administrative unit and government should provide standard classroom building and conducive environment for teaching and learning process, apart from school and public libraries, education resource centres should be established by government such as teacher centres and audio visual centres. Teachers’ centres could serve as place where teachers could work together in groups to generate ideas that would make them more competent in the profession. Also teachers should be made to use instructional facilities while teaching and where they are not available improvisation should be adopted and it could be concluded that government did not inject facilities into public schools when compared with facilities available in private schools. Therefore, government should give priority to public schools in the provision of facilities. Lastly, computer education and training should be made available and mandatory in the school system, right from the primary to tertiary level of education. ICT programme should be adequately implemented in all school.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND OF THE STUDY**

Regardless of its natural endowment, no country can thrive unless it prioritizes human capital development, which may be achieved via a solid academic foundation geared to secondary school performance. Nigerian culture puts a high value on education, believing it to be the sole path to national growth. However, this can only be accomplished if students at the citadel of learning's boarding and day schools get actively engaged in academic activities that will improve their academic performance. As a result, the country's technical progress will accelerate.

Education is seen as a worthwhile investment for national development in many nations throughout the globe. Education in Nigeria is a "par excellence" tool for achieving national development, and it is highly regarded since it is a system that is anticipated to provide qualitative and quantitative human resources, which are essential for any nation's economic progress, by combining the correct inputs. Nigeria's Federal Government (FGN,2004). On the basis of the above new research, contemporary boarding schools serve a diverse body of motivated and well-rounded students who study and live in supportive, inclusive academic communities where they learn about independence, responsibility, and traditional values that help them achieve success at higher rates in the classroom than private and public day school students.

Small class sizes at boarding schools let instructors engage every student in the classroom, and the settings are often structured to promote student engagement and eye contact among all students. construcción (2007) Children from isolated and rural locations, as well as ethnic and linguistic minorities, may be exposed to new ways of life, routines, responsibilities, technology, instructors, and classmates from outside their community, which helps to socialize and mainstream them.

Students and instructors dine together in boarding schools, which are self-contained communities. They spend their free time together watching TV and playing games. This is because at a boarding school, instructors and staff take the position of parents. They practically and symbolically assume the role of parents. While their charges are in school, they have a significant role in moulding and directing them. Because pupils are not permitted to leave the classroom at the end of the day, they are unable to escape the professors' powerful influence. This is one of the main reasons why many parents send their children to boarding school.

Students may gain skills that will help them live in a larger community while attending a boarding school. Boarding provides students with the chance to support one another with their academics during and after school hours, to collaborate and respect other people's habits and beliefs, and to improve social and communication skills via contact with other students and staff.

Boarding schools, according to UNESCO (2010), offer a centralized learning and living environment that may serve as an effective connection between distant communities of origin and the greater community. The majority of boarding students read on a regular basis since reading is a part of their education, and they sometimes utilize the library and library books. People who have attended a boarding school have more independence, self-confidence, and responsibility since they are less reliant on their parents.

Because students are required to study according to a defined schedule before and after school hours, boarding schools provide structure and discipline. Students learn to respect regulations, perform tasks on time, go to bed on time, and awaken early. Day-school pupils and instructors show less respect for regulations and are less accountable, since they are more irregular and less timely in school, which leads to a lack of discipline and tardiness.

In boarding institutions, overcrowding in dormitories may occasionally quadruple the number of students who were initially expected to be accommodated. Overcrowding in the students' hostels, as well as insufficiency of the nutrition, unavailability of water, and noise from class or neighboring classrooms, were among the issues experienced by boarding students. Other issues include a lack of adequate illumination, interruption from classmates in the same or other classrooms, and interruptions caused by non-human activity such as insects. Despite these issues, the ordinary boarding student has exceptional living and learning circumstances compared to the hardship and degradation experienced by many day students.

Academic Performance, according to Kail, Robert, and John (2007), refers to the respondents' Grade Point Average (GPA) at the conclusion of the semester. It is the approach used by the school to evaluate and assess how effectively pupils grasp what they have been taught, as well as to demonstrate what they have learned by their academic performance throughout the course of the term.

Many day-schools, according to Urban and Daad (2007), provide more than just education, such as food and clothes. However, in the case of boarding institutions, this assistance is often more substantial (including housing). This 'full help' may encourage parents to send their children to school, despite the fact that boarding school is rather costly, and it is only available to those whose parents or guardians can afford it. Indirectly, this assistance adds to improved educational outcomes. It's tough to learn on an empty stomach.

On the other hand, Ebenuwa- Okoh (2010) believes that if there is a prospect of attending or establishing a school nearby, day-schools are preferred. A paucity of schools, induced by a lack of financing, is typically the reason of distance to school. Because day schools are less expensive, more schools (nearer to home) may be constructed. The appropriate mix of home and school life might be found at a day school. The youngster may attend to school to study and develop social skills while still spending time with his or her family at home.

Facility means the system which supports the operation of an organization or an institution to carry its daily activities and to promote growth and development in such organization or institution. Facility refers to the entire environment of the school or an organization; it refers to both the physical and material resources available to the students and teachers in the school to facilitate their learning and teaching process. The classrooms; the libraries and the laboratories for sciences are the three main areas of facilities identified in the school system or environment. (Onyeji, 1990)

Yeloye (1990) states that in terms of the availability of the libraries as one of the educational facilities, a great many of our secondary schools have no functional libraries, and where some libraries are found, there are no new or current books that are relevant to the current secondary school programmes. In effect there are no library facilities in most of the secondary schools in Nigeria, especially in Lagos State.

The importance and uses of the library cannot be under-rated. Libraries and books give great assistance to both the teachers and the learners. In a situation whereby our secondary school students are left with no choice to make their text books as the only source of knowledge, the danger of exposing them to obsolete knowledge in old books donated by the British Council several years ago as one normally finds in the old secondary schools should not be overlooked. According to Dada (1994), any one who is familiar with secondary school classrooms in Nigeria, especially in Lagos State, will agree that no meaningful teaching/learning activities can effectively take place in most of them, even if teachers are God-sent and the learners are celetial pack of highly intelligent personalities, the problem is that where there are classrooms, they are overcrowded to the extent that rooms originally meant for between 30 and 40 students, take between 60 and 80 students with a good number of them sitting on windows. In this situation, neither the teacher nor the students can move freely as expected in our secondary school classrooms. This is why many teachers do not give assignments to such large number of students regularly as expected. And this has affected student’s academic performance drastically.

On science laboraories, Olarewaju (1994) claims that only few schools have science laboratories which are well equipped to carry out scientific experiments in courses such as biology, physics, and chemistry. A good number of schools teach biology or chemistry as if they are non-science subjects without laboratory. Some other schools which are so during, teach the three branches of science without laboratories in the hope that they would use other schools, laboratories during their examinations or compel students to contribute money for purchase of science equipment through the school Parents Teachers Association (PTA). It should be noted that the greater failure rate is in science because our schools lack the essential science to the students but rather, resort to the theoretical science without the use of laboratory. The contention is that the nation has been unfair not only to students in our secondary schools but also to her. This s because no nation can develop technology through theoretical teaching of science subjects, under poor educational facilities, no meaningful teaching and learning can take place, and the normal refrain in the educational circle is that all is well with our secondary schools.

**1.2 STATEMENT OF THE PROBLEM**

The importance of educational facilities or amenities in the development and growth of the educational sector cannot be overemphasized. Many schools in Nigeria today do not have certain educational facilities that can make the teaching and learning to be easier and enjoyable to both the teachers and the students.

Often times, there has been a constant outcry of the inadequate provision or non-provision of the educational facilities, especially, the laboratories, the classrooms (buildings) and the libraries which are the main educational facilities that aid teaching and learning process, for example due to lack of necessary equipment in the school, teachers in the science fields find it difficult to experiment and carryout practical teaching in the school, and the resultant effect is that most science students fail their science related subjects in the external and internal examinations.

Due to lack of provision of libraries, and sufficient classrooms in the school, year after year, the academic performance of students both in arts and science courses continued to go down. This is because the teachers are not able to utilize the instructional materials to present their teaching thoroughly for the better understanding by the students. In fact the inadequate provision or the non-availability of educational facilities in our secondary schools is what prompted the investigation of this study.

**1.3 OBJECTIVE OF THE STUDY**

The main purpose of this study is find out the possible influence educational facilities have on student performance in social studies in Junior WAEC in Junior secondary schools in Lagos State. Thus, the following studies;

(1) To find out whether the availability of school facilities has a positive effect on students’ academic performance.

(2) To find out whether there is adequate provision of facilities in secondary schools.

(3) Examine if there is any significant difference in the junior WAEC performance of students in schools with adequate facilities and schools with indequate facilities.

(4) To identify the causes of inadequate provision of school facilities in our secondary schools.

**1.4 RESEARCH HYPOTHESES**

The study will test the validity of the following hypotheses

**H01**: The availability of school facilities has no positive effect on students’ academic performance.

**H02**: There is no adequate provision of school facilities in secondary schools.

**H03**: There is no significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities.

**1.5 SIGNIFICANCE OF THE STUDY**

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 infrastructures in the secondary schools will adversely affect their academic performance.

To teachers, it is hoped that through the study they will come to terms with the fact that the provision of adequate infrastructures 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 infrastructures in our secondary schools. They would through this study understand better the effect of inadequate provision of infrastructures in our schools, on the teachers work performance and the academic performance of students.

It would be of benefit to parents because it will enable them to understand the effect of inadequate infrastructures on academic and work performance of both students and teachers. With the finding and recommendations of this study parents would help the school authorities to find lasting solutions to the problem of inadequate provision of infrastructures in our schools.

**1.6 SCOPE OF THE STUDY**

The study will cover the relationship between school facilities and students academic performance in Lagos State.

**1.7 LIMITATION OF THE STUDY**

During the course of this research, the researcher was faced with time constraints and financial constraints.

**1.8 DEFINITION OF TERMS**

**1. EDUCATIONAL FACILITIES:** This refers to all provision which include physical materials or equipment within the environment of the school which help to facilitate effective

**2. PERFORMANCE:** This refers to the extent to which a student, teacher or institution have attained their educational goals.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in four sub-headings:

Conceptual Framework

Review of related literature

Theoretical Framework

Empirical Review and

Chapter Summary

**2.1 REVIEW OF CONCEPTS**

**ACADEMIC PERFORMANCE**

Academic performance is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination and continuous assessment. Yusuf and Adigun (2010), Lydish and Nasoga (2009) noted that the performance of students in any academic test has always been of special interest to the government, Educationists, Parents and society at large.

Schools are commonly evaluated using students performance data (Heck, 2009). Student’s assessment result is the basic for judging the performance of teachers and teachers celebrate when their schools and Students are highly ranked.

Smith (2004) noted that in educational institution, success is measured by academic performance or performance or how well a student meets standards set out by the institution itself. Success in educational institution has so much been associated with one’s performance in examinations. Student who do well in examinations get a chance of proceeding to higher level of studies in the subject and its related disciplines and so consequently become a source of man power in the chosen career and therefore with the knowledge and skills that have been acquired, the student will be able to live and independent and useful life both himself / herself and the larger community in which he /she lives. Susan (2000) noted that as career competition grows evermore fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government educational department alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parent cares about their child’s academic performance because they believe good academic result will provide more career choices and job security. Schools, though invested in fostering good academic has it for the same reasons, are also often influenced by concerns about the school’s reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal department of education are charge with improving schools, and so devise methods of measuring success in order to create plans for improvement, frank (2003).

In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by National performance Evaluation system of subject subsidized schools (organization for Economic cooperation and Development, 2005).

According to Adediwura and Tayo (2007) academic performance is designated by test and examination scores or marks assigned by the subject teachers. Student performance can be low, average or high (Savowy 1998).

Performance of students can be affected by several factors, which can be student related factors, school related factors (teacher) and home related factors (Adediwura, A.A and Tayo, T. 2007). Savowy (1998) suggested that a catalogue of useful visual aid that are good for teaching and that are good for teaching and that can enhance or improve students’ performance.

Students performance is driven by helping teachers construct learning scenario that are meaningful to individual students, relevant to their circumstances and cognizant of their prior of learning and potential. Understanding what students have achieved, where they should need next and how to effectively reach their destination requires a coordinated effort, bringing together best of breed learning and assessment tools with engaging effective content and instruction.

Summary, several factors have been identified to influence student performance which may be low, high or medium performances.

## FACTORS AFFECTING STUDENT PERFORMANCE

Many researchers has listed different factors that affected students academic performance in their research. According to Herb and El-Sharawin, (2006) there are two type of factors affecting student performance. These are internal and external classroom factors. Internal classroom factors includes student competence, class schedules, class size, textbooks, class test result, learning facilities, environment of the class, complexity of course materials, teacher role in the class, technology used in the class and exam systems. External ones include extra- curricular activities, family problems, financial problems, social and other problems.

Noble (2006) emphasized student academic accomplishment and activities, perception of their coping strategies and positive attributions and background characteristics (i.e family income, parent level of education guidance from parent and number of negative situation in the home) were indirectly related to their composite scores through academic performance in high school.

Young (1999), held the view that students performance are intend with the use of library and level of their parental education. To Hussan (2006), the guidance from parent and the teachers indirectly affects the performance of students. According to Reid (1995), learning preferences refers to a person’s natural habitual and preferred way of assimilating new information. A good match between students learning preferences and instruction teaching style has been demonstrated to have positive effect on student’s performance (Herb andEl-sharawi 2006). Self motivation, age of student, learning preference are identified as factors affecting students performance. (Arpin, Mahmood, Rohazaid, yeop and Anuar, 2008), keman, Bogart and Whet 2010) held that academic success of graduate student will be enhanced if the optimal related barrier are low. A student performance have been to affected by several factors and this depend on time, location, age, competence.

Jeynes (2002) held that parent socio-economic condition, which includes parent’s academic and professional qualification, revenue and occupational affliction, is also associated with academic gain of students. The result of many studies confirmed that academic performance of student is contingent upon parent’s socio-economic status. So the students belonging to background from higher social economic standard will perform better than those student associated with low socio-economic status is generally determined by combining parents’ qualification, occupation and income standard” (Harry 2002). Among many

research studies conducted on academic performance, it is not very surprising to observe the socio-economic status is one of the main element studies while predicting academic performance.

Gractz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio-economic background has a great impact on student academic performance, main source of educational imbalance among student’s academic success contingent very strongly on parents’ standard. Cosidine and Zappala (2002) also having the same view as Coreaz (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students noticed, where the parents or guardian have succeed, educational and economical advantage of definitely strengthen the higher level of success in future. It is also noted that these parent make available sufficient psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

It is also assumed the learning outcome of student are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students learning outcomes. Considine and Zappala (2002) quoted sparkles (1999) showed that schools environment and teachers expectations from their student also have strong influence on student performance. Most of the teachers working in poor schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectation from them, hence it leads to poor performance by the students. Kwesiga (2002) approved that performance of the student is also influenced by the school in which they studies but he also usually determine the quality of the school, which in turn affect the performance and accomplishment of its student.

Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching, learning and in the end evaluation of all.

Many studies on the influence of environment have come out with the view that the home, the schools, and the communities determine the extent of students performance in school. Human being differs from one another due to heredity and environmental factors. In the development of an individual both heredity and environmental interact, that is inter play of these two factors.

Darwin’s theory of a national selection on survival of the fittest postulate the roles that environment plays in the development of individual. Many support

Darwin’s view that man is what he is because of his social environment. It is believed that through the interplay of the environmental and biological inheristics, man has developed physical characteristic that enable him to cope with the demand of his environment.

Noble (2006) asserted that family is the first socializing agent and the most influential, it is responsible for rearing and educating the children during their early years.

Herb and El-sharawin (2006) concluded that the major motivation to learn or not to learn start with the family is reinforce by respected comparison and occasion is strengthen by neighbours, community and teacher. Teachers build upon what has been initiated by a father, a mother, a brother, a sister, friends or perhaps relatives.

However, Afe (2001) pointed out that the school environment is exerting the greatest influence next to the home on the students developing, according to him a favourable school environment is the one which stimulate sufficient and relevant physical facilities like libraries, teaching materials space and instructional resources. It is one in which there is a sense of psychological well being, in which the teacher is capable of establishing report mutual esteem, good relationship and enhance the mental health of the learners. Keeves (1982) is one of the view that educational environment is related to student’s performance. He describes three educational environment, the home, the school and peer group to investigate the influence these factors have on academic performance. Keeves found out that the inspiration and attitude of parent towards the student influence of parent influence their level of performance in social studies and other sciences subjects.

Teacher qualifications is also one of the factors affecting the teaching – learning process as well student’s academic performance in social studies. According to national policy on education (1977) no education system can rise above the quality of teachers. Teachers of social studies should be social studies specialist and effectively handle the teaching of social studies. In support of national policy on education, Afe (2001), opined that whatever the profession, there is need for training in order to create awareness of the problems of that profession, he further stressed that such training would improve the level of competence of dealing with such problem. Adediwura (2007) observed that some principal accept ordinary diploma holder in microsocial studies to handle social studies subject in higher classes. As a result of this, there was increase in failure rate of student in the subject. The government knows that importance of the suitable staffing in schools as one of the solution to arrest the dedening standard in public examination.

Akintola (1997) stated that the Nigeria Education research council (NERC), point of view and experiences gathered across the country, it is our discovery that the teaching of social studies in Nigeria secondary school had been growing downwards for the teacher to be effective, he must have in addition to interest, the right training and qualification. In education, resources are the sum total of everything used directly or indirectly for the purpose of educational training to support, facilitate or encourage the acquisition of knowledge, competent, skill, and know-how (Hallack 1990). He divide the resources into human and materials resources, according to him, human resources refers to teachers and other support personnel who assist in the ;process of teaching. Teachers have been identified or recognized as indispensable human resources and infact the single most importance element in the school system, more important than the quality of equipment and materials (Hallak 1990).

The importance of teachers was given prominent by federal republic of Nigeria National policy on education. When it stated that no education system can rise above the quality of its teachers and as such teacher’s education will continue to be given a major emphasis in all educational planning. Emeke and Yoleye (1992) in reviewing current research of science and its implication for secondary school teacher brought out the fact that teaching methodology in science goes a long way to determine the quality of learning that takes place in the students.

In the view of Wright, Horn and Sander (1997) teachers play a crucial role in education attachment because they are ultimately responsible for translating policy into action and principle and they concluded that the most important factor influencing student learning is the teacher. Teacher is the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the tutelage of such teacher may achieve inadequate progress academically; this is regardless of how similar or different the students are in terms of individual potential in academic performance.

## SCHOOL FACILITIES

## Writing on the role of school facilities in enhancing student performance, Balogun (2004) submitted that no effective science education programme cannot exist without facilities for teaching. This is because facilities enable learners or student to develop scientific attitudes and problem solving skills. Akinfolarin (2006) identified facilities as a major contributing factor to academic performance in the school system.

## Different studies conducted by Ayodele (2000) and vandiver (2004) showed that a positive relationship exist between availability and student performance. Bandele (2003) noted that the importance of school facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all school.

Adesola (2008) found out the level of available resources is indeed a plus to the teachers and goes a long way to show the level of ingenuity and commitment of the teacher towards effective delivery of lesson.

## SCHOOL FACILITIES AND STUDENT PERFORMANCE IN SOCIAL STUDIES

The relationship between school facilities and student performance has been investigated for instance, Aderounmu, aworant and Kasali (2001) investigated “the impact of the school facility in science, mathematics and mathematics education on student performance at the National Technical certificate (NBC) examination in five government technical colleges in Oyo state from 2000-2005 and found that facilities has a significant influence on student performance. Ivowi (2000) and Cirfat and Zumyil (2000) observed that lack of science equipment and laboratories are major causes of poor performance in science subjects in secondary schools in Nigeria. Dan Azumi (1998) recterated that one of the most repeatedly mentioned problems causing poor performance in science subjects, social studies inclusive since the introduction of SSCE is lack of equipment and materials to conduct practical.

From the foregoing discussion, there is a strong indication that academic performance of science students correlates with school facilities available at their disposal in the school. Some elements that constitutes these facilities and their impact on academic performance of students. They are:

Library

Laboratory

School building

## LIBRARY AND ACADEMIC PERFORMANCE

Oxford advance learner’s dictionary described a library as a building or room in which collection of books, tapes, newspaper e.t.c are kept for people to read, study or borrow. Library is an organized collection of sources of information and similar resources, made available to a defined community for reference or borrowing. It provides a physical or digital access material and may be a physical building or room or virtual space or both.

According to frank (2003), a library must be up to date and at the same time allow access to older materials. It must be properly supported financially to fund materials and services among others.

While itemizing the types of libraries, Ola (2000) opined that secondary school library in whatever form has replaced the radiation method of “chalk and talk” in impacting knowledge to students, that it effects on academic performance need not be over-emphasized. He concluded that a well equipped library is a major academic performance of high educational standard. In his words, Farombi (1998) reiterated that school libraries may not be effective if the books therein are not adequate and up to date as its impact may be meaningful if the library could be opened to the student always for a considerable length of time in a school day. The importance of library has been demonstrated by the government when she expressed in the National policy on education (NPE) that every state ministry needs to provide funds the establishment of libraries in all her educational institutions and to train librarian and library assistants. As a resources it occupies a central and primary place in any school system. It supports all functions of school teaching and provides service and guidance to its readers. Moreover, fuller (1986) identified a school library as an instructional resources which may significantly influence students’ performance after controlling for students’ family background, he found that effected library size and its activity have been positive in 15 out of 18 analysis.

Also, in his study on the relationship between instructional facilities and academic performance, popoola (1999) discovered that library correlates with academic performance and those school with well equipped library normally maintain high academic performance. In addition to providing materials, libraries also provide the service of librarians who are expert of finding and organizing information and at interpreting information needs.

Modern library are increasingly being redefined as a place to get unrestricted access to information in many format and from many sources, they are extending services beyond the physical walls of a building by providing materials accessible by electronic means and by providing assistance of librarians in navigating and analyzing very large amount of information with variety of digital tools, Adewale (2000).

Library is an essential factor in teaching –learning process. It forms one of the most important educational services. The educational process functions in a world of books. The chief purpose of a school library is to make available to students at his /her convenience, all book, periodicals and other reproduced materials which one of interest and value to him /her.

## LABORATORY AND ACADEMIC PERFORMANCE

Laboratory has been conceptualized as a room or building specially built for teaching and demonstration of theoretical phenomenon into practical terms. A laboratory is a facility that provides controlled conditions in which scientific or technological research, experiments and measurement may be performed. Laboratories are used for scientific research takes many form because of the differing requirement of specialists in the various of field of sciences. Faronmi (1998) argued the saying that a seeing is believing as the effect of using laboratories in teaching of science subjects as student tends to understand and recall what they see than they hear or were told . laboratory is essential to the teaching of sciences and the success of any science course is much dependent on laboratory practical provision made for it.

Affirming this, Ogunniyi (1999) said that there is a general consensus among science educators that the laboratory occupies a central position in science instruction. It could be describes as a place where theoretical works practicalized whereas practical in any leaving experience involve students in activities such as observing, measuring, experimenting, recording, counting and carrying out field work.

**SCHOOL BUILDING AND ACADEMIC PERFORMANCE**

Many researches finding have shown that the success of any educational endeavour rest on the availability the school building.

Writing on its importance, Olutola (2004) noted that the availability of school building and classroom and other plats contribute good academic performance as they can enhance effective teaching –learning process, he further stated, that well sited schools building should be comfortable, pleasant and psychological uplifting. It should produce a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants; the student and it should support the educational process all these condition can only be met through the cooperative effort of imaginative teachers and administrators and a creative knowledgeable architect.

Earlier in his study, Williams (2003) scientifically said that school building are very vital input to educational system; emphasizing that even they do not teach but their use may facilitate or impede learning. However, he did not see school building as one of the critical variable affecting student performance because he found no evidence that expensive school would necessarily improve academic performance.

Management of school facilities: Provision, utilization, maintenance and improvement.

Application of appropriate management techniques would assist in taking care of all available facilities. In other words, facilities which might have suffered neglect is a result of careless, ignorance, lack of commitment and lack of resources for management, would receive attention from school administrators and inspectors. Also school facilities which are well managed are likely to be durable. This will save us the lost replacement within a short period of procurement.

In addition, there would be safety from danger, disaster and theft when facilities are well managed, certain facilities, especially the ones in the laboratories, are delicate, dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disaster such as flood and could be avoided if their proper planning for safety precautions. Stages of facility management includes;

### 1.Provision of school facilities

Execution of educational programme demands that facilities are provided if success is to be achieved. Government, school proprietors, parents and other stakeholders are expected to provide the facilities for the schools, the government stated that all stake holders could be involved in evry areas of school management, provision of facilities inclusive, however, this aspect is one of the most neglected areas in school system Olagboye (2004), as a result there is disparity in provision of facility from one school to another in urban center while the schools in rural areas are neglected.

2.Utilization of school facilities.

Adeboyeje (2000) stated that utilization is the degree or extent to which an item has been put to effective. According to him, various degree of utilization include non-utilization, under -utilization, maximum – utilization, optimum utilization and over- utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, under utilization occurs. There is over- utilization when a facility is used more than its capacity. These degree of utilization constitute a waste of resource and counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with the primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community.

Resources put into maximum and optimum usage are not wasted. They are likely to enhance performance of educational objectives. Olagunju (2010) states that the process of managing and organizing resources is called resource utilization. The utilization of resources in teaching brings about fruitful learning since it stimulate student sense as well as motivating them Olagunju (2010).

Akaro (2005) and Eze (2002) held that resources can only be utilized when they are available and that there should be invested in this wise in educational institutions for proper utilization of materials resources and skills for effective teaching of science. The facilities should be provided in quality and quantity in science, technical and mathematics classroom for effective teaching and learning process (Umeoduagu, 2006).

3. Maintenance of school facilities.

Facilities tend to depreciate as soon as they are provided and put into use. Therefore, there is need for maintenance through repair and serving of components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It is also prevent wastages.

**2.2 REVIEW OF RELATED LITERATURE**

Academic performance is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination and continuous assessment. Yusuf and Adigun (2010), Lydish and Nasoga (2009) noted that the performance of students in any academic test has always been of special interest to the government, Educationists, Parents and society at large.

The success of students of a subject at a given test determines mastery of that subject. Any task in which an instructor interacts with students is supposed to result in the students understanding something. There is a concern if such an operation would not result in an improvement in learners' behavior (learning). Technology educators are concerned with their students' success in Subjects in general. Students' success in subjects is poor in national and state exams, according to Aghyeneku as cited in Sakiyo and Sofeme (2008). Students' low Subjects results can be attributed to a variety of factors. Technology curricula, teachers' teaching practices, parents, the administration, a shortage of Subjects resources, and other factors are among them (Ahiakwo, 2003). According to a survey of schools (Ajayi, 2007), the lack of adequate teaching resources, supplies, and laboratory facilities in schools has a detrimental impact on successful Subjects learning in schools. According to Ango (1990), students' low output in Subjects is mostly attributed to a lack of student involvement in teaching learning exercises right from the start of every new subject to be learned, a lack of trained instructors with teaching expertise, and a lack of availability and/or insufficiency of laboratory materials. Teachers have a major effect on students' academic success. Teachers serve as facilitators, instilling the ideas to be learned in their pupils. Olarewaju (1986) and Nwagbo (1995), on the other hand, believe that teachers' ignorance or lack of activity-oriented approaches contributes significantly to students' poor success in Subjects. The improvement of human resources is critical when contemplating technological advancements (Fajonyomi, 2007). This was in line with Ogbazi (1987), who stated that the issue of industrial growth in Nigeria is a lack of adequately skilled human capital, which has become a big stumbling block to the country's technical and economic development. The instructor is the most important individual tasked with influencing the foundational principles of technology by high school education. This is why, according to Adeniyi (1993), the quantity of well-qualified teachers in a country determines its manpower growth. Subjects instruction in secondary school is intended to improve vital Subjects skills in students in order to prepare them for technical applications and to stimulate and enhance innovation, as stated in the Nigeria National Policy on Education (2004). If students are trained by inexperienced instructors, this admirable goal would not be achieved. Those instructors will be unable to effectively and sufficiently communicate ideas to pupils. Subjects is one of the most important subjects in Subjects, so its successful instruction must be taken seriously. The Subjects teachers' knowledge and expertise in this area will be priceless. Being well-versed in a subject's logical interpretation is one thing; being well-versed in the right approach for communicating such principles to learners for better comprehension is quite different. In this case, a qualified educator will be ideal. For decades, the subject of teaching professionalism has been a hot topic. Scholars concluded that successful learning needs highly qualified instructors. In Fajonyomi (2007), Ngada stressed that the availability of skilled (professional), knowledgeable, and committed teachers is crucial to the success or failure of any educational program. According to Seweje and Jegede (2005), a teacher's capacity to instruct is dependent on excellent pedagogical abilities gained rather than their academic history. The achievement of national technological development, as outlined in Nigeria's national education strategy, is largely dependent on the standard of Subjects instructors, among other factors. This viewpoint is backed up by Nkwodimah's (2003) assertion that the standard of an instructor would eventually be reflected in the people of the future. Though commenting on teacher consistency, Okebukola in Ngada (2008) found that over 80% of respondents in a survey believed that teachers are carriers of flaws. Inadequate exposure to teaching experience, bad classroom administration and supervision, superficial subject matter, and a lack of professionalism are only some of these flaws. According to Ajayi (2009), a teacher's professional qualities include: mastery of the subject matter; sense of organization; ability to clarify ideas; ability to motivate students; good imagination; ability to engage students in meaningful activities during the teaching period; management of the details of learning; and frequent monitoring of students. Our classrooms have a scarcity of qualified educators (Ngada, 2008). It's possible that the explanations aren't as far-fetched as they seem. Regardless of their field of study, teaching is used as a dumping place for unemployed school leavers. As a result, this community of capable young men and women treats the work as a means to an end. As a result, their contribution to the job will be minimal because they lacked the necessary commitment. Since they were never educated on the job, the few that seem to be uncommitted lack the technological knowledge needed to instruct. The effect on students' grades as a consequence is disastrous. Half-backed and shallow-knowledge students are the main victims of this, and they often score badly on exams. As a result, the country's technological development slows.

Schools are commonly evaluated using students performance data (Heck, 2009). Student’s assessment result is the basic for judging the performance of teachers and teachers celebrate when their schools and Students are highly ranked.

Smith (2004) noted that in educational institution, success is measured by academic performance or performance or how well a student meets standards set out by the institution itself. Success in educational institution has so much been associated with one’s performance in examinations. Student who do well in examinations get a chance of proceeding to higher level of studies in the subject and its related disciplines and so consequently become a source of man power in the chosen career and therefore with the knowledge and skills that have been acquired, the student will be able to live and independent and useful life both himself / herself and the larger community in which he /she lives. Susan (2000) noted that as career competition grows evermore fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government educational department alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parent cares about their child’s academic performance because they believe good academic result will provide more career choices and job security. Schools, though invested in fostering good academic has it for the same reasons, are also often influenced by concerns about the school’s reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal department of education are charge with improving schools, and so devise methods of measuring success in order to create plans for improvement, frank (2003).

In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by National performance Evaluation system of subject subsidized schools (organization for Economic cooperation and Development, 2005).

According to Adediwura and Tayo (2007) academic performance is designated by test and examination scores or marks assigned by the subject teachers. Student performance can be low, average or high (Savowy 1998).

Performance of students can be affected by several factors, which can be student related factors, school related factors (teacher) and home related factors (Adediwura, A.A and Tayo, T. 2007). Savowy (1998) suggested that a catalogue of useful visual aid that are good for teaching and that are good for teaching and that can enhance or improve students’ performance.

Students performance is driven by helping teachers construct learning scenario that are meaningful to individual students, relevant to their circumstances and cognizant of their prior of learning and potential. Understanding what students have achieved, where they should need next and how to effectively reach their destination requires a coordinated effort, bringing together best of breed learning and assessment tools with engaging effective content and instruction.

Summary, several factors have been identified to influence student performance which may be low, high or medium performances.

Many researchers has listed different factors that affected students academic performance in their research. According to Herb and El-Sharawin, (2006) there are two type of factors affecting student performance. These are internal and external classroom factors. Internal classroom factors includes student competence, class schedules, class size, textbooks, class test result, learning facilities, environment of the class, complexity of course materials, teacher role in the class, technology used in the class and exam systems. External ones include extra- curricular activities, family problems, financial problems, social and other problems.

Noble (2006) emphasized student academic accomplishment and activities, perception of their coping strategies and positive attributions and background characteristics (i.e family income, parent level of education guidance from parent and number of negative situation in the home) were indirectly related to their composite scores through academic performance in high school.

Young (1999), held the view that students performance are intend with the use of library and level of their parental education. To Hussan (2006), the guidance from parent and the teachers indirectly affects the performance of students. According to Reid (1995), learning preferences refers to a person’s natural habitual and preferred way of assimilating new information. A good match between students learning preferences and instruction teaching style has been demonstrated to have positive effect on student’s performance (Herb andEl-sharawi 2006). Self motivation, age of student, learning preference are identified as factors affecting students performance. (Arpin, Mahmood, Rohazaid, yeop and Anuar, 2008), keman, Bogart and Whet 2010) held that academic success of graduate student will be enhanced if the optimal related barrier are low. A student performance have been to affected by several factors and this depend on time, location, age, competence.

Jeynes (2002) held that parent socio-economic condition, which includes parent’s academic and professional qualification, revenue and occupational affliction, is also associated with academic gain of students. The result of many studies confirmed that academic performance of student is contingent upon parent’s socio-economic status. So the students belonging to background from higher social economic standard will perform better than those student associated with low socio-economic status is generally determined by combining parents’ qualification, occupation and income standard” (Harry 2002). Among many

research studies conducted on academic performance, it is not very surprising to observe the socio-economic status is one of the main element studies while predicting academic performance.

Gractz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio-economic background has a great impact on student academic performance, main source of educational imbalance among student’s academic success contingent very strongly on parents’ standard. Cosidine and Zappala (2002) also having the same view as Coreaz (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students noticed, where the parents or guardian have succeed, educational and economical advantage of definitely strengthen the higher level of success in future. It is also noted that these parent make available sufficient psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

It is also assumed the learning outcome of student are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students learning outcomes. Considine and Zappala (2002) quoted sparkles (1999) showed that schools environment and teachers expectations from their student also have strong influence on student performance. Most of the teachers working in poor schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectation from them, hence it leads to poor performance by the students. Kwesiga (2002) approved that performance of the student is also influenced by the school in which they studies but he also usually determine the quality of the school, which in turn affect the performance and accomplishment of its student.

Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching, learning and in the end evaluation of all.

Many studies on the influence of environment have come out with the view that the home, the schools, and the communities determine the extent of students performance in school. Human being differs from one another due to heredity and environmental factors. In the development of an individual both heredity and environmental interact, that is inter play of these two factors.

Darwin’s theory of a national selection on survival of the fittest postulate the roles that environment plays in the development of individual. Many support

Darwin’s view that man is what he is because of his social environment. It is believed that through the interplay of the environmental and biological interstices, man has developed physical characteristic that enable him to cope with the demand of his environment.

Noble (2006) asserted that family is the first socializing agent and the most influential, it is responsible for rearing and educating the children during their early years.

Herb and El-sharawin (2006) concluded that the major motivation to learn or not to learn start with the family is reinforce by respected comparison and occasion is strengthen by neighbors, community and teacher. Teachers build upon what has been initiated by a father, a mother, a brother, a sister, friends or perhaps relatives.

However, Afe (2001) pointed out that the school environment is exerting the greatest influence next to the home on the students developing, according to him a favourable school environment is the one which stimulate sufficient and relevant physical facilities like libraries, teaching materials space and instructional resources. It is one in which there is a sense of psychological well being, in which the teacher is capable of establishing report mutual esteem, good relationship and enhance the mental health of the learners. Keeves (1982) is one of the view that educational environment is related to student’s performance. He describes three educational environments, the home, the school and peer group to investigate the influence these factors have on academic performance. Keeves found out that the inspiration and attitude of parent towards the student influence of parent influence their level of performance in social studies and other sciences subjects.

Teacher qualifications is also one of the factors affecting the teaching – learning process as well student’s academic performance in social studies. According to national policy on education (1977) no education system can rise above the quality of teachers. Teachers of social studies should be social studies specialist and effectively handle the teaching of social studies. In support of national policy on education, Afe (2001), opined that whatever the profession, there is need for training in order to create awareness of the problems of that profession, he further stressed that such training would improve the level of competence of dealing with such problem. Adediwura (2007) observed that some principal accept ordinary diploma holder in microsocial studies to handle social studies subject in higher classes. As a result of this, there was increase in failure rate of student in the subject. The government knows that importance of the suitable staffing in schools as one of the solution to arrest the dedening standard in public examination.

Akintola (1997) stated that the Nigeria Education research council (NERC), point of view and experiences gathered across the country, it is our discovery that the teaching of social studies in Nigeria secondary school had been growing downwards for the teacher to be effective, he must have in addition to interest, the right training and qualification. In education, resources are the sum total of everything used directly or indirectly for the purpose of educational training to support, facilitate or encourage the acquisition of knowledge, competent, skill, and know-how (Hallack 1990). He divide the resources into human and materials resources, according to him, human resources refers to teachers and other support personnel who assist in the ;process of teaching. Teachers have been identified or recognized as indispensable human resources and in fact the single most importance element in the school system, more important than the quality of equipment and materials (Hallak 1990).

**2.3 REVIEW OF EMPIRICAL STUDIES**

Abd jabar, Yahya, Snani and Abu (2012) in their study “An Empirical Study toward Students' Academic Performance and Students' Residential Status”, stated that students are being judged through their academic performance. Excellence in education leads to good work ethic and a path of having a good job, good income as well as happy life in the future. Joining Universities is a challenge to students. Moreover, most of them may have to stay outside the campus due to shortage of hostel facilities. Unfortunately, based on people perception, students who live outside the campus usually will show a poor academic performance. Hence, this study was conducted as to prove the perception or otherwise. Besides that, this study analyzed the difference between students' academic performance and students' residential status. A structured questionnaire was distributed in the classroom to 245 students from part 5 and 6 from the Faculty of Business Management. SPSS version 20 was used to analyze the data. The outcome of the study would contribute insight information and recommendation to UiTM Jengka in particular and other higher-level institution on how to plan strategically in order to increase the students' academic performance.

A study by Awodun and Oyeniyi (2018), investigated the influence of school location on students’ academic achievement in Junior Secondary School Basic Science in Ekiti Stat, Nigeria. The study adopts an ex-post facto design of the survey type. The targeted population for the study was Junior Secondary III (JSS III) Basic Science students of public secondary schools in Ekiti State, Nigeria. A total of three hundred (300) Basic Science students were considered as samples for the study. The sample consisted of one hundred and fifty (150) Basic Science students that were randomly selected from public secondary schools in urban areas of the state (70 male and 80 female) and one hundred and fifty (150) Basic Science students that were also randomly selected from public secondary schools in rural areas of the state (72 male and 78 female). Computerized result sheets sent to each school by the Ekiti State ministry of Education for the Ekiti State Junior WAEC results were collected on the 2014-2017 May/June examinations for all the selected schools for the study. The scores of each candidates selected that formed the sample of this study were extracted and grouped as ‘Urban scores’ and ‘Rural scores’ and these serves as the academic achievement in Basic Science. Three research hypotheses were formulated and analysed using t-Test statistical analysis at P< 0.05 level of significant. The findings showed that there was no statistical significant difference in the academic achievement mean scores of male and female students in the urban school areas and also there was no statistical significant difference in the academic achievement mean scores of male and female students in the rural school areas. The findings further revealed that there was statistical significant difference in the achievement mean scores of students in urban and rural school located areas. Conclusion and recommendations were also made in this paper.

**2.4 THEORETICAL FRAMEWORK**

The Theory of Reasoned Action (TRA) and the Theory of Planned Behaviour (TPB) were used in the research (TPB). According to the Theory of Reasoned Action (TRA), people's intentions, or motivation, are the most important predictor of their behavior (Fishbein & Ajzen, 1975). People's attitudes (e.g., positive/negative evaluations based on behavioural beliefs) and subjective norms (e.g., perceived social pressure to comply with important others' wishes based on normative beliefs) influence their intentions. In a nutshell, the basic TRA assumption is that individuals would engage in a behavior if they have a high intention, and their intention is strengthened when they assess a behavior favorably (attitude) and feel it is important for others to engage in it (subjective norm).

Although the TRA is capable of accurately predicting a wide range of behaviors, it was created to explain volitional behavior (i.e., personal power to engage in the behaviour). Non-volitional behaviors are not taken into consideration by the TRA (i.e., less able to make a choice to engage in the behaviour). The theory of planned behavior was developed by Fishbein and Ajzen (1975), who expanded the theory of Reasoned Action (TRA) to include perceived behavioural control (TPB). Perceived behavioural control refers to one's assessment of how easy or difficult it is to adopt a behavior, taking into account personal resources and skills.

People will intend to engage in a behavior when they evaluate it positively (attitude), believe that significant others want them to engage in it (subjective norm), and perceive it to be under their control (perceived behavioural control), according to the TPB's summary propositions; and b) strong intention and perceived behavioural control will increase the likelihood of a behavior. These theories, in relation to the study, predict the intentions of junior secondary school students to engage in certain behaviors at specific times and locations. Student’s behavioural intentions are influenced by their attitudes toward the likelihood that their actions will produce expected outcomes and increase their performance, as well as their subjective assessment of the risks and benefits of those outcomes, according to the theories.

As a result, student’s perceptions of educational facilities will lead them to engage in certain behaviors in the hopes of achieving certain outcomes that will either improve or worsen their performance in social studies. Individual perceptions of the social studies are thus reinforced by educational facilities and support, according to the theories. Student’s performance will be influenced when they perceive high levels of educational facilities, and vice versa.

**2.5 CHAPTER SUMMARY**

This chapter focused on the expatiating the concepts that were mentioned in chapter one of this study.

Different literature texts were also reviewed in this chapter, though limited in number, but quite helpful in fully understanding the topic in depth.

The theoretical framework for this research was also discussed. A brief history of the theory was also provided to ensure clearer understanding and for easier reference for other research works to be conducted on this study. After which, the significance of the theory to this study was explained.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examines educational facility and social studies students’ performance in junior WAEC in junior secondary school using selected junior secondary schools in Alimosho local government area of Lagos State as case study. In the course, the researcher selected four junior secondary schools in the study area. Hence, the students and teachers of the selected schools form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the purposive sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of the entire students and teachers of the four selected schools, the researcher conveniently selected 200 respondents which comprise of 40 students and 10 teachers making a sum of 200 participants as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analyzed using the frequency tables, which provided answers to the research questions. While the hypotheses were tested using Chi-square Statistical Tool, SPSS v23.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

1. **INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of two hundred (200) questionnaires were administered to respondents of which one hundred and fifty (150) were returned and all were validated. For this study a total of 150 was validated for the analysis.

**4.2 DATA PRESENTATION**

The table below shows the summary of the survey. A sample of 200 was calculated for this study. A total of 150 responses were received and validated. For this study a total of 150 was used for the analysis.

**Table 4.1: Distribution of Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Frequency** | **Percentage** |
| Sample size | 200 | 100 |
| Received | 150 | 75 |
| Validated | 150 | 75 |

**Source: Field Survey, 2021**

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**  Male |  |  |
| 78 | 52% |
| Female | 72 | 48% |
| Age |  |  |
| 9-12 | 39 | 26% |
| 13-16 | 68 | 46% |
| 17-19 | 03 | 2% |
| 20-30 | 12 | 8% |
| 31+ | 28 | 19% |
| Position |  |  |
| Student | 110 | 73% |
| Teacher | 40 | 27% |

**Source: Field Survey, 2021**

**TEST OF HYPOTHESES**

**H01**: The availability of school facilities has no positive effect on students’ academic performance.

**H02**: There is no adequate provision of school facilities in secondary schools.

**H03**: There is no significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities.

**Hypothesis One**

**Table 4.3:** The availability of school facilities has no positive effect on students’ academic performance**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 71 | 50 | 21 | 441 | 8.8 |
| No | 29 | 50 | -21 | 441 | 8.8 |
| Undecided | 50 | 50 | 0 | 0 | 0 |
| **Total** | **150** | **150** |  |  | **17.6** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 17.6 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 17.6 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that the availability of school facilities has a positive effect on students’ academic performance is accepted.

**Hypothesis Two**

**Table 4.4: There is no adequate provision of school facilities in secondary schools.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 58 | 50 | 8 | 64 | 1.3 |
| No | 44 | 50 | -6 | 36 | 0.72 |
| Undecided | 48 | 50 | -02 | 4 | 0.1 |
| **Total** | **150** | **150** |  |  | **2.12** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 2.12 and is less than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is less than the critical table value that is 2.12 is less than 5.991, the alternate hypothesis is rejected and the null hypothesis which states that there is no adequate provision of school facilities in secondary schools is accepted.

**Hypothesis Three**

**Table 4.5: There is no significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 80 | 50 | 30 | 900 | 18 |
| No | 23 | 50 | -27 | 729 | 15 |
| Undecided | 47 | 50 | -03 | 9 | 0 |
| **Total** | **150** | **150** |  |  | **33** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 33 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 33 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that the there is a significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities is accepted.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

**5.1 Introduction**

This chapter summarizes the findings into the educational facility and social studies students’ performance in junior WAEC in junior secondary school using selected junior secondary schools in Alimosho local government area of Lagos State as case study. The chapter consists of summary of the study, conclusions, and recommendations.

**5.2 Summary of the Study**

In this study, our focus was to examine the educational facility and social studies students’ performance in junior WAEC in junior secondary school using selected junior secondary schools in Alimosho local government area of Lagos State as case study. The study specifically was aimed at finding out whether the availability of school facilities has a positive effect on students’ academic performance, whether there is adequate provision of facilities in secondary schools, examining if there is any significant difference in the junior WAEC performance of students in schools with adequate facilities and schools with inadequate facilities and identifying the causes of inadequate provision of school facilities in our secondary schools.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 150 responses were validated from the enrolled participants where all respondents are students and teachers of selected schools in Alimosho local government area of Lagos State.

**5.3 Conclusions**

Based on the findings of this study, the researcher made the following conclusion.

1. The availability of school facilities has a positive effect on students’ academic performance.
2. There is no adequate provision of school facilities in secondary schools.
3. There is a significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities.

**5.4 Recommendations**

In regard to the findings of the study, the researcher recommended that;

1. The school counsellor in collaboration with the administrative unit and government should provide standard classroom building and conducive environment for teaching and learning process.
2. Apart from school and public libraries, education resource centres should be established by government such as teacher centres and audio visual centres. Teachers’ centres could serve as place where teachers could work together in groups to generate ideas that would make them more competent in the profession.
3. Also, teachers should be made to use instructional facilities while teaching and where they are not available improvisation should be adopted.
4. It could be concluded that government did not inject facilities into public schools when compared with facilities available in private schools. Therefore, government should give priority to public schools in the provision of facilities.
5. Computer education and training should be made available and mandatory in the school system, right from the primary to tertiary level of education. ICT programme should be adequately implemented in all school.

**REFERENCES**

Abayomi, A.T and Olukayode, A (2006). Science Teaching in Nigeria. Atoto pres Ilorin.

Abd jabar, F., Yahya, W., Isnani, Z., & Abu, Z. (2012). An Empirical Study toward Students' Academic Performance and Students' Residential Status.

Adeboyede, R.A (2000). A practical approach to effective utilization and maintenance of physical facilities in Secondary

Adeniyi, E. O. (1993). Trends in teachers’ education. In U.M.C. Ivowi (Ed), Curriculum Development in Nigeria.

Adeniyi, E. O. (1993). Trends in teachers’ education. In U.M.C. Ivowi (Ed), Curriculum Development in Nigeria. Ibadan. Sam Bookman.

Ahiakwo, O. (2003). Subjects, Subjects education and scientific literacy.[Online] Available: http/:www.unn.edu.net/DEPT/dept-Subjectsedu.html (December 20, 2011)

Ajayi, O. S. (2009). Effective Teaching of Subjects. A paper presented at a seminar on effective teaching of Subjects in Ekiti State organized by Ekiti State Ministry of Subjects and Technology, Ado-Ekiti.

Ajayi, P. (2007). Evaluation of the implementation of senior secondary school Subjects curriculum in south west Nigeria. University of Ado-Ekiti.

Ango, M. (1990). Basic Subjects laboratory with practical suggestions and procedures. Lagos: Hinders

Awodun, A. & Oyeniyi, A. (2018). The Influence Of School Location On Students’ Academic Achievement In Junior Secondary School Basic Science In Ekiti Stat, Nigeria. JETIR June 2018, Volume 5, Issue 6

Denger, B.O and Ali, J.K (1983): Science Education in the basics Journal of

Desarrollo, I. (2007). *The Quality of Education in Latin America and Caribbean Latin America.* Washington D.C: Research Work Institute World Bank.

Ebnuwa- Okoh E. E. (2010). Influence of Age, Financial Status, and Gender on Academic Performance among undergraduates, Delta State University , Abraka, Nigeria . Journal of Psychology ,1 (2), 99- 103. Education (i) 17.20

Eishet, I. (1987) remedy for students poor performance in science Jourcal of science teachers Association of Nigeria Vol. 25 (2).

Fajonyomi, A. A. (2007). Reviving higher education relevance in Nigeria. A paper presented at the 3rd Faculty of Week and Annual National Conference, Faculty of Education. University of Maiduguri on the theme Higher education reforms in Nigeria from 26th to 27th September. *Federal Republic of Nigeria (2004) National Policy on Education Lagos; NERDE press.*

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behaviour: An introduction to theory and research*. New York, USA: Sage Publication.

Harb, N and El-sharawi, A (2006) factors affecting student performance Muunish personal Archived paper No. 13621

Heinenann, E (1996) Intelligence and Experience, New York. Hanenann press.

Hussain, C.A (2006) Effect of guidance services on study attitude. Bulletin of education and Research, vol. 28, No 1 (35-45). Ibadan. Sam Bookman

Kail, Robert V. Cavanaugh, John C (2007) *Human development- A life-span view*: Fourth edition, USA: Thomson Wadsworth.

Lackney, J.A (1994) Educational facilities: The impact and role of physical environment of the School in teaching, learning and educational out comes.

Lawal, F.K (2006). Availability and impact of material resources on performance in Social studies in Kastina Metropolis.

Lyon, J.B (2002) The learning environment: Do school facilities really affects a child’s education? Learning by Desgn, 11,10-13

Ma, X, and Macmillan, R.B. (1999) Influence of workplace conditions on teachers job satisfaction. Journal of Educational research, 93, (1), 39-47.

Ngada, A. J. (2008). Impact of NCE programme on preparation and performance of nce graduate teachers in Borno state Junior Secondary Schools. Research in Curriculum, 5(1), 190-195.

Nwagbo, C. (1995). Effect of guided inquiry and expository teaching methods on the achievement in and attitude to biology of students of different scientific literacy. [Online] Available: http:/www.pepreal.cl/FIE/pdf /lopbc /nwagbo.pdf

Ogbazi, J. N. (1987). Using co-operative education students’ performances. Vocational Education Journal, 1(1), 162-169.

Okoh E. E. (2007). *Correlates of Marital Adjustment among Married . . Persons in Delta State. Implication for Guidance and Counselling*. Ph.D. Thesis, Unpublished. Benin City: University of Benin.

Okonkwo, S.O (2000). Relationship between some schools and Teachers variables and student performance in Mathemetics. Journal of STAN. 35 (1, 2), 43-49.

Olarewaju, A. O. (1986). Census of students’ under-achievement. 27th Annual conference proceedings of the Subjects Teachers’ Association of Nigeria, 80-87.

Oludipe, N and Lasis, T (2006). The place of teaching aids in Nigeria Education” West African Journal of Education, Vol. 3 No 2.

Oni, J.O (1992) resource and resource utilization as correlate of school academic performance.

Reukin, S.G, Hanusheck, E.A and Kain, J.F (2003) Teachers, schools and academic performance (online)

Sakiyo, J., & Sofeme, R. J. (2008). Effectiveness of Subjects technology society and traditional Subjects teaching methods on students’ performance in Yola metropolis, Adamawa state. Research in Curriculum, 5(1), 11-17.

Schools.

Seweje, R. O., & Jegede, S. A. (2005). Subjects Education and Subjects Teaching Methods. Lagos: Atlantic Association

UNESCO (2010) *Education for all: the quality imperative,* EFA Global Monitoring Report Urban M. W. MSC ,word en Daad (2007) Why Boarding school

Yadar, K (2001) teaching of life sciences, New Delhi, anmol publication Ltd. Indian.

**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ]

Female [ ]

**Age**

9-12 [ ]

13-16 [ ]

17-19 [ ]

20-30 [ ]

31+ [ ]

**Position**

Student [ ]

Teacher [ ]

**SECTION B**

**Question 1: Are school facilities important for effective teaching**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 2: Are school facilities important for effective learning**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 3: Is there adequate provision of school facilities in secondary schools**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 4: Does the unavailability of school facilities in secondary schools contribute to students poor performance**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 5: Does the availability of school facilities have any positive effect on students’ academic performance**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 6: Is there any significant difference in students performance in junior WAEC between students in schools with adequate facilities and schools with inadequate facilities**?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |