

**ASSESSMENT OF THE IMPACT OF INFRASTRUCTURAL FACILITIES ON
STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN FEDERAL
GOVERNMENT COLLEGES IN NIGER STATE, NIGERIA**

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DECLARATION

I hereby declare that the work in the dissertation entitled “Assessment of the Impact of infrastructural facilities on students’ performance in Social Studies in Federal Government Colleges in Niger State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Alfred IORHUNA

Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF THE IMPACT OF INFRASTRUCTURAL FACILITIES ON STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN FEDERAL GOVERNMENT COLLEGES IN NIGER STATE, NIGERIA by ALFRED IORHUNA meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to my late father, Pa Iorhuna Tyodugh and my late mother, Mrs. Nderamo Iorhuna.

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ABSTRACT

The study investigated the assessment of the impact of infrastructural facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Six objectives were raised to guide the study, among which are to: determine assessment of the impact of provision of adequate classrooms environment on students' performance in Social Studies; determine assessment of the impact of provision of adequate hostel facilities on students' performance in Social Studies; and examine assessment of the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Six corresponding research questions and hypotheses were all stated in line with the objectives of the study. The study adopted ex-post facto research design and out of the total of 5 principals, 80 Social Studies teachers and 3254 students of Federal Government Colleges totalling 3339, a sample size of 351 respondents was used for the study. This comprised 4 principals, 41 teachers and 306 students. This sample size was arrived at using simple random sampling technique. A validated structured questionnaire and students' recorded scores in Social Studies was used as instrument for data collection in the study. The instrument was pilot-tested and a reliability coefficient of 0.78 was obtained. Data collected were analysed statistically using descriptive statistics which include mean and standard deviation to answer the research questions, while non-parametric statistics of Kruskal-Wallis was used to test the formulated hypotheses at 0.05 level of significance. Findings among others revealed that provision of adequate classrooms environment has positive impact on students' performance in Social Studies. Provision of adequate hostel facilities has positive impact on students' performance in Social Studies. Finding also revealed that library facilities have positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. The study concluded that provision of neat and attractive classroom environment with well equipped modern chairs, tables, ceiling fan, lighting, learning facilities, constant supply of light, water and maintenance of toilets in the hostels have positive impact on students' performance. Recommendations were made that Federal Ministry of Education , Non Governmental Organization, P.T.A should put more effort in providing more classrooms facilities, replace the old desk with new in these schools, Ministry of Educaiotn who are responsible in providing most of the funds in these Federal Government Colleges together with the principal, community leaders, students should establish criteria or teachers indicators for evaluating the condition and level of maintenance of laboratory facilities on regular basis.

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ABBREVIATIONS

NYSC:	National Youth Service Corps
JAMB:	Joint Admissions and Matriculation Board
SUBEB:	State Universal Basic Education Board
LGEA:	Local Government Education Authority
P.T.A:	Parent Teacher Associations
SOSCEAN:	Social Studies and Civil Education Association of Nigeria
NPE:	National Policy on Education
FRN:	Federal Republic of Nigeria
NSSP:	Nigerian Social Studies Project
USAID:	United State Agency for International Aid
CREDO:	Centre for Curriculum Renewal and Educational Development Centre
NERDC:	Nigerian Educational Research and Development Council
UNICEF:	United Nation International Children's' Education Found
NCSS:	National Council for Social Studies
UNESCO:	United Nation Education Scientific and Cultural Organization
JSS:	Junior Secondary School
FGC:	Federal Government Colleges
NECO:	National Examination Council of Nigeria

OPERATIONAL DEFINITION OF TERMS

- Assessment:** Opinion or judgement about something that has been thought very carefully.
- Impact:** Powerful effect that something has on somebody or something either negatively or positively.
- Infrastructural:** There are materials things that facilitate teaching and learning process in the school, these includes school buildings, classroom, assembly halls, common room, dinning halls, labouratories, workshop labouratories, hostels, electricity/water supply. These are treasurable assets of the school through which effective teaching and learning can take place and be promoted, these are essential for the well being and comfort of teachers and the students in the teaching – learning process.
- Facilities:** Something design and built or installed to serve a specific function affording a suitable services.
- Students Performance:** Could be viewed as the learning outcomes of the students, this includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation; it is the outcome of determination, hard work of students in academic pursuit.

Social Studies: Is described as the interdisciplinary interaction of social science and humanities, concept for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues, it emphasizes the ultimate goal of social studies teaching to help students think critically and to use what they know to be active citizens.

Federal Government Colleges: Are colleges established primarily to foster unity and integration in Nigeria, they were established on federal characters, principle, as a tool for national integration, found in all the state of the federation, where students study and live during the school year with fellow students, teachers and administrators, some of the schools have both day and boarding studnets who attend the institution by day and return off-campus to their families in the evening.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a very important instrument of national development for any society. Education is a vehicle for economic, social, cultural and political development of individuals and nations, Federal Republic of Nigeria (FRN, 2004). Education is a major vehicle for individual empowerment and National development. A National educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. Gray (2001) cited in Uhaa (2016) notes that the goals of wealth creation, employment, generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system. Quality education at all levels, primary, secondary and tertiary, is desired of all Nigerians. At the secondary levels, quality education is absolutely necessary because it serves as the foundation for tertiary level and for people to provide self employment if they cannot continue with the tertiary level.

Federal Government Colleges are colleges established primarily to foster unity and integration in Nigeria, they were established on federal character principles, as a tool for national integration, found in all the state of the federation, where students study and live during the school year with fellow students, teachers and administrators, some of the schools have both day and boarding studnets who attend the institution by day and return off-campus to their families in the evening.

Infrastructural facilities such as; classrooms environment, hostel, libraries and laboratory, electricity/water, common room/dinning hall form the bulk of things that facilitates the achievement of goals/objectives of impacting knowledge in the life of students. Infrastructural facilities form the backbone of any educational instruction. Lack of these infrastructural facilities in school such as unhealthy surroundings, inadequate office, libraries and laboratory most at times placed both students and teachers under stress, thereby affecting the learning and teaching in the school resulting in failure and low performance.

Classroom environment is vital to students success and impacts students in many ways, one that allows students to feel comfortable and confident as a learner, the need for space includes how furnitures are arranged and organized, who clean the classroom and the overall colour and brightness. Hostel facilities, is shelter for the students who from far places students live there with each other and learn the values of discipline and cooperation, hostels are situated close to schools, it saves time of the study for the students, life in a hostel is helpful to the students in so many ways discipline, sense of responsibility in matters of handling of the books, health and cloths. Library facilities, library conjures up images of books, books remain a core feature and are beneficial in many ways to understood, help students educate themselves. Laboratory facilities provide students with the opportunities to interact directly with natural phenomena, chemical, data collected by others using tools, material collection techniques and models.

Electricity is generated at power stations which use various fuel sources including coal, gas, oil, biomass water, wind, geothermal or solar. Electricity generation is provided

by both government owned corporations and private companies. Water is essential for maintaining an adequate food supply and a productive environment for the plants and microbes worldwide, as human populations and economics.

Common room could be said to be the heart of the college as a physical room, its where students gather every day for various mission and form a community, the common room is very crucial to students learning. Student learning environment cannot be isolated from the social needs, interaction, and socialization. A dining hall is a special place set aside for food, sources, preparation, supply, services style, many students food preference nutrition, food safety, relationship to academic programme and students forming a community, students learnt enough while on dining services, table manner, students can attempt rules, where students can placed high value.

The researcher hope this study will help solve the problem of mass failures in external examination. Fact from institutions like NECO who are responsible for conducting basic Education Examinations certificates for this junior classes shows that there is a sharp failure in the performance of students in Federal Government Colleges in Niger state. Situational analysis also revealed that in Federal Government College Minna, student do not have conducive learning environment, infrastructural facilities such as libraries, labouratories, lack of classrooms, lack of desk, students hostels are in a deplorable state thereby constituting the poor performance of students. The researcher observed in the school under study that, lack of classrooms can hamper effective teaching and learning as most of the schools do not have adequate classrooms and that students

receive lesson under a shade. This is because when students are taking lesson under shade or overcrowding class, in such environment, learning cannot take place; lack of desk in most of the classrooms could discourage students when lesson is going on. Consequently, this could result into students struggling with available desks thereby distracting the entire learning environment. Situational analysis also revealed that students do not have adequate and good equipment that will facilitate learning for example in Federal Government Girls College New Bussa, students do not have adequate library, labouratory facilities, electricity/water, common room/dinning hall, this could affect the morale of students that will want to be scientist tomorrow having known the importance of laboratory to science subjects.

The researcher therefore hope that, findings from this study if properly utilized will bring about improvement in the performance of social studies in these school in Niger state. The findings of the study will hopefully uplift the standard of social studies students' performance and recommend ways of providing these school infrastructural facilities to enhance teaching and learning of social studies in junior secondary schools in these Federal Government Colleges in Niger state. Hence, availability of these facilities for effective teaching/learning of social studies can equip the learners with basic knowledge of social studies concepts and contents, with higher cognitive skills such as problem solving, and thinking skills that allow for self development and continuous learning process at junior secondary school (JSS) level.

Moreover, availability of these facilities in schools can boost the morale of teachers to be able to use right teaching methodology, proper, effective and efficient use of

instructional aids to teach. The thrust for this study is therefore based on the perceived facilities in Federal Government Colleges in Niger state. This study therefore focused on finding out the state of existing school infrastructural facilities in Federal Government Colleges in Niger state, Nigeria. It is therefore, expected that the study will at the end provide a framework for policy decision making, further research, add to the existing knowledge and create a platform for educational planners to see to the problem of inadequate infrastructures at the Federal Government Colleges in Niger state and Nigeria in general.

1.2 Statement of the Problem

Infrastructural facilities are vital and form a major part of effective teaching and learning, its main objective is to equip the school environment with all the necessary infrastructural facilities for effective teaching and learning. Problems of inadequate infrastructural facilities in Federal Government Colleges in Niger state, have attracted a lot of public attention/debate. Feedback on students learning outcomes in junior secondary school social studies in Nigeria is not encouraging. Students' performance in junior secondary school certificate examination in social studies from 2010-2015, shows that about 61% of the students who sat for the examination within this period could not attain a credit level. Studies such as; Bullock (2007), Udouroso (2011) and Abubakar (2014) have shown a number of factors responsible for this, poor teaching methodology, lack of time management during lesson delivery by teachers, poor questioning skill, lack of teachers motivation among others.

Federal government colleges were once seen as ultimate place to send students to study. This is so because the Federal Government Colleges were equipped with adequate infrastructural facilities which provided good learning environment where students learned good skills to adopt to any society and live a well informed citizens life as well as interacting and learning from each other. These Federal Government Colleges were described as the best because of the adequate facility it had as noted by the researcher.

Situational analysis by Abubakar (2014) have shown that, the quality and quantity of infrastructural facilities, such as, hostels, libraries, laboratories, classroom environment, common rooms, games and sporting infrastructural facilities expected to be in schools are quite far from ideal. There is inadequacy of the aforementioned infrastructural facilities and the ones available are not in any way maintained to serve their life span not to talk of staying beyond the lifespan. The absence of these required infrastructural facilities in our Federal Government Colleges had since cast a lot of doubt in mind of parents, students and other stakeholders, as well as the general public. The researcher investigated the problem of adequate provision of classroom environment, adequate provision of hostel facilities, provision of library facilities, laboratory electricity/water supply and the problem of common room/dinning hall on students performance in social studies in Federal Government Colleges in Niger state, Nigeria. Musa, (2003) In Auta, (2012) opined that lack of infrastructural facilities management result in depression in academic programme, waste of resources, over utilization of available infrastructural facilities occasioned by inadequacy which often result to damage or collapse and even complete breakdown of such infrastructural facilities.

There is prevalence of inadequate infrastructural facilities occasioned by inadequate provision, over utilization and poor maintenance practice. This can affect the students, physically, emotionally, psychologically and intellectually. There is near absence of regular and effective provision of school infrastructural facilities in order to ascertain the state of existing infrastructural facilities. Effective infrastructural facilities provides inspectors with information for decision making in terms of allocation, policy change or review. Poor student's academic performance has been attributed to inadequate infrastructural facilities.

Infrastructural facilities form one of the potent factors that contribute to high academic performance in the system and these facilities are classroom environment, hostel facilities, laboratory, libraries facilities, water and electricity supply. Situational analysis also revealed that student do not have adequate equipment that will facilitate learning. In Niger state, the performance of students is observed to be deplorable and students perform below expectation, following the report of NECO 2012/2013. Statistics showed that out of 100 students that sat for junior examination within the year under review, an approximate percentage of 34.4% passed with credits, while a total of 65.11% had pass or failure (NECO Chief Examiner's reports, 2010-2014).

Lack of good teaching methodology, lack of understanding and mastery of social studies concepts, use of old teacher based strategy instead of activity base and poor handling of the subject. In view of the above stated problem, the present study will be carried out to assess the state of existing school infrastructural facilities in Federal Government Colleges in Niger state, Nigeria. It is therefore, expected that the study will

add to the existing knowledge and create a platform for educational planners to debate or find lasting solution to the problem of inadequate infrastructures in the Federal Government Colleges in Niger state and Nigeria in general.

1.3 Objectives of the Study

The objectives of the study are as follows:

- (1) assessment of the impact of provision of adequate classrooms environment on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- (2) assessment of the impact of provision of adequate hostel facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- (3) assessment of the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- (4) assessment of the impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- (5) assessment of the impact of provision of adequate electricity/water on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria; and
- (6) assessment of the impact of common room/dinning hall on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria.

1.4 Research Questions

The following research questions have been formulated in the study:

- (1) What is the assessment of the impact of provision of adequate classrooms environment on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria?
- (2) What is the assessment of the impact of provision of adequate hostel facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria?
- (3) What is the assessment of the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria?
- (4) What is the assessment of the impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria?
- (5) What is the assessment of the impact of provision of adequate electricity/water on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria?
- (6) What is the assessment of the impact of common room/dinning hall on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria?

1.5 Research Hypotheses

Based on the formulated research questions, the researcher stated the following hypotheses to guide the study:

- H₀₁: There is no significant difference in the assessment of the impact of provision of adequate classroom environment on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- H₀₂: There is no significant difference in the assessment of the impact of provision of adequate facilities on students' performance in Social Studies in Federal Government Colleges in Niger state, Nigeria;
- H₀₃: There is no significant difference in the assessment of the impact of library facilities on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria;
- H₀₄: There is no significant difference in the assessment of the impact of laboratory facilities on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria;
- H₀₅: There is no significant difference in the assessment of the impact of provision of adequate electricity/water on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria; and
- H₀₆: There is no significant difference in the assessment of the impact of common room/dinning hall on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria.

1.6 Basic Assumptions

The study is based on the assumptions that:

- (1) If conducive and required educational infrastructural facilities are provided in Federal Government Colleges in Niger state, students' performance in social studies could be improve greatly.
- (2) Performance output of social studies students' can be encouraging if only an appropriate infrastructural facilities are put in place.
- (3) Lack of school infrastructural facilities in schools drastically affects the implementation of secondary school curricula by extension affect the performance of students.
- (4) If equal numbers of school infrastructural facilities are provided in all Federal Government Colleges irrespective of size, purpose or objectives, it will ultimately enhance the performance of students.
- (5) If adequate electricity/water are provided in Federal Government Colleges, students' performance in social studies could improve greatly.
- (6) Performance output of social studies students in Federal Government Colleges can be encouraged, if appropriate common room/dinning hall are provided.

1.7 Significance of the Study

This study will be of great importance to the following education stakeholders school administrators, ministry of education officials, policy makers, social studies teachers, the learner, curriculum experts, parents, education inspectorate officers, community leaders, religious leaders, examination bodies, non-governmental organization

i.e UNESCO, UNICEF. It is hoped that the findings of this study will uplift the standard of social studies education thereby enhancing students' performances in social studies. This study is expected to enlighten and assist every stakeholders (policy makers, school administrators, teachers, government, curriculum experts and the students) Parent Teachers Association in playing a sensitive role aimed at improving the standard of education through the provision of a conducive learning environment. Its significance shall be looked into one after the other.

Policy makers will be well equipped with a reliable and factual information which will serve as an input for effective law making, on issues relating to allocation of funds, timely released period and the legal framework guiding its activities. It will provide an extensive knowledge of schools infrastructural facilities to the school administrators to initiate, sustain and put in adequate use on underlying structures. It will afford other researchers to look into grey areas not covered in the present study and seek ways of improving over it. They will use the information gathered from this study to further research work which will improve the students' performance in social studies and will add knowledge to the existing literatures. Social studies teachers as a major stakeholders in the school system, who also plays an intermediate role to work harmoniously with the school in encouraging the students to use the infrastructural facilities. This could be to solve assignments, observe practical knowledge and in the acquisition of essential skills. The findings will be useful to social studies teachers who will improve their teaching strategy in order to enhance academic performance and arouse students' motivation towards learning social studies. It will place a great burden on the government to provide adequate funding

to the school system, equip the inspectorate unit to carry out its functions effectively.

It will provide an understanding of the extent of government contributions in providing educational infrastructural facilities to Federal Government Colleges in Nigeria, useful information for educational planners and implementors in terms of maintenance and utilization of infrastructural facilities for meaningful educational achievements, an insight into the existing state of infrastructural facilities which might assist in future educational plans, provide a basis for further investigation on the issue (infrastructural facilities) in areas not covered by this study.

The Ministry of Education officials will benefit from this study on issues relating to allocation of funds to these schools. The need to allocate more funds having known the state of infrastructural facilities in these schools again, the Ministry of Education officials will be equipped with reliable and factual information concerning the state of infrastructural facilities in these schools and the modalities to manage them and for planning purposes. The Ministry of Education officials will benefit from the study, the findings from this study will alert them in playing a sensitive role aimed at the provision of a conducive learning environment and at the same time improving the standard of education.

The Ministry of Education official will benefit from the study by having knowledge of the state of infrastructural facilities in these federal government colleges in Niger state and it will serve as an input for effective law making, timely release of funds for infrastructural facilities to these schools and the legal framework guiding its activities. The Parent Teachers Association (P.T.A) are indeed partners in managing the school and will

benefit from the study. The findings from the study will inform the Parent Teachers Association, the opportunity to have adequate knowledge of the infrastructural facilities in these schools and the roles they can play in supporting the school with more infrastructural facilities. It will enable them to work harmoniously with the school in talking to their wards/students on how to use the infrastructural facilities.

Education Administrators like the Principal, Teachers, Parent Teachers Association, the findings from this study will inform the education administrator on the need to consider the enrolment rate of new students given the availability of infrastructural facilities. It will help the teachers who are the major stakeholders in teaching and learning to initiate, and use different teaching strategies, sustain and adequately use the available infrastructural facilities at his or her disposal, to achieve teaching goal. It will help the teacher even in placing disciplinary measures on students so as to take care of the infrastructural facilities.

Non-governmental Organization will have reliable and factual knowledge of the state of infrastructural facilities in these schools. It will give them the opportunity to play a sensitive role of providing more funds, to enable these schools have more school infrastructural facilities. Again, religious bodies who are partners in education, the findings from this study will give them the opportunity to lay more emphasis on the moral and spiritual teachings that will enable the students make proper use of these infrastructural facilities without necessarily abusing the infrastructural facilities.

Curriculum Experts/planners will benefit from the study, it will give them the opportunity to have adequate knowledge of the state of infrastructural facilities in these

schools. It will place a burden on them to plan and develop curricula documents that will take care of all students, as well as curriculum experts in playing a key role aimed at mapping the standard of education, hence the curriculum needs to be changing along side with the needs and aspirations of the society. The study will motivate the curriculum planners to emphasize the use of mastery learning skills, reflective strategy in teaching various concepts in social studies. This may help to enhance the performance in social studies thereby reducing the rate of failure in the subjects.

Again, social studies students will benefit by using the infrastructural facilities such as libraries to solve assignments, observe practical knowledge and in the acquisition of essential skills in their learning. The students will benefit from the study by having useful information to enable them have maintenance ability to properly utilize the infrastructural facilities for meaningful educational attainments. The findings will enhance motivation of social studies education students towards the subjects and improve their performance since it incorporate mastery of the concepts taught. Findings for the study will open more doors for further/research to be carried out in the future. Researcher will have adequate knowledge of the state of infrastructural facilities in these Federal Government Colleges. Knowledge of infrastructural facilities in these schools which shall be open up to the academician, shall place a burden for academicians to press hard for all concern for improvement in the standard of infrastructural facilities in these schools so as to enhance students' performance.

It will boost the morale of teachers to be able to use right teaching methodology, proper effective and efficient use of instructional aids to teach. It will enable the

educational administrators and planners to appreciate the need for proper management of these infrastructural facilities, so as to ensure longevity. This will help in showing the effectiveness and usefulness of infrastructural facilities for teaching social studies to the teachers and all other classroom teaching and learning activities. It will equally aid and motivate the students and teachers, about the principles, guidelines and procedures for maintenance, selection, application and use of these infrastructural facilities.

It will help students and teachers under training to enhance their learning skills, knowledge and rudiment about how school infrastructural facilities can help both teachers and students to learn and improve their skills successfully. It will help school administrators in having an oversight on the extent of benefit of adequate infrastructural facilities as well as the opportunity to enroll in more students in these Federal Government Colleges in Niger state.

1.8 Scope of the Study

This study investigated the assessment of the impact of infrastructural facilities on students' performance in social studies in Federal Government Colleges in Niger state. The study is essentially conceived with the ever increasing students' enrolment without the adequate commensurate provision of infrastructural facilities, failures in exams and dilapidated infrastructural facilities in these Federal Government Colleges in Niger state, Nigeria. This study is to cover all the junior secondary school social studies students, JSS 1 – JSS III, the five principals and all the social studies teachers of the five Federal Government Colleges in Niger state. Federal Government Colleges are located all over Nigeria. There is no state of the federation that does not have Federal Colleges but the

choice of the researcher to pick Niger state is because, Niger state happen to be one of the state that is having five Federal Government Colleges (Federal Government Girls College Bida, Federal Government Girls College New Bussa; Federal Government College Minna, Federal Government Technical College Shiroro; and Federal Government Academy Suleja) The following variables were looked into; provision of adequate classroom environment, provision of adequate hostel facilities, libraries facilities, laboratory facilities, electricity/water supply and common room/dinning halls and their impact on students' performance in social studies in Federal Government Colleges in Niger state were looked into.

CHAPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, a review of related works or contributions of some notable authors was undertaken. Chapter two looked at the following: conceptual framework, concepts of school, concept of infrastructural facilities, maintenance of infrastructural facilities, concept of leadership, management of infrastructural facilities, concept of academic performance, concept of social studies, classroom environment, library facilities, laboratory facilities, electricity/water supply, concept of students performance in social studies, theoretical framework, relationship between theories and infrastructural facilities, impact of components of infrastructural facilities on teaching and learning, importance of infrastructural facilities, benefit of maintenance of infrastructural facilities, roles of stakeholders in the maintenance of infrastructural facilities, influence of infrastructural facilities on students' performance, impact of infrastructural facilities on teaching and learning process, need for infrastructural facilities, others includes; origin of social studies in Nigeria, aims and objectives of social studies in Nigerian, social studies and the Nigeria National Policy on Education, scope of social studies, integration, role of social studies in Nigeria, empirical studies and summary.

2.2 Conceptual Framework

Infrastructural facilities are all the available assets of a school that can be used to foster and facilitate teaching and learning as well as to protect the physical well being of the occupants (Dare, 2010). These are basic equipment of a building that are necessary for the success of the building and its intended function, they are sometimes designed, built

installed to serve a specific function or services. These infrastructural facilities in a school improve the quality of instruction and aimed to create the healthy school climate. They include school building, classrooms, assembly halls, laboratories and workshop libraries, teaching aids.

It is widely accepted that infrastructural facilities plays an important part in the teaching and learning process and efficacy, hence infrastructure facilities constitutes a very important apart in the teaching and learning process. It is very important to study the need and the role infrastructural facilities plays, as tools for motivation of students to perform, in order to design a motivated oriented infrastructural facilities systems, it is essential to know how they differs in aspects. Infrastructural facilities influence the performance of students (Guga & Bawa, 2008). Infrastructural facilities are very needful, it improves the students performance, its also improve the performance of students in both internal and external examination. The teacher who carry out instruction will find it easier and more interesting with the aids of infrastructural facilities.

2.2.1 Concept of School

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or “pupils”) under the direction of teachers. Most countries have systems of formal education, which is compulsorily for students to pass through the system and progress through stages of education in the schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university.

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school provide some schooling to very young children (typically ages 3-5). University, vocational school, college or seminary may be available after secondary school. A school may also be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide nontraditional curriculum and methods (Nigerian Science Teacher Association - NSTA, 2004).

There are also non-government schools, called private schools. Private schools may be required when the government does not supply adequate, or special education. Other private schools can also be religious, such as Christian schools or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training, Military education and training and business schools. In home schooling and online schools, teaching and learning take place outside of a traditional school building. Schools are commonly organized in several different organizational models, including departmental, small learning communities, academies, integrated, and schools-within-a-school (National Research Centre - NRC, 2006).

Bulus cited in Atiku (2010) sees school as a social group which in turn have either positive or adverse effect on students desire to learn or to identify themselves with their institution. The school infrastructural facilities play vital roles in influencing the attitudes and learning behaviours of the students. The school the students attend, the company the students keeps and the community in which he grows bear a lot of influence on his life (Atiku, 2010).

Denga cited in Atiku (2010) described school as the agent of social, economic, religious, political and military development design to give children opportunities to interact socially to learn from one another to develop healthy morals habit to activate sense of responsibility of training children to obey rules of the society to develop with selfless beings and to grow into socially well adjusted citizens. Alternative schools may provide non-traditional curriculum and methods (Bently, 2006).

There are also non-government schools, called private schools. Private schools may be required when the government does not supply adequate, or special education. Other private schools can also be religious, such as Christian schools and others; or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training. Military education and training and business school, a school is an institution designed for the teaching of students (or pupils) under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The name of these schools varies by country but generally includes primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university, college or university (Winsa, 2012).

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school, provide some schooling to very young children (typically ages 3-5 years), university, vocational school, college or seminary may be available after secondary school. A school

may also be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide non-traditional curriculum and methods. A school is any organized place where people go and acquire knowledge in order to impact positively to their society. A school is a thing intentionally created by individuals or communities or society so as to enable their younger generations to acquire, skills, values, norms, belief, receive training and research in order to inturn contribute positively to the development of their society (Basset & Lloyd, 2005).

The society is the one that create school, to help the younger ones acquire skills that will enable them to be self - reliant in the most changing, competitive and dynamic system of society. So society is very central and important factor when the issue of school is being talk about because, school must be situated in the society and not in the bush or hills or mountain, rivers or deserts. Society aspirations is actualized through the school, this is because the school trains the youths and transmits the skills of the society to the youths.

Aspiration of the society is best transmitted by the school to the youths, a school is supposed to be located in the community, this is beuase, the community gives direction the kind of education her citizens and in turn, the community produces youths and sends them to school to be trained (Buckley & Shang, 2004) cited in Asiabaka (2010).

Having argued where the school will be placed, the issue is the location of the school. The location of the school is very important, important in the sense that normally school needs a quiet environment, for good learning and teaching process. The environment must be calm, not in the motor parks, but quiet place.

Infrastructural facilities like accessible roads, good hostel accommodations, administrative office, house accommodations, other infrastructural facilities like instructional facilities, good classroom, sporting facilities, science laboratory and so forth facilitate good learning. At higher institution, construction of theatre hall, provision of hostel accommodation to the school, painting of school, various contributions to support the school friendly otherwise to advance the course of the higher institution are the contribution of Alumni of such institutions (Winas, 2012).

The school is one of the agent that transmit the culture, norms and values of the society from generation to generation, the training of good leadership/fellowship in the society, through civic and citizenship education and other relevant educational system in the country. Through knowledge and researches for developmental purpose, school is meant for training and producing professionals in the society so as to render services to satisfy the demands of the society and it meet up with the worlds competitive pattern of similar progress and development in the area of politics economics, science and technology security/defence, education, socio-cultural affairs and so forth of mankind. The school conserves the valuable culture, tradition, values of the society and helps in promoting and developing these with the rolling of the time. It also spreads the store of culture to the next generation.

For all-round development of the individual school has a package of programmes. Through its different activities, it draws out the hidden potentialities of the child and develops them in a proper way. Also, school helps in developing and cultivating good and higher values like truth, sympathy, love, cooperation and so forth in the child. Through

different social interactions and moral teachings, it spreads the message of righteous living in a society. School is called a society in miniature, because in school, child shares his feelings with various children coming from different strata. So he learns the lessons of social duty, responsibilities and understanding the feelings of others. Likewise, school helps in social change and social control. School creates the first civic society for the child where he learns the duty and civic rights for the country as a responsible citizen. The school trains the lessons of citizenship to a child. School prepares child to face the problems of the society. Hence, proper adjustment and application of learned knowledge can be checked and guided by school. So the main function of the school is to develop adjustment capacity of an individual.

Through different activities, school provides training in different vocations. It also cultivates the values of dignity of work and labour. It prepares children to face any challenge in the future to solve their bare necessities. The role of school cannot be confined with these lines. In modern days, the role of school has been increasing day by day. It is called the hub of learning. Every developed state gives first priority to the schools for total national development. Really, school is now a prestigious institution in society, which can be called a man - making factory (Blenthy, 2006).

For any organization to succeed in its activities, everyone of its members must have a way of contributing. In other words, the activities of the organization are divided among the members so that everybody knows what to do at any given time. This is division of labour which characterize any normal organization in such a way that no single individual can boast he is solely responsible for the success of the organization. In other

words, the roles played by everybody are as important as those of others. The school is an organization like the human body that is made up of several system. Though the systems have their respective functions to perform, they do not exist or perform these functions in isolation. In a sense, there is a complex of inter - dependence among them to the extent that if one of the body system is not functioning well, the entire body will be affected for example, if one has problem with lungs, the heart and the other system of the body will be in trouble, similarly the school is made up of unit or department or division which interact in the course of performing their basic roles. Unless all of them are performing their basic roles, the entire organization will collapse (Tomas, 2011).

In view of this, social studies have been carefully identified to help provide leadership as well as help manage the infrastructural facilities. Social studies which is otherwise called a problem-solving course was introduced into the Nigeria educational system with the hope that citizens will grow with the love for the country, which in turn will develop a strong attachment to their country and the constituted authority to expose them to the problems facing the Nigerian nation and to equip them with necessarily practical skills needed for their survival and the survival of Nigeria in general. (Tikumah, 2009). Children exposed to good environment where, conducive facilities are available, have good exposure of learning, this could ultimately improve their academic performance.

2.2.2 Concept of Infrastructural Facilities

The concept of infrastructural facilities otherwise called educational facilities, may be used interchangeably. These are educational facilities which includes school buildings (classrooms, assembly halls, laboratories and workshops, libraries) teaching aids and

devices such as modern educational hardwares and their softwares in the form of magnetic tapes, films and transparencies (Ogbodo, 1995 cited in Auta, 2012). They are therefore, materials things that facilitate teaching and learning processes in the school.

In his own contributions, Castaldi (1977) cited in Auta (2012) was of the opinion that school infrastructural facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. These infrastructural facilities are therefore related directly to school curriculum. The effectiveness of the school programmes are expressed with the presences or availability of good school site, well design buildings with a good space, proper classroom design as well as functional school building with a wide array of teaching aids. A well designed functional school building with a wide array of teaching aids thereby provide effective delivery of the schools' curriculum and are positively related to academic performance (Exewu, 1983; Bloom, 1978; McCabe, 1975 in Auta, 2012).

Infrastructural facilities are the treasurable assets of the school through which effective teaching and learning can take place and be promoted. infrastructural facilities according to Dare (2010) should be properly planned, developed and maintained in order to ensure its relevance to the school curriculum and its effective teaching and learning in any educational institutions. Infrastructural facilities are indispensable as far as the industry is concerned. They are essential for the well being and comfort of teachers and the students in the teaching-learning process (Cutis, 1999 cited in Auta, 2012).

“There are no two opinions on the idea that a school building must be planned spaciouly, functionally and with pleasing architectural features”. He further states that

buildings are to education as the body is to the mind. This is to say that a fine building makes a fine school and poor buildings, a poor school. From the above assertion, we can agree that a school should be housed in beautiful buildings which are not only stimulating centres of education for children but also vital centres of community life. This can only be achieved through excellent planning of infrastructural facilities. Infrastructural facilities embrace both temporary and permanent structures of school sites. Infrastructural facilities consist of basic systems and structures which a viable school needs in order to function effectively and to fulfill the purpose for which it was established. At times, students and teachers find themselves in a physical environment that adversely affects their morale and in some cases, their health. For example, if the science laboratory is dilapidated, it will create fear for both students and teachers to conduct practical inside, (Kochler cited in Auta, 2012).

Also, if the toilet is bad, the odour will convey sickness to both students and teachers. When a school building is in disrepair, students achievement suffers, for instance, a swinging door, classroom with broken glass windows is a source of danger to students when they run up and down in the class. People are affected and influenced by their environment Children exposed to good environment where, conducive facilities are available, have good exposure of learning, this could ultimately improve their academic performance.

Infrastructural facilities are all the available assets of a school that can be used to foster and facilitate teaching and learning as well as to protect the physical well being of the occupants (Dare, 2010). There are basic equipment of a building that are necessary for the

building to serve its intended function, they are sometimes designed, built, installed to serve a specific function or services. These infrastructural facilities in a school improve the quality of instruction and strive to create a healthy school climate. They include school building, classrooms, assembly halls, laboratories and workshops libraries and teaching aids.

2.2.3 Maintenance of Infrastructural Facilities

Importance should be given to the management of infrastructural facilities not only through its planning or construction of new buildings/schools but also with the maintenance of existing infrastructural facilities. Concept of maintenance therefore involves maintaining items – buildings, furniture and equipment as far as is possible in their original condition (UNESCO, 1984 cited in Best, 2005). Maintenance of school infrastructural facilities is very crucial in ascertaining its lifespan and efficiency. Dare (2010) stated that the time it takes for a building to become physically obsolete depends on the quality of the original construction and materials as well as the quality of facility keeping and maintenance.

Literarily, maintenance is the act of keeping something in good condition by checking or repairing it regularly. It could also be the act of making a state or situation continues as far as the usage of a particular school infrastructural facilities are concerned. This involves an act of taking proper care of equipment by strictly being guided by specific regulations governing the use of such equipment. Maintenance of infrastructural facilities implies activities put in place to restore the physical conditions of infrastructural facilities. Maintenance is the art of taking proper care of infrastructural facilities to remain in good state and remain in good working condition for along period of time (Bullock, 2007).

Carbohydrate-Hyde-Orthodonist Lyons (2001) cited in Auta (2012) notes that maintenance as a programme set of actions, activities or processes undertaken to keep any thing (equipment, material or facility) in “as new” a condition as possible to sustain maximum functionality, guarantee safety, usability and lifespan for intended services.

The history of the maintenance of education in Nigeria according to Adesina (1981) cited in Auta (2012), could be traced to the arrival period of the missionaries who were the pioneers of education in Nigeria. The missionaries achieved this through gifts from their home missions, friends and later from the local contributions. In Lagos colony, the work for education began since 1840s while the idea of grants-in-aids to voluntary agencies, but the grant only totaled two hundred pounds to each of the three missionary bodies; the Anglican Church Missionary Society, the Wesley Methodist and the Roman Catholic Missions. In the year 1882, the financial assistance was increased to six hundred pounds per annum. At the same time, the Educational new approach that schools established by government became the responsibility of government for maintenance and funding of such schools. Therefore, a central board of education that was to recommend the reception of grant-in-aid by schools was also set up. The condition of buildings and teachers' certificates was to be certified by the board, and the examination affairs Fafunwa (1974) cited in Ololobou (2012).

The education plan of 1914 brought a remarkable difference in the maintenance of education in Nigeria (Adesina, 1981) cited in Broome (2005), as increased subventions were made available to the missions and other voluntary educational bodies from the

colonial government. It also increased financial aid to the native administrators' to assist them to expand education in their areas.

Researchers such as Abubakar (2014), notes that maintenance as a culture cultivated to keep the environment and all infrastructural facilities in school safe, serve the beneficiaries for a long period and be conducive for learning.

Activities involved in the maintenance of school infrastructural facilities are;

1. Sweeping the floor or grounds.
2. Cleaning of the doors, windows, cobwebs on the ceiling roof and walls.
3. Cutting of grass in the surrounding; and in the field for games.
4. Cleaning of drainage system to allow free flow of water during rainy season.
5. Repairs of broken furniture, leaking roofs or blown off roofs for teaching-learning efficiency.
6. Renovation of dilapidated buildings and construction of new classrooms.

These tasks can be carried out by;

1. Students
2. Labor masters
3. Staff in-charge of works
4. Teachers
5. Principal
6. State governments
7. The SUBEB (State Universal Basic Education Board)
8. The LGEA (Local Government Education Authority)
9. The PTA (Parents Teachers Association)

Maintenance of infrastructural facilities are done for the following reasons;

1. As a result of wear and tear of usage.
2. Physical decay
3. Obsolete - growing out of use.
4. Accident or natural disasters like rain, storms, fire, acid, splash on the walls and tiles and so forth.

Vickery (1984) cited in Dare (2010) suggested four policy options; they are:

1. No maintenance at all
2. Emergency maintenance
3. Adhoc maintenance
4. Planned or preventive maintenance

- 1. No maintenance at all policy:** - It suggests that there is no need to charge maintenance against public fund. Government intervenes only when there is a disaster. This policy is adopted in a situation where schools are in the hands of private organizations and are assumed that the owner of the schools will ensure that their infrastructural facilities are in good condition.
- 2. Emergency maintenance:-** Money is hardly budgeted for emergency maintenance of school infrastructural facilities. Therefore, funds set aside for other purposes are diverted for the repairs of infrastructural facilities damaged by natural events like disaster caused by rain storm or a fire disaster.

- 3. Adhoc Maintenance:-** Certain amount of money is planned for unplanned maintenance to be used at the discretion of the school administrator. If it is centrally reserved or disbursed to the school administrator, it is given to the officer in charge of works, who determine what maintenance to effect. However, the money is always too small in relation to the work to be done and the funds are disbursed according to priority. In this case, it is difficult to completely execute any major item of maintenance.
- 4. Planned or preventive maintenance policy:-** The planning is based on the design, cost and some of the analysis of regularly conducted surveys and the work would involve not only occasional repairs but maintenance undertaken at regular intervals with a view to reducing or preventing future deterioration of items. For this policy to work, the information Pool Officer must collate the total stock infrastructural facilities adequately.
- 5. Corrective maintenance:-** Maintenance, which is directed at repairing faults, is known as corrective maintenance. For example, the timely rectification of electrical faults in school building prevents the possibility of any fire outbreak.
- 6. Breakdown maintenance:-** This is the type of maintenance that is aimed at rectifying breakdowns in any of the educational resources that is human or material. For instance, purchase of spare parts for material resources, provision of well-equipped hospital to take care of human resources.

- 7. Running maintenance:-** This is the type of maintenance that is carried out while the resources are still operating. For example, lessons can continue in the classrooms during the day while the generating set is being repaired or serviced. Regular payment of teachers' salaries and allowances will come under this maintenance also.
- 8. Shutdown maintenance:-** This is the type of maintenance that is carried out while parts of the resources are shutdown for a specific purpose. For instance, the close-down of Ahmadu Bello University, Zaria by the Sole Administrator in 1995 for the purpose of rehabilitation of the institution. Olagboye (1998:68) cited in Auta (2012) is of the view that the best and most effective approach to the maintenance of educational resources is to integrate all the different types of maintenance practices into a planned programme for both human and material resources. This should include a hazard insurance scheme for the resources.

2.2.4 Concept of Leadership

For any good plan to be successful there must be a good leadership in place. Leadership is the process of influencing the activities and behaviour of an individual or a group in effort towards goal achievement in a given situation. A leader is a product of his/her functional relations to specific individuals in a specific situation. A leader can be described as one who knows the way, shows the way and goes the way. Therefore to be a good leader, one must learn to be a good follower says the researcher. Stodgill (1950) cited in Auta (2012) saw leadership as "the process of influencing the activities of an organized group towards goal setting and goal achievement." Thus, it is clearly known that when the

individual acts, he necessarily interact or transacts with elements of his environment. There are different types of leadership styles, such as authoritarian, democratic and laissez- faire.

Leadership is the office or position of leader. It can also be said to be the qualities of leader or act of leading, however, a leader is the one who shows the way and guides another persons or group of persons to attain a goal. Consequently, a leader occupies a central position in a society (Kadiri & Zuru, 2006). In the light of this therefore, autocratic leadership style is a government by a single person or small groups that has unlimited power or authority. While, democratic leadership style is a government based on collective or government by the people for the people and of the people. Laissez faire leadership style in this type of leadership, the government does not have many law or rules to control its people decision-making and take a lot of time (Kadiri & Zuru, 2006).

Authoritarian leadership is a dictatorship. The holder exercises arbitrary power, he determines all policies, techniques, activities and functions without consultation. He/she always evaluates performance according to his/her standard. He creates a social distance between his students/staff and himself. A democratic leader is liberal and open to all. He/she welcomes suggestions as well as group discussions in which he plays an active role. The leadership is objective or 'fact' minded in his praise and criticism. Laissez- faire does not exercise influence positively on the followers. The leader grants total freedom to group and individuals to make whatever decision without his participation. The ideal leaders for a school is democratic leader. He welcomes suggestions and he does not find it difficult to change opinions. In a similar vein, such leadership adopt situational approach in determining the type of leadership he/she exhibit (Kadiri & Zuru, 2006).

2.2.5 Management of Infrastructural facilities

Maintenance and accurate record keeping are two important aspects of effective management of school infrastructural facilities. School infrastructural facilities management refers to all the efforts put in place by school administrators to ensure that all available infrastructural facilities in the school system are available in required number and are properly maintained against destruction or dilapidation. School management is the process of planning to meet the needs of the school physical infrastructural facilities, constructing the infrastructural facilities, maintaining and keeping such infrastructural facilities always in good condition so that they can be put into operation when required for teaching and learning (Dare, 2010).

Management is viewed as “getting things done through others”. It can be more scientifically looked at as the coordination of all the resources of the organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Management is the process of working with and through others to achieve organizational objective in a changing environment. Resser (1973) cited in Auta 2012 gives an insight into the question when he suggested that managers are the people who:

1. Set objectives for using available resources.
2. Formulate and plan for achieving the objectives.
3. Identify the activities to be performed.
4. Organize the activities into group.
5. Define the task to be performed in each group

6. Groups the task into jobs or programmes
7. Initiate work activities. Supply incentives to stimulate productivity.
8. Sets up controls to measure achievement of objectives.
9. Take remedial action if objectives are not being met.

2.2.6 Concept of 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 examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. In California, the achievement of schools is measured by the Academic Performance Index.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic performances in addition to intelligence and conscientiousness Bala (2014).

2.2.7 Concept of Social Studies

The concept of social studies have attracted different opinions. According to Aina, (1982) cited in Ogundele (2006) when social studies was first introduced into schools, it was regarded as a combination of history, geography and civics. To clarify the confusion that set in, a committee on Primary School Social Studies Programme in Nigeria defined social studies as “Those common learnings of man's interaction with his social and

physical environment. It is not only a study, but a way of life, of how man influences and is influenced by his physical, social, political, economic and cultural environments". They further added that it is neither a study of History, Geography, Economic, Civics as in the traditional school subjects, nor an amalgamation or a combination of them, but that it relates to the total experience and understanding that a child gets as a result of learning about his environment; to the problems of the surrounding and other aspects that affect his way of life. Social Studies is "a programme of study which a society uses to instill in students the knowledge skills, attitudes and actions considered important concerning the relationships human beings have with each other, their world and themselves" (Kissock cited in Ogundele, 2006).

Ololobou's (1989) in Mazeoibi (2008) conceptualization of social studies also deserves noting. To him, social studies is "An organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry".

Social Studies is "The study of man and his physical and social environments, and of how man interacts with others." From the opinions so far given, it is clear social studies is organized as a school subject to serve two closely related purposes: To guide pupils towards understanding people at various distances from them; the conditions in which people find themselves and the methods they employ to cope with problems. To guide pupils in ways of reacting to and interacting with people, conditions and actions to ensure the survival and growth of themselves as individuals in their society and of the total society of man, (Okonkwo, 2000) cited in Tikumah (2009)

The National Council for the Social Studies (NCSS, 1992) adopted the following definition of “social studies”: Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school programme, social studies provides coordinated, systematic study drawing upon such discipline as anthropology, archeology, economics, geography, history, philosophy, political science, psychology, religion and sociology as well as appropriate content from the humanities, mathematics and natural sciences. In essence, social studies promote knowledge of and involvement in civic affairs. And because civic issues such as health care, crime and foreign policy are multidisciplinary education.

In the opinion of Barth (1993:12) cited in Ololobou (2012), social studies was described as the interdisciplinary integration of social science and humanities concept for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues. It emphasizes the ultimate goal of social studies teaching to help students think critically and to use what they know to be active citizens. NCSS Task force on standard for teaching and learning in the social studies (1993:213) cited in Ololobou (2012), the primary purpose of social studies is to help young people develop the ability to make, informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an independent world. The workshop on social studies curriculum held in 1972 at Ibadan, looked at social studies as a discipline in which we learn about world and man’s interaction with his immediate and remote environment. The statement indicated that social studies differ in its nature, contents and approach. That indicates that social studies is a unified and integrated course of studies that utilize the

system approach in attacking social problems of a man in the society. Social studies is a discipline that deals with man's varied problems in his physical and social environment. It focuses on how man's deals with the problems found within his environment. In essence, man must have to feed; find a shelter; clothing; face environmental challenges; organize his society and must associate with people and social groups.

Social studies as a whole revolve round man and how he responds to his immediate society when matters arise. So man is the centrifugal force in the studies of social studies. It examines the content to which man has been subjected to the conditions of his government and how he tries to change them, that is to say the societal problem like problem of conflict and consensus arising out of man's relationship to man and man's relationship to his natural environment. Social studies is not only as a studies but it inculcates the right type of attitude, skills, beliefs and values needed for the functioning and survival of individual and the society. The subject ask question, raises issues, faces problems, presents needs and identifies realities.

Ololobou (2010) sees social studies as an integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitude and actions for the purpose of producing an effective citizen. From the concept above, it is clear social studies is organized as school subject to serve two closely rated purposes:

- (1) To guide pupils towards understanding people at various instances from them, the conditions in which people find themselves and the method they employ to cope with problems.

(2) To guide pupils in ways of reacting to and interacting with people, conditions and actions to ensure survival and growth of themselves as individuals in their society and of the total society of man (Ololobou, 2010).

The knowledge children acquire as a part of social studies tends to be the highest priority for teachers, parents, and the children. The common perception is that this is what social studies is all about knowing things like the location of the Rocky Mountains, the conditions aboard a slave ship, and the purpose of a mailbox. This is too limited a view because social studies must be a vehicle for children to become better communicators, thinkers, researchers, computer users, and artists. Finally, all three definitions state that the ultimate goal of social studies is active citizenship in our society, as our students use the knowledge they have acquired and the processes they have mastered to make communities, the nation, and the world better places. This is the position of the NCSS, that the “core mission of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens” (NCSS Task Force on Revitalizing Citizenship Education, Mozeoibin 2008).

Considering the diverse view on social studies teaching and learning, expressed throughout the last 100 years: Social studies should promote the acceptance of cultural diversity. Social studies should focus on the major events and important individuals in American history and seek to transmit to young people the American concepts of liberty and equality. Social studies should be issues centered, as students search for answers to problems and dilemmas confronted by people today and in the past. Social studies should develop democratic citizens who is patriotic; good citizens are also critics of, and participants in,

their government. Social studies should focus on the big ideas of the social science disciplines, and the essential activity for children is problem solving. Social studies should be child-centered and permit students to pursue topics of personal interest (Leaming, Ellington & Schug, 2006).

2.2.8 Classrooms Environment

Teacher has learned over the years that the learning environment in her classroom is vital to student success and impacts students in many ways. A negative learning environment, or setting that adversely affects student learning, can affect teachers/students in many ways, such as low student achievement, poor behaviour, student-teachers or depression. The teacher works hard to maintain a positive learning environment, or one that allows students to feel comfortable and confident as learners, students are hard workers and have high achievement levels.

Those bright posters, organized spaces and cooperative learning arrangements are not an accident. Teachers pay a lot of attention to the physical environment in her classroom. The use of space includes how furniture is arranged and organized, how materials are stored and maintained, how clean the classroom is and the overall color and brightness. Imagine a classroom that has little light, dirt on the floors. Teachers recognizes that children need a clean, bright, organized space to strengthen learning experiences (Brunhoff, 2007).

2.2.9 Library Facilities

For many people the word “library” conjures up images of books and not much more. Although books remain a core feature and are beneficial in many more ways than commonly understood, libraries have a much wider and more significant reach than books

alone. The resources to help people educate themselves, classes for people who, for example, don't know how to use a computer, email, or word-processing software, or want to find out about using the internet safely and securely, Free access to computers and the internet for everyone, including 17% of the British population who don't have access at home, Support for research using online resources as well as print resources that are not available on the internet (National Literacy Trust, 2012).

Library services provide the opportunity to participate in book groups as a leisure activity, or an activity to support mental health and wellbeing, or rehabilitation, support further resources to promote well-being, including bibliotherapy Spaces for community activities and development, Homework classes for children who need extra support outside school hours and study spaces for children who don't have a home environment they can work in Children's reading challenges and events, which encourage children to continue to read and develop their literacy skills, Support for job seekers via free access to the internet to search for and respond to job applications, and by helping them to improve their employability skills, Support to the disadvantaged, Support for adult literacy initiatives, Support for community involvement through the provision of information about the local area (Churhchill, 2012).

Information for small and new businesses, including research and free access to high cost business information databases, Information and support to engage with local and national democratic processes, including helping people understand how government works, and providing people with the facts they need to make informed choices about the decisions they are increasingly asked to make about the running of their public services

and a gateway to access further local council services in the library or online, including directing people to further council information (National Literacy Trust, 2012).

National Literacy Trust is a registered charity organization in UK that provide support for schools in UK, teachers, parents, families, communities and local areas, they provide support in libraries, adult education and so forth. “A person with poor literacy is more likely to live in a non-working household, live in overcrowded housing and is less likely to vote. Literacy skills and a love of reading can break this vicious cycle of deprivation and disadvantage.” Libraries are well-positioned to play an important role in improving these figures, through the promotion of literacy and positive reading experiences in local communities, and society as a whole. For babies, children and young people there are baby-bounce, class visits, storytelling sessions, summer reading schemes, and teenage reading groups, including ones specifically focused on Manga and graphic novels, for example. Adults benefit from library groups focused on reading (including specialist groups catering for specific needs), creative writing, self-publishing, as well as reading challenges and author visits, to name just a few of the initiatives. Library staff also visit schools, nurseries, playgroups, prisons and community centres. Outreach is not just crucial in promoting the great work of libraries, and attracting more users, but it can lead to greater community involvement, empowerment and resilience (National Literacy Trust, 2012).

2.2.10 Laboratory Facilities

Laboratory facilities widen studnets understanding and enables them to know practicals uses of concepts taught in subject, a laboratory facilities (also referred to as a

lab) facilities as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006:). Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. These skills and knowledge, fostered by laboratory investigations, are an important part of inquiry - the process of asking questions and conducting experiments as a way to understand the natural world (NSTA, 2004). While reading about science, using computer simulations, and observing teacher demonstrations may be valuable, they are not a substitute for laboratory investigations by students (NRC, 2006:3).

For science to be taught properly and effectively, labs must be an integral part of the science curriculum. The National Science Teachers Association (NSTA) recommends that all preK-16 teachers of science provide instruction with a priority on making observations and gathering evidence, much of which students experience in the lab or the field, to help students develop a deep understanding of the science content, as well as an understanding of the nature of science, the attitudes of science, and the skills of scientific reasoning. Furthermore, NSTA is committed to ensuring that all students - including students with academic, remedial, or physical needs: gifted and talented students; and English language learners have the opportunity to participate in laboratory investigations in a safe environment (NRC, 2006:127).

“Newton won a stunning victory for the intellect and the democratization of science, because it became possible for students to have as much authority as teachers. By knowing proper methods, a youth could conduct an experiment whose results might confound his elders.” Newton’s programme of “experimental philosophy” firmly and successfully established the central methods of physics, whereby inference from experience guides formulation of hypotheses, whose predictions are validated by experiment. Laboratory activities in high school physics provide experience with phenomena, a starting place for the systematic development of students’ ideas, and a testing ground for the predictive power of their reasoning (NRC, 2006:127).

2.2.11 Electricity/Water Supply

Nigeria is a country that is blessed with a lot of resources that can be used to generate electricity such as coal, natural gas, oil, hydro and other renewable energy sources (Seifi & Spasian, 2011). Electricity is generated at power stations which use various fuel sources including coal, gas, oil, biomass water, wind, geothermal or solar, electricity generation is provided by both government owned corporations and private companies (Collier, 2014). Electricity is increased in voltage (similar to increasing pressure in a water pipe) at the power stations to limit losses and fill into the transmission network which transports to the electricity over long distances to the distribution networks. (Herfem, Bellmunt & Liang, 2015).

When electricity travels from the transmission network to the distribution networks, its voltage is reduced until it reaches final voltage of 240 volts (v) for supply to homes, schools and business. Also, a government owned corporation, supplies customs, in rural

schools, business region (Wood & Shable, 2014) electricity distributors are responsible for poles and wires, trimming trees, meter reading, safety of their networks emergencies (Gill, 2008).

Electricity facilities boost the moral of both student and teachers and also improves the academic learning which in turn improves the academic performance, provision of electricity supply and increasing supply of electricity improve the quality of education. The need for electricity supply is perhaps required at all level of education from kindergarten through post secondary to administrative office (Auta, 2012).

Water demand is on the increase, on the global scale, all over the world water supply threaten biodiversity and the supply of water for food and vitals human needs, water shortages exists in many regions with more than one million people without adequate drinking water. In addition, 90% of the infectious diseases in developing countries are transmitted from polluted water. Water is essential for maintaining an adequate food supply and a productive environment for the plants and animals worldwide, as human populations and economics grow global fresh water demand has been increasing rapidly, in addition to treating the human food supply, water shortages severely reduce biodiversity in both aquatic and terrestrial ecosystem, while water pollution facilitates the spread of serious human diseases and diminishes water quality, Human obtain the great majority of their nutrients from crops and livestock, and these nutrient sources require water, land and energy for production, food supplies (WHO, 2009).

2.2.12 Concept of Students' Performances in Social Studies

The problem of students' performance in social studies has been a much discussed educational issue since the early 80's when it became a compulsory subject in Nigeria. Such discussions have consistently centred round instructional strategies used in teaching the subject. When similar situations of under performance were experienced in social studies in Nigeria, new instructional methods were employed such as mastery learning, peer tutoring, computer-assisted instruction, simulation games and brainstorming. Efforts made through research to discover the causes of the persistent failure in social studies revealed among others, that secondary school social studies teachers mainly adopt the lecture method in the teaching and learning of social studies (Udoh, 2008).

Studies like those of Umeoduagu (1994); Okobia (2000); Akpochafo (2001) and Arisi (2002) cited in Ololobou (2010) have pointed out that despite the more than thirty year existence of learning style theories (detailing how people learn), most teachers still dispense information using conventional lecture method without regard to students' learning abilities. This teaching method is theoretical and teacher-directed, instead of being constructive or activity-based method. Research has shown that students do not enter the classroom as a "blank slate" Yamah (2013) Learners construct knowledge by making connections between new information and their existing conceptual network. Piaget (1964) cited in Efe (2015) notes that "learning is an active process of knowledge construction, the making of connections between existing network of knowledge".

However, most of the emphasis is on the teacher, his teaching methods and materials. Studies on under performance of students in secondary school subjects found inefficient

teaching methods by school teachers as a major factor for the under performance of students.

Table 1 shows the students' performance in junior secondary school examination result from 2010-2015.

Table 1: The Performance of Students in Social Studies from 2010-2015

Year	No. of Candidate that sat for NECO	No. of Candidate that sat for Social Studies	% of Pass in Social Studies	% of Failure in Social Studies
2010	1,351,557	31,102	13.93	86.07
2011	1,540,250	128,034	6.43	93.57
2012	1,529,425	659,132	31.18	68.82
2013	1,308,217	86,612	29.17	70.83
2014	1,692,435	791,227	31.28	68.72
2015,	1,605,248	758,849	38.68	61.32

Source: From NECO Result, January, (2015)

The National Examination Council (NECO) Chief Examiner's Report (2010 & 2015) indicated poor social studies skills as one of the major reasons for the poor performance of students in social studies. This agrees with Krammer (2005) who found that students with poor social studies knowledge could not enquire into social studies problems. Udousoro (2011) also found that students with high social studies ability performed significantly better than those with low social studies ability in social studies. Yewande (2012) suggested that social studies is a subject that involves some quantitative aspects that seems to influence the overall achievement in social studies. Through the years, the suggestion has been made that the reason students have difficulties generally in social studies is that, they cannot handle their social studies skills. As noted by Venkateswanhu (2004), cited in Tikumah (2009) the researcher hope this study will help solve the problem of mass failures in external examination, fact from institutions like NECO who are

responsible for conducting basic Education Examinations certificates for this junior classes shows that there is a sharp failure and performance in these schools. Situational analysis also revealed that in Federal Government College Minna, students do not have conducive learning environment, infrastructural facilities such as libraries, laboratories, lack of classrooms/accommodation, lack of desk, students hostels are in a deplorable state thereby constituting the poor performance of students. The researcher observed in the school under study that, lack of classrooms/accommodation could bring the morales of both students and teachers, thereby resulting in poor performance. This is because when students are taking lesson under shade or overcrowding class, in such environment, a number of things usually happen, one, the students' concentration to the teaching is very low. Secondly, there will be little or no modification to both the teacher and the students. In some cases, the weather will not be favourable to enable teaching to take place, either excessive heat or rain will form issues that will distract the teaching and learning thereby resulting in poor performance of students.

2.3 Theoretical Framework

Theory helps to clarify the basis of a concept in line with its objectives. It explains the main focus and direction of the concepts. The research is designed to investigate the impact of infrastructural facilities on students' performance in social studies in Federal Government Colleges in Niger state, Nigeria. It is important to look at the contributions as well as theory of learning and their relationship with infrastructural facilities.

Effective schools for poor and minority schoolchildren repudiate the notion that family background and/or socioeconomic status are determinant of a student's ability to learn and achieve success in school. Studies (Edmonds, 1979; Purkey & Smith, 1983) cited

in Edward (2006) have shown that effective schools for poor and minority students share the following characteristics: strong and supportive administrative leadership, instructionally effective teachers, professional development opportunities, consistent monitoring of pupil progress, parent involvement and support, and a climate of high expectations for all students. In addition, urban schools that successfully educate poor and minority children believe in the educability of all children and maintain orderly, safe physical learning environments conducive to teaching and learning.

School officials who maintain the environment of educational infrastructural facilities have a significant impact upon teaching and learning. Arguably, an essential component of effective schools is that they “are as eager to avoid things that don't work as they are committed to implementing things that do” (Edmonds, 1979:21) cited in (Edward, 2006). In effect, because research (Earthman, 1996; Edwards, 1991; and Hines, 1996) in Edward (2006) has shown certain aspects of school climate (for purposes of this study - orderly, safe, and appropriate school infrastructural facilities which are conducive to teaching and learning) to be determinant of academic performances, it is incumbent upon district and school administrators to make improvements in the physical climate of school infrastructural facilities so as to establish gains in academic performances on behalf of poor and minority students. Substandard pupil performance in deteriorating school infrastructural facilities is often connected to policies and/or decisions which negatively affect the physical learning environment. Research (Carnegie Foundation for the Advancement of Teaching, 1988 in Edwards, 2006) suggests that the depressed physical school infrastructural facilities of many schools is believed to reflect society's lack of policy and priority for urban students

and their education; deferred maintenance, building age. Along these lines, the decline and inadequate nature of infrastructural facilities in Federal Government Colleges is most problematic in schools. Citing infrastructural facilities where “temperatures inside classrooms can reach 110 degrees, ceiling tiles are missing, lighting is poor, new paint is spare, and landscaping minimal,” Poplin and Weeres (1992) cited in Edward (2008) maintain urban students are also “crowded into rooms where, unless students are absent, there are not enough desks” (p. 35).

2.3.1 Social Constructivism Theory

In consideration of theoretical perspectives on infrastructural facilities and student performance, social constructivism has emerged as an alternate theory of constructivism and has legitimized the significance of social contexts in education. For social constructivists, knowledge acquisition is a complex process involving language, community, social interaction and other cognitive functions that attend to an individual's intellectual development. In this study, the mutual existence of social constructivist and critical race (discussed in following section) epistemologies are presented as social processes which significantly impact the intellectual and social development of poor and minority students. Accordingly, elements of social constructivism will be used to guide data analysis and interpretation in this study.

Social constructivism is an influential theory in education which has appeared in a variety of forms and contexts since the 1930s, and is often cited as an alternative to the Piagetian theory of radical constructivism. Widely regarded as a theory which acknowledges that social processes and individual sense-making both have central and

essential roles in learning (Ernest, 1994), social constructivism furthers our understanding of how individuals actually construct knowledge. Similarly, students' performance and the state of infrastructural facilities in school has close connection because student who sit in a poor environment, can not understand and construct knowledge. Hence, such students will certainly not be motivated to learn thereby resulting in poor student performance.

There are three approaches to the study of human motivation that are related to students' learning. The behavioural approach which lays importance on reinforced desired behaviour as propounded by the likes of Skinner (Skinner, 1938, 1948) cited in Edward (2006), the cognitive approach which posits that human behaviour is influenced by an individual's perception of things wherein Jean Piaget's theory of equilibration, assimilation and accommodation (Piaget, 1964) finds importance and the humanistic approach which propounds that people are motivated to satisfy deficiency needs only when those needs are unmet. Abraham Maslow (1943) and Friedrich Herzberg (1959) cited in Edward (2006) are the famous names who have propounded theories to that effect.

Similarly, the impact of infrastructural facilities on students' performance and motivation of teachers is the humanistic approach that finds precedence. School infrastructural facilities tends to fulfill some need or the other for teachers and in the absence of the fulfillment of such a need there might be a lack of motivation to perform at work. This was examined by the study. Since studies by Brumback (1986) and Maehr (1984) cited in Edward (2006) showed that schools infrastructural facilities led to better student performance, it is important that all aspects of student and teacher/students motivation including school infrastructural facilities are given utmost importance.

2.3.2 Behaviourism Theory

The theory of behaviourism is built on Skinner's view that learning is behavioural change (Skinner, 1954). Behaviour is the result of an individual's response to events taking place in one's environment. These are stimuli (messages), which elicit responses (learning in the learner). A response produces a consequence such as defining a word, solving a math problem, writing a chemical formula. Thus by continuing with the stimulus response (S-R) pattern the individual is conditioned to respond. As noted by Mohammed and El-Yaqub (2006), following successful responses the learner has feeling of accomplishment and satisfaction.

2.3.3 Social Cognitive Theory

Bandura (2001) cited in Zakar (2014) social cognitive theory explains how people acquire and maintain certain behavioural pattern, while also providing the basis for intervention strategies. He maintained that the evaluation of the behavioural change depends on the following factors: environment, people and behaviour. He continued that the environment provides model for behaviour. To him observational learning occurs when a person watches the action of another person and the reinforcement that person receives. Towards this end, social studies students will usually be motivated by the presence and peace that infrastructural facilities provides and this will radiate in their mind, the attention receive from both parents, teachers and school infrastructural facilities which will save as very encouraging, intellectually stimulating, thereby encouraging their performance.

2.3.4 Relationship between Theories and the Study

The above learning theories have a link with the study for instance, Skinner (1954)cited Zakar (2014) stipulated that learning is behavioural change, behaviour is the result of an individuals response to event taking place in ones' environment. Hence, learning takes in ones environment, the environment a student receives instruction goes a long way to affect the child performance. A school that is stocked with good school infrastructural facilities such as good libraries, good laboratories, good hostel, good classrooms with good desk, chairs, table, the students response to receiving instruction from the teacher, will be positive on the other hand a student who response to instruction in a bad environment, the result will be poor performance, negative attitudes, lack of motivation in students life as asserted by Abubakar (2014).

For instance, the social constructivism has a relationship with infrastructural facilities. For learning to take place, there must be an interaction between teacher and the leaner or student, social interactions therefore exist for good learning to take place, good human relationship between teachers to principal, students to teacher to student, school to the community. It is in that spirit that learning take place. There must be good infrastructural facilities to enable both the teacher and student to construct knowledge and pass knowledge.

Theory of learning have a relationship with the study, for instance, Skinner (Skinner, 1938, 1948) cited in Edward (2006) notes that there are three approaches to the study of human motivation that relates to students learning, the cognitive approach which posits that human behaviour is influenced by an individuals perception of things, so good

classroom and serene environment, hostel as well as stocked libraries, good desk, chairs/table will not only widen their horizon of understanding of instruction but will highly motivate both the teachers, the students, and the school administration to carry out their task easily.

Jean Piaget (1964) theory of equilibration, assimilation and accommodation, find importance on the human approach which propounds that people are motivated to satisfy deficiency needs only when these needs are met. All the above theories have relationship with the study.

2.4 Components of Infrastructural facilities

There are three major components of infrastructural facilities. These are:

- i. Infrastructural facilities
- ii. Instructional facilities
- iii. School physical environment include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms) laboratory, stores, sick-bay, records office, school shop, bookshop, music room, cafeteria, Intro-technology laboratory, security post, staff quarters' and school farm as well as storage house.

Instructional facilities are teaching materials and equipment, that comprises science 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 and so on.

The list mentioned below are inexustive

Table 2: Instructional facilities

Equipment	Uses
a Science equipment such as:	
(i) burettes	For measuring acids
(ii) weighing balance	For measuring the quantity of sales for experiment.
b Technical equipment such as:	
(i) Jigsaw	For cutting wood
(ii) Hammer	For nailing substance
(iii)Screw driver	For testing electricity
c Wall clock	For timing information
d Television	To provide information
e Flute, piano	For teaching music
f Picture charts e.g digestive system charts	Used as teaching aids
g Sick-bay	Serve as first aid treatment for students that are sick in the school.
h Record office	To keep staff and students' record
i Staff quarters	Houses to accommodate teachers
j Farm storage house	To keep farm produce harvested from school farm.

Source: Dare (2010)

Government policy on infrastructural facilities vary, while in some schools, parents buy the textbooks needed for studies, and in some schools, government buy or provide the textbooks for free. 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 constituent of school physical environment include building and scrape parking lot, play ground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, infrastructural facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, plumbing materials like water taps, bore hole - electrical telecommunication like speakers, radios, network system, security and fire suppression systems Dare (2010)

2.4.1 Impact of Components of Infrastructural Facilities on Teaching and Learning

As earlier mentioned, school infrastructural facilities are categorized into five (5) different components which shall be examined below. These components are Buildings, Equipment, Machinery, Furnitures and Virtual Library.

1. **Buildings:** they are structures that provide adequate accommodation for the various purposes. Its structure should be safe and stable for effective teaching and learning process. The rooms should be provided with proper ventilation and lighting arrangements. In order to meet various requirements, there should be the provision of the following rooms in the designated school building: (a) Administrative offices (b) Library and Reading room (c) Assembly hall (d) Science Laboratories (e) Vocational workshops (f) Audio-visual Rooms (g) Stores (h) Dispensary (i) Sports Room) (j) Classrooms and (k) Subject rooms for special subject among others. It is needles to add that there should be adequate and safe drinking water in each of these school buildings alongside proper sanitary arrangements.
2. The number of availability of these infrastructural facilities determine the physical standard of such schools to cope with the implementation of the curricula. It however, becomes a setback for any school that is not adequately capable to provide most of these infrastructural facilities, as against achieving the three domains of learning at the expense of the other. Important to note in the selection of building (school) site are the surroundings, scope for future expansion, shape and purpose of the building type, and service conditions.

3. “Buildings are to education as body is to the mind”. A sound mind can only be there in a sound body. “This could be a better phrase to qualify the essence of any type of building in the school settings. School should be housed in beautiful buildings, which are not only stimulating centre of education for children but also vital centres of community life.
4. Equipment: The classrooms, laboratories, and subject rooms should be equipped with adequate furniture. It should be convenient for work and suitable for the correct postures of young students. The libraries should be well stocked with all types of relevant books. Laboratories with well-equipped scientific apparatuses to meet the laid down specifications and the audio-visual aids filled the language lab. The equipment makes a great impact only when they stimulate and facilitate self-study on the part of the students.
5. Machinery: Such as workshop machines and tools, duplicating and other secretariat machines.
6. Furniture: If the infrastructural facilities functioning are 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 instructional facilities enhanced teaching and learning process Auta (2012).

2.4.2 Importance of Infrastructural Facilities

According to Saiyidain in Sidhu (1999), the importance of infrastructural facilities was quoted thus as:

“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”.

Infrastructural facilities is so important in the life of any educational institutions because the children cannot get desired benefit from the school, if they are not housed properly, if they have no playgrounds, if they are taught in an unhealthy surroundings or if the entire equipment provided them are uncomfortable cited in Dare (2010). Taking into considerations that, schools cannot just be set up everywhere and anywhere. This is because it is not all environments that educate, and the character of school buildings and grounds remain an important elements in the child’s education.

Kochler (2004) cited in Dare (2010) asserts that the school heads and their academic staff plan and think together about the present and future needs of school infrastructural facilities as vital factor that can contribute to the enrolment of students in the school. The researcher further observes that through adequate planning of school infrastructural 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’.

Momoh (1950:175) cited in Auta (2012) is of the view that infrastructural facilities can limit educational programmes, but when properly planned, it can only enhance the day-to-day learning process, at the same time, pave the way for launching a new educational

programmes in any school, Therefore, it promotes effective school climate and management. It enhances quality teaching and learning and boosts teachers' and pupils' morale.

Adesina (1980:224) cited in Auta (2012) reports that planning of school infrastructural facilities helps the government and the individual school to avoid wasteful imbalance that arises out of projection based on unreliable data. He adds on that a situation may arise where there are pupils' but no teachers' or pupils' without books, desk and classrooms. This, perhaps, was the case in the few first years following the launching of U.P.E in 1976 and the repackaged U.B.E which is presently on. It influenced school community relationship through the use of infrastructural facilities as cultural, civic, recreational and youth centres. Also, it promote child friendliness and effective schooling due to the provision of sanitary infrastructural facilities, clean spaces, safe drinking water, school shops to buy snacks and drinks.

Table 3: Difference between Infrastructural Facilities and Instructional Facilities

Infrastructural Facilities	Instructional Facilities
<p>Infrastructural facilities are all the available assets of a school that can be used to foster and facilitate teaching and learning as well as to protect the physical well being of the occupant, these are basic equipment of a building that are necessary for the building of serge its intended function, there are sometimes designed, built, installed to serve a specific function or services</p> <p>These includes; school building, hostel, classroom, assembly halls, labouratories/workshop libraries, principals office, staff rooms, sick bays, record office, school shop bookshop, music room, cafeteria, nitro technology laboratory security post, staff quarters as well as storage.</p>	<p>Instructional facilities are teaching materials and equipment, that comprise; science equipment, introductory technological equipment, wall clock, puzzles, television, radio, VCD, pallets and players, piano, flute, chalk board, science equipment such as burettes, weighing balance, technical equipments such as; Jigsaw, Hammor, scew chair, picture, charts, digestive system charts, sick bay record office, staff quarters, farm storages, simulation games, auton, audio, visual rooms, virtual library.</p>

2.4.3 Benefit of Maintenance of Infrastructural Facilities

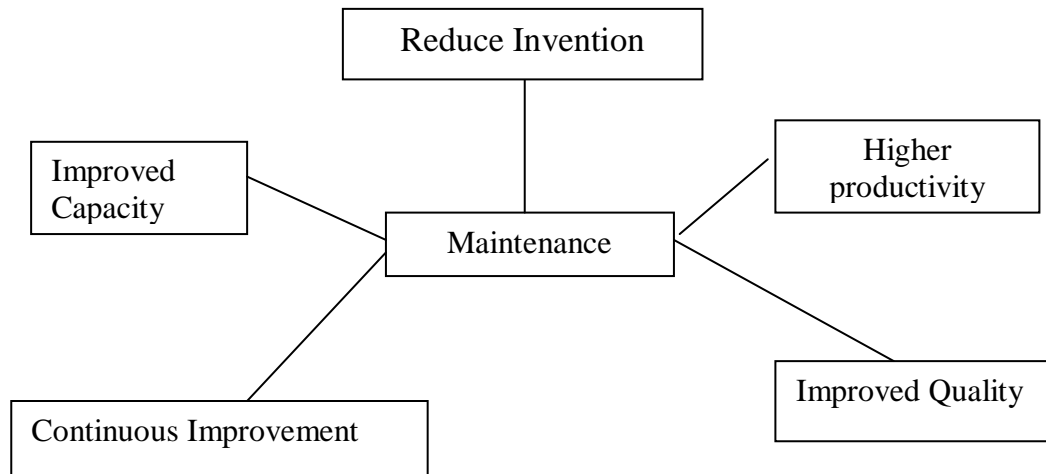
The need to consider the national goal of education could not have arisen if there is no equal benefit maintaining the new or existing infrastructural facilities in the school. Developing the educational system in such a way as to provide a satisfactory flow of men and women capable, of acquiring the skills necessary to exploit to the fullest, the natural resources of the country makes it imperative for infrastructural facilities to be abundantly available in schools. Buildings are needed to provide shelter to staff and students, laboratory infrastructural facilities to generate manipulate skills in students, sports/games infrastructural facilities to develop the mental, social and physical aspects of the students only if well maintained (Dare, 2010).

According to Ogbodo (1995:44) cited in Auta (2012), school infrastructural 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.

Ideally, safety takes priority over cleanliness, orderliness, cost-effectiveness and even instructional support. Other beneficare highlighted as follows:

1. It prevents buildings from deterioration.
2. It encourages future public investment in the education system
3. It provides clean and safe environments for children or students’ to learn and understand.
4. It creates a physical setting that is appropriate and conducive for learning.
5. It updates old school buildings.

6. It ensures infrastructural facilities are available to yield maximum benefit to students' and Staff.
7. It protects operating personnel and infrastructural facilities services.
8. It extends the life of the infrastructural facilities for maximum benefits.



Source: Dare (2010)

Figure 1: **Benefit of Proper Maintenance**

Ijaluola (2008) clipped that infrastructural facilities need to be adequately managed in order to ensure both effectiveness and efficiency of the facilities in order to enhance the educational system. Above all, the common goal of operation and maintenance as remarked by Ojedele (2008) is to keep physical infrastructural facilities in the best possible condition at all time.

Olagboye (2008) from a different perspective identified the underlisted importance of school plant maintenance as follows:

- (1) Proper maintenance of school plant ensures safety for those occupying the school building.
- (2) It facilitates effective teaching and learning process.

- (3) It saves cost. This is because reactivating a collapsed building may cost more than to make early repairs on the building.
- (4) It ensures the suitability of infrastructural facilities for continued use because repairs and replacement of various equipment make such to be in good shape.
- (5) It educes students' unrest and demonstration because students' can protest or demonstrate when school plants are not well maintained such as; toilet, poor electricity.

In view of the aforementioned points, Abe (2007) and Ijaduola (2008) advised that professionals in the area of architecture and engineering should be involved in its planning, right from the initial stage as each professional has unique expertise to contribute toward effective and efficient school infrastructural facilities .

2.5 Roles of Stakeholders in the Maintenance of Infrastructural facilities

Educational services are provided at one level of education or another depending on the angle which one falls into – either those who render the services such as teachers, administrators or even those who acquired it – students. The parents, policy makers and the communities are not left in isolation from exercising their individual roles aimed at the betterment of the system.

In any case, roles performed by every stakeholders have not been specified in a clear terms since not all of them are involved in the school infrastructural facilities planning process. Ogbodo (1995) cited in Auta (2012) pointed out that rarely does a school head or teachers (through their union) made as a consultant in the school establishment from the scratch, thereby posing a difficulty in handling the maintenance of school infrastructural facilities when the need arises. The actual role of school administrators' in the area of plant management is maintenance.

Whoever is appointed as a school head is expected to examine the various maintenance options available to him/her and opt for the best – planning and preventive type. Having selected the best, the school head should realize that he/she has the responsibility to preserve and prolong the useful life of the stock of infrastructural facilities in his/her school. He/she should use wisely the available resources within his/her purview to maintain the items, buildings, furniture and equipment as far as is possible in their original condition. There is no gainsaying that resources are inadequate, every school head should endeavour to preserve school infrastructural facilities in his/her care. He/she is expected to report promptly to any other higher authorities when sudden damage occurs as could be the case during natural disaster or man-made accident Ojedele (2008).

Both teachers and students are expected to imbibe the virtues of good house-keeping. No waste-papers, pieces of chalks should be lying about. The co-operation of the duo (school heads and teachers) are essential in building up attitudes on the part of the students against careless dropping of waste papers in the halls or in the classroom/ground floors. On the part of the government, they are to provide funds and implement laws made in respect of infrastructural facilities maintenance and possibly set up committee to audit and promote accountability in the use of monies allocated for such purpose. The ministry officials exercise their powers through the inspection of infrastructural facilities assisted by the school principals and forward the report of their activities to the government for further actions. Maintenance is an on-going process and is always necessary in any school however, well built, furnished and equipped especially where finances are budgeted for Ojedele (2008).

2.6 Influence of Infrastructural facilities on Students' Performance

Infrastructural facilities also affect students academic performance. This has to do with the school community itself, the society and comfort of any learning environment must as much as possible consider very important and must be given a lot of attention.

Infrastructural facilities can promote success or failure. Physical infrastructural facilities in the classroom do contribute a great deal to classroom atmosphere. Situational analysis have shown that where infrastructural facilities are inadequately provided, classroom control is made easier to the teacher, for example where a classroom is spacious enough and has chairs, desk, tables to accommodate every student/pupils there is no need for them to struggle for chairs desk/table (Benya, 2001 cited in Atiku, 2010). Such conditions contributes to good concentration and effective learning. But where every students/pupils is looking for spaces in addition to bad ventilation they behave in all forms of negative ways to survive. Such inappropriate conditions encourages aggressive behaviour and lack of concentration on the part of student.

In addition, the students get tired and worn out because of harsh learning condition. Other studies have shown that lack of classroom for example Okonkwo (2002) in Atiku (2010) notes that increase pupils disorder, noise and students agitation, poor indoor, air quality, this will result in the wide spread of epidemic when the classroom environment is not conducive enough for learning (overcrowded with students).

Other physical infrastructural facilities in the sample schools are in the state of despaired if not non existence. Without favourable physical infrastructural facilities teaching/learning would not be accelerated because some subject needs the physical

infrastructural facilities, for instance Obanya (1986) cited in Atiku (2010) posted that, students who are reading science subjects do not only need the principles and concept but they need to carry out practicals. They would be required to practice Agriculture, Chemistry, Physics, Biology and when there is no laboratory to carry out these practicals, learning will be hindered.

2.7 Impact of Infrastructural Facilities on Teaching and Learning Process

The development and expansion of the nation's educational system have led to a tremendous increase in the government expenditure at the secondary education level. This expansion and increase in students' enrolment as a result of government policies and intervention have actually affected the management of the different tiers of education from the 1980's to date (Eisemon & David, 1990) cited in Dare (2010). The resources available have not been able to meet the increase in students' enrolment and as such, the inadequate funding of the system, no doubts, had calamitous effect on teaching and learning processes.

According to Aminu (1986) cited in Olagboye (2008) funding has a crucial role to play on qualitative teaching and learning process. Desired infrastructural facilities would be difficult to procure, nor from being supplied into the various schools. This adversely affect the implementation of school curriculum. The significance of different categories of infrastructural facilities on the quality of academic programmes have according to these scholars, inadequacy of any category of these infrastructural facilities could lead to overcrowding, stress, unruly behaviour, distractions and gradual decay of symbolic things that help pattern human behaviour.

When infrastructural facilities are not in place, Ajayi (2007) notes that effective teaching-learning process cannot be guaranteed with inadequate educational materials. The worst hit is the rate of discrimination between urban schools to their rural counterparts, same with public schools away from private ones. Ogbodo (1999) cited in Dare (2010) speaking in this direction claimed that with regards to every conceivable social amenities, urban areas fare better than the rural areas, this disparity especially apparent in the area of educational infrastructural facilities. The situation transcends beyond the developing countries but feasibly noticed in this part of the world.

It is not surprising therefore to find that the schools in urban areas are better constructed, maintained and furnished, especially the private ones. Far from this, many public schools in the urban areas are in a terrible state of disrepair and lacking even in basic infrastructural facilities. The main reasons for this act may be due to high concentrations of population which often seem politically more articulated than their rural counterparts. Equally important to note is that, the children of senior government officials attend schools in urban areas and so these officials are likely to be more ultimately acquainted with the physical state of these schools than the rural schools (Mgbodile, 1986 cited in Auta, 2012).

Despite the inadequacy of education infrastructural facilities, the fact remains that even those that are available are not properly utilized and maintained. Lack of supervision causes under-utilization by teachers in Nigeria. Provision and acquisition of infrastructural facilities is one thing, effective utilization of such infrastructural facilities is another thing.

Utilization is the degree or extent to which the infrastructural facilities have been put to effective use.

In view of this, infrastructural facilities can also be under utilized or over utilized. If over utilized, the infrastructural facilities will be over stretched which may lead to breakdown, thereby defeating the objectives which they were meant to achieve. For example, a printing machine used for a long time without adequate service and oiling will after sometime breakdown totally. Some equipment in vocational training were bought without training the staff on how to use them accordingly. They were dumped for years, therefore, they are under utilized so they breakdown. When infrastructural facilities are under utilized, it leads to wastage of resources. For example, the biological microscope kept for long in the store, not used and cleaned properly are under utilized, therefore, it leads to wastage of resources. Conventionally, infrastructural facilities are used by the pupils' and teachers' for effective teaching and learning (Dare, 2010).

2.8 Need for Infrastructural Facilities

It is widely accepted that school infrastructural facilities plays an important part in the teaching and learning process and efficacy, hence infrastructure facilities constitutes a very important part in the teaching and learning process. It is very important to study the need and the role infrastructural facilities plays, as tools for motivation of students to perform, in order to design a motivated oriented infrastructural facilities system, it is essential to know how they differs in aspects. Infrastructural facilities influence the performance of students (Guga & Bawa, 2008). Infrastructural facilities is very needful, improves the students performance in both internal and external examinations. The teacher

who carry out instruction will find it easier and more interesting with the aids of infrastructural facilities. The school administration of the school can easily carry out their tasks while easy school infrastructural facilities serves as motivations to both the students, teachers, school heads, parents and even the society Dare (2010).

It is generally agreed that environment plays a vital role in shaping the life of any individual. According to the school of thought about nature and nurture, school environment, that is overcrowded with good infrastructural facilities, serene environment that would encourage students to perform very well. Infrastructural facilities are the treasurable assets of the school through which effective teaching and learning can take place. The researcher noted that, people are affected and influenced by the environment condition in the infrastructural facilities. Hence, three components of infrastructural facilities (a) infrastructural facilities, (b) instructional facilities, (c) school physical environment. All these constitutes what is called educational facilities that contribute immensely to smooth impartation of knowledge. Without these infrastructural facilities which are very important in any educational institution, the absence of these infrastructural facilities in schools, the students can hardly get the desired benefit from the school.

The researcher is of the view that infrastructural facilities can limit educational programmes but when properly planned it can enhance the day-to-day learning process. Planning of the infrastructural facilities help the government and the individual to avoid wasteful imbalance that will arise out of projection base on unreliable data. Maintenance is defined as a programmed set of actions, activities or process undertaken to keep anything (Equipment, material or facility) in “as new” a condition as possible to sustain

maximum functionality, guarantee usability and life span for intended services. Four policy options, they are: no maintenance at all, emergency maintenance, adhoc maintenance, planned or preventive maintenance, benefit of proper maintenance, infrastructural facilities, importance of infrastructural facilities, utilization of infrastructural facilities, leadership and management of infrastructural facilities.

The deductions arrived at are hoped to be of paramount importance in an attempt to put forward suggestions to the appropriate educational authorities that might help bring a reconciliation between policies and practice. The idea is thus directed towards moving education more meaningful and purposeful, hereby motivating both teachers and student to raise student performance. Social studies have been identified as a subject that inculcate values, love patriotism commitment and hardwork so as to enable studnets live and succeed in any given environment in the life. The skills derived from social studies, if properly utilized will help, as noted by Tikumah (2010) all the stakeholders like; the government officials, charged with the responsibility of providing funds to these schools, for acquisition of more infrastructural facilities, supervision and making of law that shall ensure smooth running of the institution. Federal and State Ministries of Education involved in the provision of funds as well as monitoring planning for school infrastructural facilities, the stakeholders like school administrators or heads of school and teachers, Parents Teacher Associations will help manage infrastructural facilities, the planning, provision of fund, managing of these infrastructural facilities as well as the equal distributions of these infrastructural facilities to these Federal Government Colleges in Niger state, Nigeria.

2.9 Origin of Social Studies in Nigeria

The origin of social studies assumes a duality among scholars who bare their mind on the development of the subject, While scholars such as Ezegbe (1987) cited in Ololobou (2012) Udoh (1989) cited in Ololobou (2012) are of the school of thought that ascribes the origin of social studies to the United States of America (Mezieobi & Domike n.d). Another school of thought headed by Saxe, an astute American professor of social studies noted that the foundation of social studies education had its beginning in Great Britain after 1820s and quickly spread to the United States (Ibid). Osakwe and Itedjere (1993) cited in Ololobou (2012) gave credence to the former school of thought when they categorically stated that the concept of social studies was first developed in the United States of America and later, the subject found its way into Europe, with particular reference to Britain.

The wind of controversy over the origin of social studies in U.S.A and Britain did not end abruptly as it also finds its way into Nigeria during the importation of the subject. There seem to be no agreement among social studies scholars on the origin of the subject in Nigeria. Whiles so many scholars are of the view that the subject founds its way into the African continent and Nigeria via America and Britain, Mezieobi (1992) argued that it is axiomatic only to the extent that the concept social studies was borrowed and that the content of social studies in Nigeria is Nigerian and has been an integral part of the Nigerian indigenous curriculum right from the earliest times except for certain modifications to accommodate societal dynamics and international prescriptions. There is also a school of thought that believes that the establishment of schools by the Christian Missions in Nigeria

beginning from 1859 and the accompanying introduction of the discrete subjects such as history, geography, civics, economics, government and religion marked the formal introduction of social studies into Nigeria's school curricula. This parent disciplines skewed school of thought is of the view that the formal introduction of social studies in Nigerian classrooms dated back to the pre-independence days of colonial rule. Obebe (1987) cited in John (2000) reinforced the view that social studies made its first appearance in the Nigerian school curriculum in pre-independence days in the canopy of general knowledge, general studies or civic education as noted by Mezieobi (2008).

Before 1960 a similar subject to social studies under a different title has been taught in the schools, they then varied from region to region such as general knowledge, general studies and Mezieobi (2010) and Adewuya (2010) are of the view that the term social studies as a school subject in Nigeria was first used in 1958 by educators of the Ohio University Project which sought to introduce its teaching into teachers' college in the former western region of Nigeria. He added that the project of pre-independence introduction of social studies was perfunctory in concept and implementation because the inductees found no schools to disseminate the rubrics of the subject. He therefore expressed the United States Agency for International Aid (USAID) and Ford Foundation 'sponsored experiment at the Aiyetoro comprehensive secondary school of 1963 in the then western region of Nigeria as “the second coming of social studies.” However, from the discrepancies in the account of the origin of social studies among scholars, Osakwe (1993:10) cited in Ololobou (2012) notes that, “the Aiyetoro experiment sponsored by

USAID and the Ford Foundation, marked the early beginning of a truly indigenous social studies programme in Nigeria.”

2.9.1 Aims and Objectives of Social Studies in Nigeria

For the philosophy to be in harmony with Nigeria's national objective, it has to be geared towards the values, aims and objectives stated at the National Curriculum Conference of 1969 and specifically stated in the National Policy on Education as the General Objectives of Education in Nigeria which are as follows:-

1. The inculcation of the right type of values and attitudes for the survival of the individual and of society, this is an objective which can concern, mainly with the affective domain;
2. The inculcation of national consciousness and national unity. This is also an objective mainly in the affective domain;
3. The training of the mind in the understanding of the world around. This is aimed at developing the intellectual aspect of human beings.
4. The acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment for the individual to live and contribute to the development of his society. This objective is aimed at developing the intellectual, affective and psychomotor domains of human nature simultaneously. This is why education should be seen as aiming to develop all aspects of human persons simultaneously.

2.9.2 Social Studies and the Nigerian National Policy on Education

The surest way to guarantee the philosophical and historical sustainability of Nigeria is for government to return to the spirit and letters of the Nigerian Social Studies Project (NSSP); as this was knitted to the country's aspirations for nation building and

national development (Ololobou, 2012). Like every other emerging nation, Nigeria's objectives as a country provide the pivot for its activities in the realms of curriculum development and education in general. These objectives for building the desired nation are five:

1. Free and democratic society;
2. A just and egalitarian society;
3. A united, strong and self-reliant nation;
4. A great and dynamic economy; and
5. A land full of bright opportunities for all citizens (Federal Republic of Nigeria, 2004).

The core message in all this is that Nigeria needs a new crop of citizens who can effectively address its developmental challenges as a post-colonial state. The then Chief Federal Adviser on Education, Dr. S. Coockey, in his Keynote Address to the first National Curriculum Conference, acknowledged the place of Social Studies and Citizenship Education in this project by observing that: "I agree with those who say that citizens are made, not born, and I agree with those who believe that citizenship can be taught. If the understanding and practice of citizenship among Nigerians is a true measure of the Nigerian educational system, then that system has failed woefully, for we have tended to lead each one his or her own individual life, and each family or group for itself. We have not yet begun to think of Nigeria as one and of each one of us as intrinsically part of the Nigerian society. This has been the tragedy of our past, and now is the opportunity to remedy the shortcomings of the past" (Coockey, 1972 cited in Fafunwa, 2008).

What Coockey said more than four decades ago is, undeniably, still relevant to today's Nigeria. Fafunwa (2010) recently alluded to this individualistic spirit among Nigerians fifty years after political independence from Britain. In his words, "Left

unabated at this rate, every Nigerian would have his own state, plus his own university in his backyard” (Fafunwa, 2010:80). To a large extent, this attests to the seeming failure of Social Studies to contribute meaningfully to the Nigerian dream and much of this could be attributed to curriculum politics. The goal of producing honest, committed, knowledgeable, patriotic and diligent citizens which was the ground for introducing an innovative and value-oriented Social Studies in the 1960s and 1970s has remained a nightmare, if not a wishful thinking. The bright spots in the development of Social Studies education in Nigeria seem to have been blotted by contemporary revisionism and reductionism driven more by curriculum politics than patriotic vision. The imperatives for civic education, voter education and such other variant elements of integrated Social Studies are undeniable in the Nigerian environment reputed for electoral violence and prolonged military dictatorship. However, these emergent curriculum areas need not threaten the survival of Social Studies on the school time table; rather, they should serve to enrich the content and pedagogies of the subject in Nigerian schools where the intents are devoid of a ‘curriculum warfare’. Like in many other parts of the world, Nigeria separates subject specialists, particularly in History and Geography, never wished that Social Studies should survive (Wronski, 1981; Akinbote, 1995 cited in Heafner, 2008).

No one can deny the relevance of the knowledge of the History or Geography of a nation to its growth and development hence, the presence of these subjects on the senior secondary school curriculum is desirable. The problem however is the inexplicable circumstances that led to the extermination of Social Studies. One would have thought, for instance, that its core-elective status at that level be retained with the provision that

“Students offering Social Studies cannot offer any of Geography, History and Literature-in-English” as stipulated in the third edition of the NPE (Federal Republic of Nigeria 1998: 22). In that case, Nigeria would have been doing a similar thing with Ghana where the senior secondary curriculum has ample provision for elements of the country’s history and geography to make up for the gap which might be created where a student opted for Social Studies in view of these older school subjects (Okonkwo, 2002) cited in Fanfwua (2010).

Apparently, this was the point from where the Nigerian social studies curriculum development all began. It is strongly suggested that the country returns to the drawing board in order to seriously address the dark spot in the steady development of the school subject created largely by “curriculum contractors” (Ogunyemi, 2007). Such individuals are hardly able to place State interests above self interests in a context that requires the development of pluralistic or multicultural citizenship values for sustainable democracy (Ho & Alviar-Martin, 2010). Until their activities is put under check, the benefit of value and knowledge transformation inherent in Social Studies as citizenship education in a globalizing world may elude Nigeria (Heafner, 2008).

2.9.3 Scope of Social Studies

The following themes help define the scope of a typical social studies programme: cultural heritage, Global perspective, political/economic issues, Tradition and change, social, History, spatial Relationships, Social contracts, Technology, Peace/Interdependence and citizenship.

Cultural Heritage: The cultural heritages of a people are embodied in stories about their values, hopes and dreams and fears and dilemmas. The major responsibility of the school is to transmit the cultural heritage to the next generation. This is accomplished by putting

students in touch with history-the people, ideals, artifacts and dilemmas of the past that need to be brought forward as a part of the present and future. Every human society (and groups within large modern societies) has particular patterns of behaviour that make up its culture.

A culture consists of languages, tools, important documents, customs, social institutions, beliefs, rituals, games, attitudes, utensils, clothing, ornaments, works of art, religion, and more. Within social groups, individuals learn accepted means of meeting their needs and coping with problems of living. These ways of perceiving, thinking, and behaving are part of their heritage (Mezieobi, 2010).

Global Perspective: Every society struggles with the on going conflict between the desire for independence and the realities for interdependence. The world is becoming more crowded, more interconnected, and more volatile. There is the desire for peace but the preparation for war continues. What happens in the most distant part of the world may quickly affect us. Students must, therefore, understand the worldwide dynamics of human, technological, and ideological positions or practices as culture is shared across the world. Inter-dependence demands that our perspective be global.

Political/Economic Issues: One of the desired attributes of a citizen of any country is the ability to function effectively within its political and economic systems. This means the ability to make personal and social decisions, often with little time and incomplete information; citizens need to become aware of their political and economic opportunities and obligations (Stella, 2012). To a large extent, citizens still see their civic roles as public and their economic roles as private. We see all “civic” citizens as unequal because of their

different standards of living. Within a given country, the citizen must understand the relationship between civic and economic justice and power, and work for the public good as well as the private good.

Tradition and Change: People, events, tools, institutions, attitude, values, and ideas all change over time. History records the struggles of people and groups who favour change and those who oppose change. The rate of change is uneven among and within different cultures and societies but change is continuous and the rate of change in today's world is accelerating (Ololobou, 2012). As the rate of change accelerates, we must place greater importance, than in the past, on anticipating the future. Important as change is to our lives, we must recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life and meaning, beauty, and truth. In some ways, "nothing new occurs under the sun". All persons, events, actions and change are the outcome of things that have gone before. Students should learn how change and continuity constantly influence their lives (Stella, 2010).

Social History: The need for equity and justice, and the large reservoir of historical and contemporary evidence of neglect demands that we include women, minorities, and the so called ordinary people in our study of the human family. Human values come to-life through the stories of people who played many roles in the drama of history. For example, children can learn about courage from stories and teachers can use songs and poetry of the down-trodden to teach about justice. Social history encourages the study of the past through primary sources and personal accounts (Ololobou, 2012).

Spatial Relationships: The study of area, distribution, the examination of particular places, and the delineation of regions help students understand how earth space is organized. People use similar earth space or areas in different ways. They link or interconnect the different areas with transportation and communication routes. They move themselves, messages, and goods and services over the routes. The discipline most involved with spatial relationships is geography. Geography is concerned with understanding the location and spatial arrangement of places and landscapes on the earth. Consequently, geography has link with social and natural sciences and provides the spatial perspective necessary for understanding culture and human behaviour (Meizeobi, 2012).

Social Contracts: The fact that one is part of a society also requires that we enter into a social contract with our fellow citizens. This contract influences our public behaviour and defines our privileges and obligations as citizens. Social contracts are entered into not only by people as they approach the age of maturity; they are also a real and necessary part of the groups we call family, schools social clubs and other social organizations (Stella, 2010).

Technology: As humans modify nature for their purposes they engage in both science and engineering. Technology can also be understood as one of our “tools”. We use these tools in utilitarian as well as aesthetic ways to bring comfort, meaning, enjoyment and damage to our lives. In many ways, we are extensions of our tools, we see, hear, travel, fight and stay alive because of tools (technology). Social studies education must help students understand the role of technology in their lives (Wesley, 2006).

Peace/Interdependence: Today, one hears cries for peace in many languages and from many nations. The tree of peace has its roots in justice. If there are no roots, the tree dies. The two concepts of peace and justice are inseparable. Every society struggles with the conflicts between the desire for independence and the realities of interdependence. Modern economic systems are based on the principle of specialization because it is more efficient and productive than other ways of getting work done. Specialization occurs when we produce a narrow range of goods and services than we consume. Individuals, businesses, regions or nations, can practice specialization. Specialization results from the division of labour; where productive tasks are divided among workers to take advantage of a workers skill at a specific production operation (Ogundele, 2006).

Citizenship: Citizenship in a democracy involves both obligations and privileges. Students need to understand how government and politics actually work. They need to understand the underlying purposes and values of government in a free society. In social studies classes, students should have opportunities to develop the abilities required to be effective citizens in a democratic society. Students need opportunities to learn and practice their roles, rights and responsibilities as citizens of a democracy and members of the global community.

The above themes present perspectives that provide students with the temporal, spatial, and cultural criteria necessary for comprehension and rational action. Emphasis on specific themes may vary through the grade levels. However, it is necessary that each theme is accorded some attention at each grade level Tikumah (2009).

2.9.4 Integration in Social Studies

Integration, according to the Oxford Advanced Learner's Dictionary of Current English, means combining parts so as to make one whole. The word integration generally implies the bringing together of many parts to make a complete whole. This means that when any integral part of that whole is removed; its completeness is destroyed or undermined. Based on this therefore, national integration means combining or joining the various parts of a country or a nation so as to make one whole. Social studies takes different forms in different places. In Nigeria, the new emphasis is to teach the subject as an integrated discipline. In this integration, different norms exist (Dubey, 2008).

Social studies varies in nature and description from one place to another. This variation can be seen as a line with two ends. At one end some would describe it by identifying history and geography as the core, and sometimes the only subjects subsumed under social studies. To some others, it is economics, sociology and psychology. Any of these two descriptions put the status of social studies as "Separate academic subject" according to UNESCO 1982 cited in Fafunwa (2006).

2.9.5 Role of Social Studies in Nigeria

Nigeria is made up of diverse cultural groups with over 400 languages and dialects and these cultural groups live in different geographical locations. In order to promote peaceful co-existence among these groups there is need for integration (Egbefo, 2010). The majority of Nigerians generally identify with their cultural groups, their states and political parties and this causes frequent political problems. Hence, the role of Social Studies is to build a nation i.e. a single nation as endorsed and described in the National

Education Policy. Integration is an attempt to bring together the various parts to form a whole (Jekayinfa, 2002) cited in Ololobou (2012). It could also be referred to as the aggregate of former independent and primordial groups or separate independent ethnic groups into larger and more diffused units which are now welded together and whose outlook now transcends that of ethnicity but reflect that of a nation-state (Fadeiye, 2005). There are different forms of integration (Fadeiye, 2005). Socio-political integration for instance, involves economic and political development, The nation has to integrate its economic and political forces with the view to producing and promoting national survival. Cultural integration involves making all Nigerians identify with a national ideology. Both social integration and cultural integration are necessary for national survival, while national integration could simply be described as an attempt to bring together the different potentials of the nation (human and natural resources) for the common goal Mezeobi (2008).

In other words, national integration is an aspect of nation building which includes the process of modernization in all aspects. National integration also involves a concern for political order, social and economic welfare. Hence, in order to promote peaceful co-existence among the cultural groups, there is a need for cultural integration with the view to promoting national integration. A number of steps have been taken to promote unity among the various ethnic groups in Nigeria. This include the establishment of the National Youth Service Corps (NYSC), the establishment of a Joint Admission and Matriculation Board (JAMB), introduction of the federal quota system in the Nigerian constitution, establishment of federal institutions in some states of the federation, promotion of national spotting

activities, inculcation of patriotism into Nigerian citizens through the introduction of schemes such as War Against Indiscipline (WAI), Mass Mobilisation for Justice, Self-Reliance and Economic Recovery (MAMMSER), War Against Indiscipline and Corruption (WAIC) and more importantly the teaching of Social Studies in our schools (Mazeobi, 2008).

The National Youth Service Corps (NYSC) programme which was launched in 1973 was designed for graduates of universities and polytechnics to take part in a compulsory one year national service. It was created in a bid to reconstruct, reconcile and rebuild the country after the Nigerian civil war. ‘Corp’ members are posted to other states apart from their state of origin, which will afford them the opportunity to mix with people from other tribes, social and family background, thus, they have the privilege to learn the culture of the indigenes in the place they are posted to serve.

It is worthy to note that Social Studies has been part of the initiative of most of these steps that have been taken to foster national unity in Nigeria, especially in the schemes that were introduced to inculcate patriotism into the Nigerian citizen, schemes such as WAI, MAMMSER, WAIC. The Social Studies curriculum is designed to accommodate the nitty-gritty of these schemes with the hope that it holds the key to success.

2.10 Empirical Studies

The study focused on the impact of infrastructural facilities on students’ performance in social studies in Federal Government Colleges in Niger State, Nigeria. It was found that several researches conducted were related to this study. For instance;

Chinwendu (2014) carried out a research on the influence of school infrastructural facilities on the performance of students in exam in Ikwo Local Government area of Ebonyi State. The study had 5 objectives among others; determine the influence of laboratory facilities on students' performance in Ikwo Local Government area of Ebonyi state, determine the influence of sporting/game facilities on students' performance in Ikwo local government area. The researcher adopted descriptive research design. Data for the study was collected through the use of questionnaire. 8,620 teachers, 345 principals and 74 Educational Inspectors were used as population for the study. The sample for the study was 430 teachers, 40 principals and Educational Inspectors. The study used t-test as a statistical tools to analyze data. The findings showed the influence of school infrastructural facilities on the teachers' ability and instructional effectiveness. It also revealed the influence of school infrastructural facilities on the teacher ability to implement continuous assessment, and the influence of school infrastructural facilities on the general administration of the school.

The previous research is similar to the present, both focused on influence of school infrastructural facilities on the performance of students in examination. The research was equally conducted in secondary school. The research adopted a descriptive research design and collected the data through the use of questionnaire. Both studies focused on influence of school infrastructural facilities on the students' performance.

Both studies used t-test as data analysis tool. The two studies are similar in the area of the problem under examination, research design, data collection/procedure and data analysis procedure among others. Both, study were conducted on junior secondary school.

The weakness of the study, researcher did not reveal areas of difficulties in carrying out the research. The previous study was conducted in Ebonyi state while the present study is conducted in Niger State.

Auta (2012) conducted a research titled “impact of school infrastructural facilities on teaching and learning on Nigerian Airforce secondary schools. The study used survey as a research design. The study used 4 objectives; the objectives were among others; to find out the impact of water/sport facilities system to academic performance of social studies students in Nigerian Airforce school. To identify the provision of classroom/textbooks to the academic performance of social studies students in Nigerian Airforce. The study used questionnaire and interview as instrument for data collection. The study used principals, vice principals, teachers and students as respondents. The students’ population was put at Eight Hundred and Fifty (850), Four Hundred (400) and Seven Hundred and Fifty (750) for Kaduna, Jos and Portharcourt respectively. Teachers who were involved in the research were Five Hundred and Eighty (580) the three school selected for the research had Eight (8) school heads (commandants). The secondary school structure shows the vice-principals and host of other senior staff assisting the school heads. The study used a sample size of 335. The study used descriptive statistics and inferential statistic to analyse biodata and ANOVA to analyse the five null hypotheses, the study formulated five null hypotheses, five objectives, five basic assumptions.

The following finding were revealed from the study, it was revealed that electricity has a great impact on academic performance of student in understudying schools and

across the board. It was reported that significant difference exists between the impact of the provision of classroom and learning teaching exists in teaching and learning process.

Both studies are similar; both studies were carried out on the impact of infrastructural facilities and their impact on students' performances in junior secondary schools, both studies used descriptive statistics and inferential statistics. Both studies used survey research design, both studies used null hypotheses in the testing of variables. Areas of differences in the two studies. Auta (2012) focused on the impact of school infrastructural facilities on teaching and learning in Nigerian Air force Secondary Schools, while the present study focused on the impact of school infrastructural facilities on students' performance in social studies in Federal Government Colleges in Niger state.

The formal study did not specify the subjects under treatments. The formal study has the following as respondents, principals, vice principals, teachers and students, while the present study focused on principals, teachers and students as respondents. The former used interview as an instrument while, the present used questionnaire and students end of term examination scores. The former used likert scale of 5 points, while the present study used a modified 4 likert scale point. Weakness of the research was that, the researcher did not state difficulties of the research encountered in carrying out the research, the three Airforce schools scored for the study were all used as a population and were too small to give a true reflection of the impact of school infrastructural facilities in the whole Nigerian Airforce schools. The previous study used 4 objectives to the study, 4 research questions and 4 null hypotheses.

Atiku (2010) conducted a research entitled “Effects of School Environment and Teacher Supervision on Academic Performance of Secondary School Students in Zaria and Kaduna South Local Government areas in Kaduna State”. The study used 6 objectives among others; to determine the effect of classroom environment and teachers supervision on academic performance of secondary school students in Zaria. To determine the effect of laboratory/workshop on academic performance of secondary school students in Zaria. The research adopted survey as the research design, the researcher had a total population of 46,536 comprises of both boys and girls, the research used a total sample of 250 out of 32,845 students, random sampling system was used in both the local government areas. The study used t-test tool and Pearson Product Moment Correlation (PPMC). The research had a pilot study in St. Batholomew Schools Wusasa Zaria, the research used questionnaire as instrument for collecting data. The findings of the study among others includes” there was no significant relationship between the school physical environment and student performance. There was not significant difference in the academic performance of students from rural and urban secondary school.

The present research and that of Atiku (2010) are similar in the following ways both look at the issues that affect students’ performance, both study are in secondary schools, both study used survey as research design, both used questionnaire as means of data collection both used t-test as statistical tools, both study used random sampling. The study differs as it was conducted in Zaria while the present study will be carried out in Niger state.

Ibrahim (2010) carried out a study on impact of school plant provision on the management and planning on teaching and learning in Taraba state, the study had 6 objectives among others. The primary purpose of the study was to find out whether there was negative impact of school plant management and planning on teaching and learning in secondary schools in Taraba state. The study was a survey research, it covered all public secondary schools in the state. The study was a survey research. It covered all the boarding secondary schools in Taraba metropolis. The study used a total population of one thousand five hundred and forty-five (1445) a sample size of 346. T-test statistic technique was used to analyze the data collected to answer the questions raised to guide the study. The result showed that school infrastructural facilities were inadequately provided and where some of these were provided, they were inadequately managed. Maintenance was the most prevalent practice in the schools. These created negative impact on student's performance. Based on these result, it was recommended that Taraba state government should make efforts to provide the secondary schools with adequate school infrastructural facilities, while school managers on their part should try to keep on maintaining and managing the little infrastructural facilities given to their schools. The ministry of education officials should supervise secondary schools on regular bases so that they will serve and or inform the government with what is going on in schools.

The previous study was similar in the following ways: Both study focused on school plant, both studies are conducted in secondary school, both study use survey as research dessing, same statistical tools both studies used hat drawn method of drawn staple size. The study differed because it was conducted in Taraba state, while this present study is

conducted in Niger state, also the study used 5 objectives while the presents study used 6 objectives, 6 research questions, 6 null hypotheses and 6 basic assumptions.

Abubakar (2014) carried out a study on evaluation of provision and maintenance of boarding secondary schools in Yola metropolis Adamawa state. The primary purpose of the study was to evaluate the provision and maintenance of facilities in boarding secondary schools in Yola metropolis. The study had 6 objectives among others; determine the appropriate provision of infrastructural facilities that will solve the problems of students over population in classrooms. The study was a survey research. It covered all the boarding secondary schools in Yola metropolis. The study used a total population of one thousand and ninety (1090) the study had a sample size of 320. The study used purposive sampling technique, the study used questionnaire as instrument of collecting data. A test re-test method was sued in the administration of the instrument of an interval of two weeks. The level of significance was used to test the level of significance at an alpha value of 0.05, while the study had a reliability co-efficiently of 087. The study used statistical package for social science (SPSS) to analyse the 6 hypotheses to identify the mean difference using one way variance (ANOVA). Analysis of variance F-test (ANOVA) was used to analyse the data collected, while statistical package for social sciences (SPSS) was used to generate frequency and percentage of the scores. The result showed that classroom infrastructural facilities are adequately provided and maintained by the school managers, laboratories/workshops were not well equipped and maintained; the finding also showed that libraries are provided while accommodation infrastructural facilities are not enough for both staff and students and so forth. The findings therefore concluded that provision and

maintenance of facilities in boarding secondary schools in Yola metropolis (Adamawa state) are grossly inadequate. The study made some recommendations, such as; Adamawa state government should provide boarding secondary schools, employ school managers who will be responsible for managing these facilities and schools so as to ensure proper and regular maintenance of schools among other.

The present study and the research conducted by the above researcher are similar. Both studies looked at infrastructural facilities in schools, both studies were conducted in secondary schools, as well as having the same level for significance at an alpha value of 0.05. Both study used SPSS analysis of data. The studies used infrastructural facilities has some difference, the former study had 6 objectives, the study used purposive sampling technique, the study used Analysis of Variance F.test (ANOVA) for the collected data, the former study was conducted in Adamawa, Yola, the present study differs with the former in the following, the present study have 4 objectives used Ex post-facto research design, used randomly sampling techniques for selecting sample size, used simple mean deviation and t-test for analyzing data as well as the study was conducted in Nigeria state.

Sani (2007) investigated the relationship among school plant construction, utilization, and maintenance and school effectiveness in Kebbi state secondary schools in Nigeria. The study had four objectives amongst others; determine the relationship among school plant conduction, utilization, maintenance and effectiveness of building facilities in Kebbi state, determine the relationship among school plant conduction, utilization, maintenance and effectiveness of library facilities in Kebbi state. The study adopted survey research design. The study had a population of 5,650. He used stratified sampling

technique to select 26 out of 41 secondary schools, deliberated sampling technique for all the principals and proportionate sampling technique to select 587 out of 850 teachers in the selected schools. The study used a combination of WAEC result Analysis format, observation inventories and questionnaire to generate both quantitative and qualitative data. The researcher applied multiple Regression and Pearson Correlation Coefficient to test his hypothesis. They study found that there was a significant, positive and high relationship between school plant maintenance and students' academic performance, students' conduct and school community relations with calculated r- value of 0.99, 0.98, and f 0.97, respectively.

The former and the present study have some similarities, the former study had four objectives, while the present study used four objectives. Both studies are carried out in secondary school. However, there are few differences in both studies, the former study used stratified sampling technique, multiple regression and Pearson correlation coefficient to test hypotheses. The former study used WAEC as data, while the present study used end of term examination score and questionnaire as data, the present study use mean and standard deviation and t-test to analyse data, the former study was conducted in Kebbi state while the present study was conducted in Niger state, Nigeria.

In a study by Asiabaka and Mbakwem (2008), titled Assessment of facility needs for Government primary schools in Imo state, the study had five objectives among others; to determine the assessment needs of building facilities in government primary schools in Imo state, to determine the assessment needs of library facilities in government primary schools in Imo state. The study was a descriptive survey of expo-facto. All the twenty-

seven local government councils in the state participated in the study. Five schools from each local government area were selected and this gave a sample of one hundred and twenty five schools. The study had a reliability index of 0.78. Findings revealed that, there was decay of instructional infrastructural facilities in most schools. There were no laboratories and libraries. Few of the schools had science resources corners. Rain harvesting was the major source of water supply. Toilet infrastructural facilities were not available in virtually all schools. Although the communities benefited from rural electrification, the primary schools were not supplied with electricity. Furthermore, findings showed that only football fields were available for where the sporting facility in the schools. There was no transport system in any of the primary schools. The primary schools were dilapidated and floor needed re-plastering. It was also found that most of these schools still had walls, without doors and windows. The study concluded that there were inadequate infrastructural facilities in the primary schools in the state. It therefore recommended that the state universal Basic Education Board should carry out facility update in all the primary schools in the state. This will ensure effective teaching and learning. The study further recommended that the host community should assist in the provision of infrastructural facilities in the primary schools located in their communities.

Mohammed (2010) conducted a research titled “Evaluation of Availability and Maintenance of Infrastructural facilities in Tertiary Institutions in Kaduna State”. The study had six objectives among others; to determine the availability and maintenance of building facilities in tertiary institutions in Kaduna state, to determine the provision of library facilities in tertiary institutions in Kaduna state. The study used survey research

design, the study had total population of 57,762, the researcher adopted Krejcie and Morgan to draw out the sample size of the study. Stratified random sampling techniques was used with a reliability of 0.72. A sample size of 339, the study had 6 basic assumption, the study had scope of the study as Ahmadu Bello University Zaria, State College of Education Gidan Waya, Kaduna Polytechnic, Shehu Idris College of Health Science and Technology Makarfi.

The study used ANOVA as statistical tools to analyse the data descriptive statistics, mean all standard deviation to analyse the respondents bio data. Questionnaire was used in the study as means of collecting data, one of the findings from the study revealed that (a) infrastructural facilities in most of the schools were not well, managed, (b) most of the infrastructural facilities were available but not functional. Some of the recommendation, the study had, were school should ensure close supervision of the available infrastructural facilities and that infrastructural facilities should be maintained and used according to guide.

Both study looked at the impact of infrastructural facilities, both research are carried out in schools, both study used questionnaire as means of data collection. Similarly, there exists differences in the study, the former study focused on higher institution while the present study focused on secondary schools.

Kehinde (2012) conducted a research titled “Survey of the Level of Awareness of Laboratory Safety Means of Science Teachers and Students in Senior Secondary Schools in Gusau Metropolis”. The study had five objectives among others; to determine laboratory safety awareness during the teaching and learning of science in senior secondary schools in

Gusau metropolis, to determine laboratory facilities awareness during the teaching and learning of science in senior secondary schools in Gusau metropolis. The study adopted a survey as a research design, a total number of 217 students consisting of 138 males and 79 females and 50 teachers comprising of 29 male and female formed the sample for the study. Stratified random sampling technique was used for the study, the research instrument was laboratory safety awareness tests (LSAT) with a reliability co-efficient of 0.75 was used for data collection. The study had (5) five research question, five (5) null hypotheses were tested using t-test statistical tools, was used to determine the significant difference at an alpha value of 0.05. The major findings from the study among others were; (a) there is no significant difference in the mean score of SLAT of a science teachers and students in favour of the teachers, (b) male and female science teachers in favour of male science teachers, (c) male and female science students in favour of male science students. Based on these findings, the study had the following among others as recommendations made, that more emphasis should be laid on laboratory safety during the teaching and learning of science.

2.11 Summary of Reviewed Relevant Literature

This chapter was essentially concerned with review of related literatures on the assessment of the impact of infrastructural facilities on students' performance in social studies in Federal Government Colleges in Niger State. During the course of writing, many variables were described and explained with full support of other countries writers' views and opinion at different literatures, journals and unpublished works. Infrastructural facilities is very needful in schools' for instance classrooms environment, a well design

classroom motivate and improve students performances. Classroom environment is crucial for teaching and learning, well managed and articulated class room environment contribute to the attainment of the objectives of lesson activities, this enhance students and teachers classroom communication such as discussing, interacting and exchange of idea. Similarly library facilities enables both the teachers and students to carry out assignment any instruction more interesting with the aid of libraries.

Electricity facilities is the generation of power station, electricity facilities boost the moral of both students and teachers, its enable students to read at late night. Electivity supply improve the quality of education water is essential for maintaining adequate food supply and conducive environment for students to cook, wash, bath and to drink. This present study hope to fill the gaps observed in the empirical study reviewed by the end of the research, the findings would help fill the gap in the schools. The need for provision of these facilities to these schools, the provision of these facilities will help reduce the massive rate of students failures in examination. The researcher hope that, the findings will help government officials, school administrators, policy makers, teachers in playing a sensitive role aimed at improving the provision of adequate facilities for conducive learning environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the conduct of this study. It therefore explains the research design, population, sample and sampling techniques, instrumentation, pilot study, validity and reliability of the instrument. Others are procedure for data collection and procedure for data analysis respectively.

3.2 Research Design

The research design adopted in this study was ex-post facto research design. The choice of this particular research design was based on the premise that quantitative data were collected from the school heads, and end of academic session examination scores of JSS II student was collected, which formed a basis to evaluate the existing state of infrastructural facilities on ground in these schools. As noted by Razaq and Ajayi (2000)cited in Zakar (2014) ex-post facto is another type of descriptive research that is undertaken after the events have taken place.

3.3 Population

The population for this study consisted of principals, teachers and students from the 5 Federal Government Colleges in three educational zones of Niger state, which are; Federal Government Girl College New-Bussa, Federal Government College Minna, Federal Government Girls College Bida, Federal Technical College Shiroro and Federal Government Academy Suleja consisting of five (5) principals, eighty (80) social studies teachers and three thousand, two hundred and fifty-four (3254) students of FGCS totaling three thousand, three hundred and thirty nine (3339). The population characteristics was

made up of male and female, people of different ethnic group, religion and educational studies from high, middle and low background. Table 3 present the population of this study.

3: Population of the Study

S/N	Name of School	No of Principals	No. of Teachers	No. Students
1	Federal Government Girls College, Bida (Single Sex School)	1	20	325
2	Federal Government Girls College , New Bussa (Single Sex School)	1	15	300
3	Federal Government College, Minna (Mixed School)	1	20	1419
4	Federal Technical College, Shiroro (Single Sex School)	1	13	715
5	Federal Government Academy, Suleja (Single Sex School)	1	12	495
	Total Population of each of the school	5	80	3254
	Grand Total		3339	

Source: Federal Ministry of Education zonal office, Minna (2016)

3.4 Sample and Sampling Technique

A sample size of three hundred and fifty one (351) was used for this study, This sample size was carried out by adopting Krejcie and Morgan (1970) sample size table determination which states that for a population of 33.39 – 4000, a sample size of 351 should be selected. Which is 10% of the study population. Hence, four (4) federal government colleges were used, namely: Federal government college Minna, federal

government girls' college Bida, Federal Technical College Shiororo, Federal government Academy Suleja, all in the three different educational zones of Niger state. Therefore, the sample size comprised of 41 academic staff, 4 principals and 306 students. A simple random sampling technique was adopted for this study because the researcher wanted selecting research sample in such a way that each members of the population has equal chance of being included in the sample representation (Afolabi, 2005) cited in Zakar (2014). Table 4 presents the sample distribution of the study.

Table 4: Sampled Distribution for the Study

S/No	Name of School	Principals	Teachers	Students
1	Federal Government Girls College, Bida (Single Sex School)	1	9	64
2	Federal Government College, Minna (Mixed School)	1	11	91
3	Federal Technical Colleges, Shiroro (Single Sex School)	1	10	56
4	Federal Government Academy, Suleja (Single Sex School)	1	11	95
	Total Population of each of the school	4	41	306
	Sample size	351		

Source: Federal Ministry of Education zonal office, Minna (2016)

3.5 Instrumentation

A self-structured questionnaire with a four-point modified likert scale type was used as an instrument for data collection in the study. This is in accordance with Asika and Ali cited in Zakar (2014) that questionnaire is a reliable instrument for gathering data beyond the physical reach of a researcher. The questionnaire was sub-divided into two

parts namely section ‘A’ and ‘B’. Section ‘A’ of the questionnaire was on the demographic characteristics of the respondents such as gender, age, and the school, while section ‘B’ sought the opinion of respondents’ on the Impact of infrastructural facilities on students’ performance in social studies in Federal Government Colleges in Niger state Nigeria. The total item on the questionnaire was 60. It was fashioned using modified Likert four point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) which was scored as follows:

Strongly Agree	(SA)	-	4 points
Agree	(A)	-	3 points
Disagree	(D)	-	2 point
Strongly Disagree	(SD)	-	1 points

Also, students end of term examination score of JS II was collected from the school heads.

3.5.1 Validity of the Instrument

The instruments that was used in this study was a self-structured modified questionnaire titled impact of infrastructural facilities. The instrument was validated by the researcher’s supervisors and other experts in the field of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This was to ascertain the face and content validity of the instrument if it corresponds with the objectives, research questions and hypotheses of the study.

3.5.2 Pilot Study

The self-structural questionnaire for this study was pilot tested in one (1) school comprising of 5 academic staffs, 1 principal and 10 students of Federal Government Girls

College New Bussa, the study used JSS II social studies students, 10 copies of the questionnaire were administered to the students by the researcher, after which the researcher collected the questionnaire from the students having filled the questionnaire, the 16 copies of the questionnaire were developed and sub divided into six section item based on the study topic. The researcher personally administered the six copies of the questionnaires to the principal of the school and social studies teachers, the questionnaires were also collected immediately having been filled.

3.5.3 Reliability of the Instrument

The instrument were pilot tested and subjected to reliability test using cronbach alph. A reliability figure of 0.78 was obtained. This signifies that, the instrument under the study are considered reliable. This indicates that the questionnaire satisfied the criterion of construct and content validity.

3.6 Procedure for Data Collection

The researcher obtained, a letter of introduction from the office of the Head of Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the respective schools. This was done to enable the researcher, carried out the research work bearing in mind, the need to get the approval of the school headship (Principals) and the cordial attention of social studies teachers and students.

The research work was carried out within eight (8) weeks of the 2016/2017 academic session, involving the administration of three hundred and fifty one (351) copies of questionnaire on the respondents out of the 351 questionnaires, 283 questionnaires were filled and returned The researcher made used of research assistants to fast track a quick

distributions and collection of the filled questionnaire. The researcher before that time trained two (2) research assistants on the modality for carrying out the exercise. The research assistance training took two (2) days, manual is placed at Appendix. Namely: Peter Iorhule, John Madaki and also social studies teachers. Social studies teachers helped in organizing students in their various classes as well as school helped to facilitate easy administering as well as collections of the filled questionnaire.

3.7 Procedure for Data Analysis

Three statistical procedures were employed in the data analysis task. One, the descriptive statistics involving the respondents' bio-data such as simple percentages, while mean and standard deviation was used to analyse the research questions. Also, two inferential statistics, were used to test the hypotheses which included the use of t-test in the analysis of students' end of term examinations' scores and chi-square to analyze the scores obtained on the questionnaire. All the six (6) formulated null hypotheses were tested at alpha value of 0.05 level of significance.

The choice to use non-parametric test chi-square (χ^2) in the study was based on the ground that chi-square is used to determine whether a distribution or frequencies for a variable in sample is a representative of a specified population. It is used to establish whether or not a significant difference exists between the observed and expected frequencies, in most cases the frequencies could be associated with common classification as "female" or "male" or "agree" or "disagree" hence the study has two group female and male.

Again the choice to use t-test to analyze Null hypothesis was based on the fact that data collected in the study was independent variables, independent t-test was used to determine whether there is probably a significant difference between means of two samples; that is to say the sample are randomly assigned to two groups male and female, or two groups having unequal number of samples or different samples with scores that have no relationship.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discussed the data obtained from the study. The data collected was analysed using descriptive statistics in the form of mean and standard deviation to answer the research questions, while Kruskal-Wallis (H) was used to test the hypotheses. A structured questionnaire and students recorded scores in Social Studies was used as instrument for data collection in the study. The questionnaire was a four (4) point rating scale of strongly agree (SA), agree (A), strongly disagree (SD) and disagree (D). The scale was coded, where strongly agree 4 points, agree 3 points, strongly disagree 2 points and disagree 1 point. The average score of this scale is what makes the acceptance mean of 2.5. According to Kerlinger cited in Cohen, Manion and Morrison (2007), when the scores of the items of such a scale are summed, it yields the dividing line for agreement or disagreement. Among the three hundred and fifty one (351) questionnaires distributed, only two hundred and eighty three (283) were retrieved and analysed. The data collected were analysed using Statistical Package for Social Science (SPSS) version 21. In making the decision for research questions, the acceptance/agreeable mean of 2.5 was considered for agreement, while any score less than 2.5 was considered as disagreement. Also, to retain or reject the hypotheses advanced for the study, an alpha of 0.05 was applied.

4.2 Description of Study Variables

The section described the variables of the study. This can be seen in the following table:

Table 3: Categories of Respondents

Respondents	Frequency	Percentage
Principals	4	1.4
Teachers	41	14.5
Students	238	84.1
Total	283	100

Table 3 showed that a total of 4 (1.4%) principals were used in the study while 41 (14.5%) teachers were used, also 238 (84.1%) students were used. This means that students were more represented in the study compared to the principals and teachers used in the study.

4.3 Response to Research Questions

The various research questions raised in the study were answered using mean and standard deviation. This section presents the summary of analysis done on each of the research questions as follows:

Research Question One: What is assessment of the impact of provision of adequate classrooms environment has on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section B item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question one (1) presented in Table 4.

Table 4: Assessment of the Impact of classrooms environment on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	3.35	0.91
Teachers	41	3.01	0.88
Students	238	2.82	1.10
Total	283	9.18	0.34
Decision Mean		3.06	

Table 4 showed principals, teachers and students respondents on section B item 1-10 of the questionnaire on the assessment of the impact of provision of adequate classroom environment in Federal Government Colleges in Niger state. It has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of Table 4 which showed that the total average mean of 3.06 was higher than the decision mean of 2.5. This implies that the average response mean is more than 2.5 of the standard deviation indicating a high agreement in the response of the respondents. In essence, a very neat and attractive classroom environment with well equipped modern chairs, tables, ceiling fan, lighting and learning facilities enhances and stimulates students learning thereby increases their academic performance.

Research Question Two: What is the assessment of the impact of provision of adequate hostel facilities has on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section B item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question two (2) presented in Table 5.

Table 5: Assessment of the Impact of hostel facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	3.13	0.79
Teachers	41	2.60	0.49
Students	238	2.70	0.84
Total	283	8.43	0.91
Decision Mean		2.81	

Table 5 showed principals, teachers and students respondents on section C item 1-10 of the questionnaire on the assessment of the impact of provision of adequate hostel facilities in Federal Government College in Niger State, and its positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of Table 5 which showed that the average mean of 2.81 was higher than the decision mean of 2.5. This implies that the average total response mean is more than 2.5 of the standard deviation indicating a high agreement in the response of the respondents principals, teachers and students. Thus, adequate provision of bed, laundry bay, constant supply of light, water and maintenance of toilet in the hostels has positive impact on students' learning and academic performance.

Research Question Three: What is the assessment of the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section D item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question three (3) presented in Table 6.

Table 6: Assessment of the Impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	2.80	0.78
Teachers	41	3.00	0.34
Students	238	3.00	0.81
Total	283	8.80	0.34
Decision Mean		2.93	

Table 6 showed principals, teachers and students respondents on section E item 1-10 of the questionnaire on the assessment of the impact of library facilities in Federal Government Colleges in Niger State, and its positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of table 6 which showed that the average mean of 2.93 was higher than the decision mean of 2.5. This implies that the average total response mean is more than 1.5 of the standard deviation indicating a high agreement in the response of the respondents principals, teacher and students. In essence, there are adequate supply of current and up-to-date textbooks and modern chairs/tables in the library stimulates the span in knowledge learnt by students.

Research Question Four: What is the assessment of the impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section E item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question four (4) presented in Table 7.

Table 7: Assesemnt of the Impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	3.31	0.56
Teachers	41	2.75	0.95
Students	238	2.74	0.74
Total	283	8.80	0.66
Decision Mean		2.93	

Table 7 showed principals, teachers and students respondents on section F item 1-10 of the questionnaire on the assessment of the impact of laboratory facilities in Federal Government Colleges in Niger State and its positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of table 7 which shoed that the average total mean of 2.93 was higher than the decision mean of 2.5. This implies that the average total response mean is more than 2.5 of the standard deviation indicating a high agreement in the response of the respondents principals, teachers and students. Thus, adequate provision of functional and up-to-date apparatus for practical ensures students' greater academic performance.

Research Question Five: What is the assessment of impact of provision of adequate electricity/water has on students’ performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section F item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question five (5) is presented in Table 8.

Table 8: Assessment of the Impact of provision of adequate electricity/water on students’ performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	2.60	0.98
Teachers	41	2.60	0.56
Students	238	2.50	1.98
Total	283	7.70	0.99
Decision Mean		2.56	

Table 8 showed principals, teachers and students respondents on section G item 1-10 of the questionnaire on the assessment of the impact of provision of adequate electricity/water in Federal Government Colleges in Niger State and its positive im provision of adequate electricity/water has positive impact on students’ performance in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of table 8 which showed that the average total mean of 2.56 was higher than the decision mean of 2.5. This implies that the average total response mean is more than 1.5 of the standard deviation indicating a low variation in the response of the respondents principals, teachers and students. This was so because constant supply of electricity/water and proper

maintenance of sources of potable water and electrical fittings in schools enhances students' greater academic performance.

Research Question Six: What is the assessment of the impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria?

Data collected from section G item 1-10 through the administration of questionnaire involving principals, teachers and students was analysed in order to answer this research questions. The analysis was carried out in respect to research question six (6) is presented in Table 9.

Table 9: Assessment of the Impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Respondents	N	Mean	SD
Principals	4	2.55	0.66
Teachers	41	2.40	1.05
Students	238	2.47	0.55
Total	283	7.47	1.99
Decision Mean		2.42	

Table 4 showed principals, teachers and students respondents on section H item 1-10 of the questionnaire on the assessment of the impact of common room/dinning hall in Federal Government College in Niger State and how it has no positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria, considering the displayed result of table 9 which showed that the average total mean of 2.42 was less than the decision mean of 2.5. This implies that the average total response mean is less than 2.5 of the standard deviation indicating a low variation in the response of

the respondents principals, teachers and students. Thus, lack of enough chairs in the common room and incapacity to accommodate many students negatively affect students. In addition, dirty dinning hall due to inadequate maintenance negatively affects students' performance.

4.4 Hypotheses Testing

The result of the null hypotheses tested in the study was presented in this section. Altogether, there are six (6) null-hypotheses tested using Kruskal-Wallis (H). The summary of each of the hypotheses tested were presented in the following order.

Hypothesis One: Provision of adequate classrooms environment has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire and students' recorded scores were used as instrument in the study while Kruskal-Wallis was used to test the hypothesis. The summary of hypothesis tested is presented in Table 10.

Table 10: Summary of Kruskal-Wallis (H) test on the assessment of the impact of classrooms environment on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P- value	Decision
Principals	4	148.25						
Teachers	41	120.51	38.532	7.815	3	0.05	0.014	Rejected
Students	238	145.60						
Recorded Scores	306	18.422						

Table 10 showed that provision of adequate classrooms environment has significant impact on students' performance in Social Studies in Federal Government Colleges in

Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean 38.532 is greater than 7.815 with p-value of 0.014 at 3 degrees of freedom. Since the p-value (0.014) was less than the alpha level (0.05), the hypothesis which says that provision of adequate classrooms environment has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

Hypothesis Two: Provision of adequate hostel facilities has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire from section B item 1-10 and students' recorded scores were used as instrument in the study while Kruskal-Wallis (H) was used to test the hypothesis. The summary of hypothesis tested is presented in Table 11.

Table 11: Summary of Kruskal-Wallis (H) test on the assessment of the impact of hostel facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P-value	Decision
Principals	4	211.25						
Teachers	41	166.18	81.77	7.815	3	0.05	0.003	Rejected
Students	238	136.67						
Recorded Scores	306	18.422						

Table 11 showed that provision of adequate hostel facilities has significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean

81.77 is greater than 7.815 with p-value of 0.003 at 3 degrees of freedom. Since the p-value (0.003) was less than the alpha level (0.05), the hypothesis which says that provision of adequate hostel facilities has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

Hypothesis Three: There is no significant impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire from section C item 1-10 and students' recorded scores were used as instrument in the study while Kruskal-Wallis (H) was used to test the hypothesis. The summary of hypothesis tested is presented in Table 12.

Table 12: Summary of Kruskal-Wallis (H) test on the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P-value	Decision
Principals	4	124.88						
Teachers	41	137.62	40.522	7.815	3	0.05	0.018	Rejected
Students	238	143.04						
Recorded Scores	306	18.422						

Table 12 showed that library facilities have significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean 40.522 is greater than 7.815 with p-value of 0.018 at 3 degrees of freedom. Since the p-value (0.018) was less than the alpha level (0.05), the hypothesis which says that there is no significant

impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

Hypothesis Four: There is no significant impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire from section D item 1-10 and students' recorded scores were used as instrument in the study while Kruskal-Wallis (H) was used to test the hypothesis. The summary of hypothesis tested is presented in Table 13.

Table 13: Summary of Kruskal-Wallis (H) test on the assessment of the impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P-value	Decision
Principals	4	182.75						
Teachers	41	158.28	34.212	7.815	3	0.05	0.010	Rejected
Students	238	138.51						
Recorded Scores	306	18.422						

Table 13 showed that laboratory facilities have significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean 34.212 is greater than 7.815 with p-value of 0.010 at 3 degrees of freedom. Since the p-value (0.010) was less than the alpha level (0.05), the hypothesis which says that there is no significant impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

Hypothesis Five: Provision of adequate electricity/water has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire from section E item 1-10 and students' recorded scores were used as instrument in the study while Kruskal-Wallis (H) was used to test the hypothesis. The summary of hypothesis tested is presented in Table 14.

Table 14: Summary of Kruskal-Wallis (H) test on the assessment of the impact of provision of electricity/water on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P-value	Decision
Principals	4	154.50						
Teachers	41	155.10	15.447	7.815	3	0.05	0.004	Rejected
Students	238	139.53						
Recorded Scores	306	18.422						

Table 14 showed that provision of adequate electricity/water has significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean 15.447 is greater than 7.815 with p-value of 0.004 at 3 degrees of freedom. Since the p-value (0.004) was less than the alpha level (0.05), the hypothesis which says that provision of adequate electricity/water has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

Hypothesis Six: There is no significant impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

The data collected through the administration of a structured questionnaire from section F item 1-10 and students' recorded scores were used as instrument in the study while Kruskal-Wallis (H) was used to test the hypothesis. The summary of hypothesis tested is presented in Table 15.

Table 15: Summary of Kruskal-Wallis (H) test on the assessment of the impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria

Group	N	Mean Rank	Chi-square (χ^2)	Critical value	df	α	P-value	Decision
Principals	4	193.75						
Teachers	41	149.26	2.260	7.815	3	0.05	0.323	Retained
Students	238	139.88						
Recorded Scores	306	18.422						

Table 15 showed that common room/dinning hall has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Result of the non-parametric test of Kruskal-Wallis (H) test showed that mean 2.260 is less than 7.815 with p-value of 0.323 at 3 degrees of freedom. Since the p-value (0.323) was higher than the alpha level (0.05), the hypothesis which says that there is no significant impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was retained.

4.5 Summary of Major Findings

In view of the hypotheses tested in the study, findings showed that:

1. Provision of adequate classrooms environment has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that provision of adequate

classrooms environment has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

2. Provision of adequate hostel facilities has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that provision of adequate hostel facilities has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.
3. Library facilities have positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that there is no significant impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.
4. Laboratory facilities have positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that there is no significant impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.
5. Provision of constant electricity/water has positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that provision of adequate electricity/water has no

significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected.

6. Common room/dinning hall has no significant impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Therefore, the hypothesis which says that there is no significant impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was retained.

4.6 Discussion of Findings

Finding on research question one revealed that provision of adequate classrooms environment has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. In essence, a very neat and attractive classroom environment with well equipped modern chairs, tables, ceiling fan, lighting and learning facilities enhances and stimulates students learning thereby increases their academic performance. This finding is in agreement with the finding of Dare, (2010) which showed that infrastructural facilities are, all the available assets of a school that can foster and facilitate teaching and learning as well as to protect the physical well being of the occupants. The study is equally in agreement with the study conducted by Brunhoff, (2007) the result revealed that learning environment is vital to students success and impact students positively in many ways, high students performance, good behaviour between students and teachers, absence of academic worries and depression. The result also contradicted the finding of Ventkateswanh, (2004) were the resulted revealed that students do not have conducive learning environment lack infrastructural facilities such as

laboratories, library lack of classroom/accommodations hostels facilities are in deplorable state thereby constituting the poor performance of students. Moreover, hypothesis one which says that provision of adequate classrooms environment has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected, because provision of adequate classrooms environment has significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. This result upholds the findings of Brunhoff, (2004) and Auta (2012) Similarly, the result disagreed with the finding of Atiku, (2010) the findings of the study revealed that, there was no significant relationship between the school physical environment and student performance. There was no significant difference in the academic performance of students from rural and urban secondary school.

Finding on research question two revealed that provision of adequate hostel facilities has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Thus, adequate provision of bed, laundry bay, constant supply of light, water and maintenance of toilets in the hostels has positive impact on students' learning and academic performance. This result supports the finding of Sani, (2007) The study found that there was a significant, positive and high relationship between school plant maintenance and students academic performance, students' conduct and school community relations. The result also contradicts the finding of Kehinde, (2012) The study revealed that there is no significant difference in the mean score of SLAT of a science teachers and students in favour of the teachers, male and female science teachers in a favour of male science teachers, male and female students in favour of male science

students similarly, Mohammed, (2010) conducted a research, one of the findings from the study revealed that infrastructural facilities in most of the schools were not well managed, most of the infrastructural facilities were available but not functioning. In addition, hypothesis two which says that provision of adequate hostel facilities has no significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected; this is because provision of adequate hostel facilities has significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. This result supports the findings of Sani, (2007) where the study found out that there was a significant, positive and high relationship between infrastructural provision and students academic performance, students conduct and school community relations. Similarly, the result disagreed with the findings of Ibrahim (2010) the result showed that school infrastructural facilities were inadequately provided and where some of these were provided, they were inadequately managed. Maintenance was the most prevalent practice in the schools. These created negative impact on student's performance.

Finding on research question three revealed that library facilities has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. In essence, there are adequate supply of current and up-to-date textbooks and modern chairs/tables in the library stimulates the span in knowledge learnt by students. This result sustains the finding of Sani, (2007) where the study found that there was a significant, positive and high relationship between school plant maintenance and students academic performance, students' conduct and school community relations.

The result also opposed the findings of Mohammed, (2010) where the study revealed that infrastructural facilities in most of the schools were not well managed, most of the infrastructural facilities were available but not functioning. Moreover, hypothesis three which says that there is no significant impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected, because library facilities have significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. This result is in line with the finding of Chinwendu, (2014) where the findings showed the influence of school infrastructural facilities on the teachers ability and instructional effectiveness. It also revealed the influence of school infrastructural facilities on the teacher ability to implement continuous assessment, and the influence of school infrastructural facilities on the general administration of the school. Besides, the result disagreed with the finding of Atiku, (2010) where the study revealed that there was no significant school physical environment and student performance. There was no significant difference in the academic performance of students from rural and urban secondary schools.

Finding on research question four revealed that laboratory facilities has positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Thus, adequate provision of functional and up-to-date apparatus for practical ensures students' greater academic performance. This result supports the finding of WAEC on punch Friday Novemeber 29 in Atiku, (2009) which noted that, the school environment has positive influence on the performance of students. In addition Dare, (2010) noted that, infrastructural facilities is physical expression of the school curriculum and it has positive

impact on the performance of students. The result also contradicts the finding of the study conducted by Asiabaka and Mabakwe, (2008) where the findings revealed that, there was decay infrastructural facilities in most schools, there were no laboratories and libraries. In addition, hypothesis four which says that there is no significant impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected, because laboratory facilities have significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. This result upholds the findings of Winas, (2012) where the result revealed that laboratory facilities facilitate, the goal of education thereby advancing the knowledge of students in the subjects. Similarly, the result disagreed with the finding of Asiabaka and Mabakwe, (2008) where one of the findings showed that few of the schools had science resource corner.

Finding on research question five revealed that provision of adequate electricity/water has positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria. This was so because constant supply of electricity/water and proper maintenance of sources of potable water and electrical fittings in schools enhances students' greater academic performance. This result sustains the finding of Abubakar (2014) where the result showed that electricity/water supply are adequately provided and maintained by the school managers. The result also opposes the finding of Atiku, (2010) in which one of the result revealed that rain harvesting was the major source of water supply toilet infrastructural facilities were not available in virtually all schools. Moreover, hypothesis five which says that provision of adequate electricity/water has no

significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria was rejected, because constant provision of electricity/water has significant impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. This result is in line with the finding of Sani, (2007) where the result found that there exist a significant positive and high relationship between school plant maintenance and students performance. Besides, the result disagreed with the finding of Ibrahim, (2010) where the result revealed that school infrastructural facilities were inadequately provided and where some of these facilities were provided, they were inadequately managed, maintenance was the most prevalent practice in the school, these created negative impact on students performance.

Finding on research question six revealed that common room/dinning hall has no impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Thus, lack of enough chairs in the common room and incapacity to accommodate many students negatively affect students. In addition, dirty dinning hall due to inadequate maintenance negatively affects students' performance. This result supports the findings of Asiabaka and Mbakwe, (2008) where the findings revealed that, there was decay infrastructural facilities in most schools and these created negative impact on students performance. The result also contradicts the finding of Ibrahim, (2010) in which one of the findings showed that facilities in most of the commonroom/dinning hall in the schools, were not well managed in addition most of the facilities were available but not functioning. In addition, hypothesis six which says that there is no significant impact of common room/dinning hall on students' performance in Social Studies in Federal Government

Colleges in Niger State, Nigeria was retained. This result is in line with the findings of Brunhoff, (2007) where the researcher noted that children need a clean, bright, organized space to strengthen learning experiences. In addition the study noted that a commroom that has dirty on the floors, messy bookshelves and broken supplies sound like a fun place to be. Besides, the result disagreed with the findings of Asiabuka and Mbakwe (2008) in which one of the findings, revealed that there exists facilities in the common rooms/Dinning hall but most of the facilities were obsolate, decay, inadequate poorly managed, dilapidated and floor needed re-plastering.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated assessment of the impact of infrastructural facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Six objectives were raised to guide the study, which are to: determine the impact of provision of adequate classrooms environment on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria; determine the impact of provision of adequate hostel facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria; examine the impact of library facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria; examined the impact of laboratory facilities on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria; find out the impact of provision of adequate electricity/water on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria; and find out the impact of common room/dinning hall on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. The above six objectives were stated in line with corresponding research questions and hypotheses.

The study adopted ex-post facto research design and out of the total of five (5) principals, eighty (80) Social Studies teachers and three thousand two hundred and fifty-four (3254) students of Federal Government Colleges totalling three thousand three hundred and thirty nine (3339), a sample size of three hundred and fifty one (351) respondents was used for the study. This comprised four (4) principals, forty one (41)

teachers and three hundred and six (306) students. This sample size was arrived at using simple random sampling technique. A validated structured questionnaire and students' recorded scores in Social Studies was used as instrument for data collection in the study. The instrument was pilot-tested and a reliability coefficient of 0.78 was obtained, hence the instrument was considered reliable. This is in line with the recommendation of Tuckman, (1975) that the closer the reliability coefficient to one, Data collected were analysed statistically using descriptive statistics which included mean and standard deviation to answer the research questions, while non-parametric statistics of Kruskal-Wallis was used to test the formulated hypotheses at 0.05 level of significance.

Findings revealed that provision of adequate classrooms environment has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Provision of adequate hostel facilities has positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Finding also revealed that Library facilities have positive impact on students' performance in Social Studies in Federal Government Colleges in Niger State, Nigeria. Laboratory facilities have impact on students' performance in Federal Government Colleges in Niger State, Nigeria. In addition, provision of constant electricity/water has positive impact on students' performance in Federal Government Colleges in Niger State, Nigeria. Common room/dinning hall has no impact on students' performance in Federal Government Colleges in Niger State, Nigeria.

5.2 Conclusion

The study concluded that:

Provision of neat and attractive classroom environment with well equipped modern chairs, tables, ceiling fan, lighting and learning facilities have impact on students' performance social studies. In addition, adequate provision of bed, laundry bay, constant supply of light, water and maintenance of toilets in the hostels has positive impact on students' learning and academic performance social studies. Adequate supply of current and up-to-date textbooks and modern chairs/tables in the library stimulates the span in knowledge learnt by students. Additionally, adequate provision of functional and up-to-date apparatus for practical ensures students' greater academic performance social studies. Inferring also from the findings, constant supply of electricity/water and proper maintenance of sources of potable water and electrical fittings in schools enhances students' greater academic performance social studies. Thus, lack of enough chairs in the common room and incapacity to accommodate many students negatively affect students' performance. In addition, dirty dinning hall due to inadequate maintenance negatively affects students' performance social studies.

5.3 Recommendations

Based on the findings revealed from the study, the following recommendations, were made. these recommendations are made with the hope that government, MOE officials, principals, vice principals, teachers, P.T.A, students, other researchers and all other stakeholders in the educaiotn system will use it in assisting Federal Government Colleges in Niger state and Nigeria in general, at improving on the provision of

infrastructural facilities so as to improve the learning environment that would ultimately boost students' performance in social studies.

1. Federal Ministry of Education , Non Governmental Organization , P.T.A should put more effort in providing more classrooms facilities, replace the old desk with new chairs in these schools.
2. There should be a developmental plan for an effective renovations and replacement of hostel facilities.
3. More stakeholders should be involved in the provision and management of new textbooks, other instructional facilities in the library in these Federal Government Colleges.
4. Ministry of Educaiotn who are responsible in providing most of the funds in these Federal Government Colleges together with the principal, community leaders, students should establish criteria or teachers indicators for evaluating the condition and level of maintenance of laboratory facilities on regular basis.
5. There should be regular supervision of electricity/water supply to these schools by all the stakeholders as well as alternative source of power such as; solar energy, digging of more bore holes to these schools.
6. There should be routine maintenance of all the facilities in common room/dinning hall so as to ensure cost effectiveness and long term utilization of these facilities.

5.4 Contributions to Knowledge

The study has been able to establish empirically that infrastructural facilities has positive impact on students performance in social studies in Federal Government Colleges in Niger state, Nigeria.

1. This study established that a very neat, attractive classroom environment with well equipped modern chairs, tables, ceiling fan, lighting and learning facilities enhances and stimulates student learning thereby increasing their academic performance.
2. This study established adequate provision of bed, laundry bay, constant supply of light, water and maintenance of toilet in the hostel has positive impact on students learning and academic performance of social studies students.
3. The study equally established that adequate provision of functional and up to date apparatus for practicals ensures student greater academic performance.
4. The study established that constant supply of electricity/water and proper maintenance of source of potable water and electrical fittings in schools enhances students greater academic performances.
5. The study has provided another frontier in the discovery of knowledge concerning infrastructural facilities and its importance in enhancing teaching and learning of social studies.

5.5 Suggestions for Further Studies

Given the importance of infrastructural facilities to teaching and learning process in Nigerian educational system, this study therefore recommends for further studies in this area.

The following areas can further be investigated by other researchers:

1. Assessment of facilities and management policies on students' performance in Social Studies in Federal Government Colleges.
2. Evaluation of stakeholders' opinions on provision and utilization of boarding facilities on students' performance in Social Studies in Federal Government Colleges in Government policies.
3. Assessment of provision of the welfare facilities on students' performance in Social Studies in Federal Government Colleges.
4. Perception of stakeholders' opinions on rules and regulations in maintenance of infrastructural facilities on students' performance in Social Studies in Federal Government Colleges .
5. Investigation of PTA contributions in provision and supervision of infrastructural facilities on students' performance in Social Studies in Federal Government Colleges.
6. Evaluations of stakeholders in taken infrastructural inventory on students' performance in Social Studies in Federal Government Colleges.

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APPENDIX ‘A’

**AHMADU BELLO UNIVERSITY, ZARIA – NIGERIA
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM**

**QUESTIONNAIRE ON THE ASSESSMENT OF THE IMPACT OF
INFRASTRUCTURAL FACILITIES ON STUDENTS PERFORMANCE IN
SOCIAL STUDIES IN FEDERAL GOVERNMENT COLLEGES IN NIGER
STATE, NIGERIA.**

Dear Respondents,

My name is Alfred Iorhuna, a postgraduate student of the above institution in the Department of Educational Foundations and Curriculum. I am presently undertaking a research work entitled “Impact of Infrastructural facilities on Students’ Performances in Social Studies in Federal Government Colleges in Niger state, Nigeria.” I solicit your assistance in collecting necessary data required. This research work is purely an academic exercise and all informations provided will be treated confidentially. No part of these data would be exposed to the public or released to another person.

The information obtained will be used for research purpose only. I shall be grateful in anticipation of your support and cooperation.

Thank you

Alfred Iorhuna.

APPENDIX 'B'

Instruction: Please fill the appropriate spaces as provided

Tick the appropriate boxes where applicable

Questionnaire

On the assessment of the Impact of Infrastructural Facilities on Students Performance in Social Studies in Federal Government Colleges in Niger State, Nigeria.

Section A: Bio-data

- (1) Age: 10-11yrs () 12-13yrs () 14-15yrs () 25-34yrs () 35-44yrs ()
45-54yrs ()
- (2) Sex: male () Female ()
- (3) Occupation:
(i) Principal
(ii) Teacher
(iii) Students
- (4) Key:
(i) SA - Strongly Agree
(ii) A - Agree
(iii) D - Disagree
(iii) SD - Strongly Disagree

Name of your school: _____

Section B: Assessment of the Impact of Provision of Adequate Classroom Environment on Students Performance in social studies in Federal Government Colleges in Niger state, Nigeria

S/N	Item Statement	SA	A	D	SD
1	Classroom environment are provided with attracted and well painted colour.				
2	Classroom are provided with adequate desk.				
3	When classroom environment in the schools are always neat, it can stimulate students' performance.				
4	Classrooms environment should be attractive and comfortable.				
5	Most of the schools don't have adequate classrooms.				
6	The classroom in this school is well equipped with modern chairs and tables				
7	Blackboard are provided.				
8	Good classroom infrastructural facilities enhances and increase classroom control and students' performances.				
9	Comfortable classroom infrastructural facilities motivate students in all sense of learning.				
10	Classroom infrastructural facilities can stimulate both students and teachers in learning environment.				

Section C: Assessment of the Impact of Provision of Adequate Hostel Infrastructural facilities on Students Performance in social studies in Federal Government Colleges in Niger state, Nigeria

S/N	Item Statement	SA	A	D	SD
1	There is adequate provision of good and enough accommodation for students.				
2	Beds are adequately provided for the students.				
3	Confidence of students are builded if educational facilities in schools are used judiciously.				
4	The floor and the windows of the hostels are well constructed.				
5	Most students do have the required knowledge and consciousness to use the provided hostels.				
6	The rooms are not overpopulated.				
7	School facilities that enhance academic performance cannot be quantified in human and natural resources.				
8	The supply of light is constant in the hostel.				
9	Supply of water is constant in the hostel.				
10	The toilets in the hostel are in good shape, neat and comfortable.				

Section D: Assessment of the Impact of Libraries Infrastructural facilities on Students Performance in social studies in Federal Government Colleges in Niger state, Nigeria

S/N	Item Statement	SA	A	D	SD
1	There are short provision of classrooms in my school which do not correspond with the yearly increasing rate of students' enrolment.				
2	Library is well partitioned with current and up-to-date textbook.				
3	The school facilities requires a lot of fund.				
4	Chairs/tables are adequately provided in the library.				
5	The supply of light is constant in the library.				
6	Computers with internet facilities are provided in the library.				
7	School facilities are better sorted out and kept in accordance to their type and value.				
8	All electrical fittings in library are in good shape.				
9	Use of facilities did not assist the span in knowledge learnt by students.				
10	Most teachers do have the required knowledge and consciousness to use the provided textbooks.				

Section E: Assessment of the Impact of Laboratories Infrastructural facilities on Students Performance in social studies in Federal Government Colleges in Niger state, Nigeria

S/N	Item Statement	SA	A	D	SD
1	There is adequate provision of science laboratories.				
2	Apparatus for science practical lesson adequately provided.				
3	School facilities ensures greater academic standard in the school system and adds values to the school grade.				
4	Instructional facilities are adequately provided in the laboratories.				
5	School facilities improve level of discipline and ensure greater school climate and tone.				
6	There are adequate and functional apparatus.				
7	Laboratory facilities are current and up-to-date.				
8	School facilities are capable of helping school advancement.				
9	Academic performance enhancing school facilities measure, growth and development in the school system.				
10	Science laboratories are well positioned.				

Section F: Assessment of the Impact of Provision of Adequate Electricity/Water Supply on Students Performance in social studies in Federal Government Colleges in Niger state, Nigeria

S/N	Item Statement	SA	A	D	SD
1	There is adequate supply of electricity in the schools.				
2	All the electrical fittings in the schools are well maintained.				
3	The alternative electricity source is well maintained.				
4	There is provision for lighting points in an appropriate location.				
5	There is functional alternative sources of power supply.				
6	There is provision of water supply in the school.				
7	Water supply is constant				
8	Sources of potable water is well maintained.				
9	Taps and shiks are appropriately provided.				
10	Plumbing works are well maintained.				

Section G: Assessment of the Impact of Common Room/Dinning Halls on students' performance in social studies in Federal Government Colleges in Niger State

S/N	Item Statement	SA	A	D	SD
1	Is the common room big enough to accommodate many students				
2	Are there enough chairs in the common room				
3	Is there constant light in the common room				
4	Is there television in the common room				
5	Is the common neat				
6	Is the dinning hall neat				
7	The fittings in the dinning hall are well maintained				
8	There are enough chairs in the dinning hall				
9	There is provision for lighting points in appropriate location				
10	Light supply is constant				

APPENDIX 'C'

KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLES FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	557
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

APPENDIX D
Data Output Principals

Research Question One (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	1	25.0	25.0	50.0
SD	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid A	3	75.0	75.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question One (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	3	75.0	75.0	75.0
Valid A	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	3	75.0	75.0	75.0
Valid A	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
A	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	3	75.0	75.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	3	75.0	75.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Two (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	2	50.0	50.0	50.0
SD	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	3	75.0	75.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	1	25.0	25.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
SD	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	1	25.0	25.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	3	75.0	75.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	3	75.0	75.0	100.0
Total	4	100.0	100.0	

Research Question Three (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	3	75.0	75.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	3	75.0	75.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid A	3	75.0	75.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid A	1	25.0	25.0	50.0
SD	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Four (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid SD	1	25.0	25.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	1	25.0	25.0	25.0
SD	1	25.0	25.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
A	3	75.0	75.0	75.0
Valid SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	1	25.0	25.0	25.0
Valid A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
A	3	75.0	75.0	75.0
Valid SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	2	50.0	50.0	50.0
Valid A	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	2	50.0	50.0	50.0
Valid D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Five (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
Valid SD	1	25.0	25.0	50.0
Valid D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
Valid A	1	25.0	25.0	75.0
Valid D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
Valid A	1	25.0	25.0	75.0
Valid D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	2	50.0	50.0	50.0
A	1	25.0	25.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
SD	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	1	25.0	25.0	50.0
SD	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	1	25.0	25.0	25.0
SD	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	2	50.0	50.0	75.0
D	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	2	50.0	50.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Research Question Six (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	1	25.0	25.0	25.0
A	1	25.0	25.0	50.0
D	2	50.0	50.0	100.0
Total	4	100.0	100.0	

Data Output Teachers

Research Question One (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	14	34.1	34.1	34.1
A	14	34.1	34.1	68.3
Valid SD	4	9.8	9.8	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question One (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	18	43.9	43.9	65.9
Valid SD	5	12.2	12.2	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question One (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	20	48.8	48.8	48.8
A	13	31.7	31.7	80.5
Valid SD	7	17.1	17.1	97.6
D	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Research Question One (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	19	46.3	46.3	46.3
A	16	39.0	39.0	85.4
Valid SD	3	7.3	7.3	92.7
D	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Research Question One (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	14	34.1	34.1	34.1
A	14	34.1	34.1	68.3
Valid SD	7	17.1	17.1	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question One (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	10	24.4	24.4	24.4
A	13	31.7	31.7	56.1
Valid SD	10	24.4	24.4	80.5
D	8	19.5	19.5	100.0
Total	41	100.0	100.0	

Research Question One (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	20	48.8	48.8	78.0
Valid SD	4	9.8	9.8	87.8
D	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Research Question One (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	19	46.3	46.3	75.6
Valid SD	4	9.8	9.8	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question One (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	19	46.3	46.3	46.3
A	13	31.7	31.7	78.0
Valid SD	3	7.3	7.3	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question One (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	16	39.0	39.0	39.0
A	17	41.5	41.5	80.5
Valid SD	4	9.8	9.8	90.2
D	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Research Question Two (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	15	36.6	36.6	36.6
A	14	34.1	34.1	70.7
Valid SD	10	24.4	24.4	95.1
D	2	4.9	4.9	100.0
Total	41	100.0	100.0	

Research Question Two (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	17	41.5	41.5	61.0
Valid SD	9	22.0	22.0	82.9
D	7	17.1	17.1	100.0
Total	41	100.0	100.0	

Research Question Two (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	11	26.8	26.8	26.8
A	12	29.3	29.3	56.1
Valid SD	9	22.0	22.0	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question Two (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	9.8	9.8	9.8
A	15	36.6	36.6	46.3
Valid SD	8	19.5	19.5	65.9
D	14	34.1	34.1	100.0
Total	41	100.0	100.0	

Research Question Two (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	22	53.7	53.7	70.7
Valid SD	6	14.6	14.6	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question Two (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	19	46.3	46.3	61.0
Valid SD	6	14.6	14.6	75.6
D	10	24.4	24.4	100.0
Total	41	100.0	100.0	

Research Question Two (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	23	56.1	56.1	75.6
Valid SD	6	14.6	14.6	90.2
D	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Research Question Two (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	14	34.1	34.1	56.1
Valid SD	7	17.1	17.1	73.2
D	11	26.8	26.8	100.0
Total	41	100.0	100.0	

Research Question Two (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	15	36.6	36.6	58.5
Valid SD	3	7.3	7.3	65.9
D	14	34.1	34.1	100.0
Total	41	100.0	100.0	

Research Question Two (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	9.8	9.8	9.8
A	14	34.1	34.1	43.9
Valid SD	14	34.1	34.1	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question Three (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	22	53.7	53.7	53.7
A	10	24.4	24.4	78.0
Valid SD	5	12.2	12.2	90.2
D	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Research Question Three (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	24	58.5	58.5	87.8
Valid SD	4	9.8	9.8	97.6
D	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Research Question Three (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	23	56.1	56.1	85.4
Valid SD	5	12.2	12.2	97.6
D	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Research Question Three (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	17	41.5	41.5	41.5
A	12	29.3	29.3	70.7
Valid SD	4	9.8	9.8	80.5
D	8	19.5	19.5	100.0
Total	41	100.0	100.0	

Research Question Three (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	12	29.3	29.3	58.5
Valid SD	11	26.8	26.8	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question Three (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	13	31.7	31.7	48.8
Valid SD	7	17.1	17.1	65.9
D	14	34.1	34.1	100.0
Total	41	100.0	100.0	

Research Question Three (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	20	48.8	48.8	65.9
Valid SD	5	12.2	12.2	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question Three (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	16	39.0	39.0	58.5
Valid SD	8	19.5	19.5	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question Three (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	9.8	9.8	9.8
A	17	41.5	41.5	51.2
Valid SD	8	19.5	19.5	70.7
D	12	29.3	29.3	100.0
Total	41	100.0	100.0	

Research Question Three (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	10	24.4	24.4	24.4
A	15	36.6	36.6	61.0
Valid SD	12	29.3	29.3	90.2
D	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Research Question Four (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	22	53.7	53.7	53.7
A	10	24.4	24.4	78.0
Valid SD	5	12.2	12.2	90.2
D	4	9.8	9.8	100.0
Total	41	100.0	100.0	

Research Question Four (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	7	17.1	17.1	46.3
Valid SD	5	12.2	12.2	58.5
D	17	41.5	41.5	100.0
Total	41	100.0	100.0	

Research Question Four (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	20	48.8	48.8	70.7
Valid SD	7	17.1	17.1	87.8
D	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Research Question Four (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	21	51.2	51.2	73.2
Valid SD	5	12.2	12.2	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question Four (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	5	12.2	12.2	12.2
A	21	51.2	51.2	63.4
Valid SD	7	17.1	17.1	80.5
D	8	19.5	19.5	100.0
Total	41	100.0	100.0	

Research Question Four (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	26	63.4	63.4	78.0
Valid SD	8	19.5	19.5	97.6
D	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Research Question Four (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	20	48.8	48.8	70.7
Valid SD	7	17.1	17.1	87.8
D	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Research Question Four (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	21	51.2	51.2	70.7
Valid SD	7	17.1	17.1	87.8
D	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Research Question Four (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	18	43.9	43.9	65.9
Valid SD	3	7.3	7.3	73.2
D	11	26.8	26.8	100.0
Total	41	100.0	100.0	

Research Question Four (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	29.3	29.3	29.3
A	12	29.3	29.3	58.5
Valid SD	7	17.1	17.1	75.6
D	10	24.4	24.4	100.0
Total	41	100.0	100.0	

Research Question Five (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	11	26.8	26.8	26.8
A	13	31.7	31.7	58.5
Valid SD	10	24.4	24.4	82.9
D	7	17.1	17.1	100.0
Total	41	100.0	100.0	

Research Question Five (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	10	24.4	24.4	24.4
A	13	31.7	31.7	56.1
Valid SD	7	17.1	17.1	73.2
D	11	26.8	26.8	100.0
Total	41	100.0	100.0	

Research Question Five (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	10	24.4	24.4	24.4
A	13	31.7	31.7	56.1
Valid SD	8	19.5	19.5	75.6
D	10	24.4	24.4	100.0
Total	41	100.0	100.0	

Research Question Five (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	10	24.4	24.4	39.0
Valid SD	9	22.0	22.0	61.0
D	16	39.0	39.0	100.0
Total	41	100.0	100.0	

Research Question Five (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	5	12.2	12.2	12.2
A	20	48.8	48.8	61.0
Valid SD	9	22.0	22.0	82.9
D	7	17.1	17.1	100.0
Total	41	100.0	100.0	

Research Question Five (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	18	43.9	43.9	61.0
Valid SD	8	19.5	19.5	80.5
D	8	19.5	19.5	100.0
Total	41	100.0	100.0	

Research Question Five (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	15	36.6	36.6	51.2
Valid SD	10	24.4	24.4	75.6
D	10	24.4	24.4	100.0
Total	41	100.0	100.0	

Research Question Five (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	10	24.4	24.4	43.9
Valid SD	14	34.1	34.1	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Research Question Five (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	24	58.5	58.5	58.5
A	15	36.6	36.6	95.1
Valid SD	1	2.4	2.4	97.6
D	1	2.4	2.4	100.0
Total	41	100.0	100.0	

Research Question Five (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	15	36.6	36.6	58.5
Valid SD	11	26.8	26.8	85.4
D	6	14.6	14.6	100.0
Total	41	100.0	100.0	

Research Question Six (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	19.5	19.5	19.5
A	16	39.0	39.0	58.5
Valid SD	10	24.4	24.4	82.9
D	7	17.1	17.1	100.0
Total	41	100.0	100.0	

Research Question Six (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	9.8	9.8	9.8
A	17	41.5	41.5	51.2
Valid SD	12	29.3	29.3	80.5
D	8	19.5	19.5	100.0
Total	41	100.0	100.0	

Research Question Six (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	16	39.0	39.0	53.7
Valid SD	6	14.6	14.6	68.3
D	13	31.7	31.7	100.0
Total	41	100.0	100.0	

Research Question Six (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	4	9.8	9.8	9.8
A	18	43.9	43.9	53.7
Valid SD	7	17.1	17.1	70.7
D	12	29.3	29.3	100.0
Total	41	100.0	100.0	

Research Question Six (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	21	51.2	51.2	65.9
Valid SD	11	26.8	26.8	92.7
D	3	7.3	7.3	100.0
Total	41	100.0	100.0	

Research Question Six (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	18	43.9	43.9	65.9
Valid SD	9	22.0	22.0	87.8
D	5	12.2	12.2	100.0
Total	41	100.0	100.0	

Research Question Six (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	17	41.5	41.5	58.5
Valid SD	7	17.1	17.1	75.6
D	10	24.4	24.4	100.0
Total	41	100.0	100.0	

Research Question Six (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	6	14.6	14.6	14.6
A	13	31.7	31.7	46.3
Valid SD	7	17.1	17.1	63.4
D	15	36.6	36.6	100.0
Total	41	100.0	100.0	

Research Question Six (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	17.1	17.1	17.1
A	15	36.6	36.6	53.7
Valid SD	7	17.1	17.1	70.7
D	12	29.3	29.3	100.0
Total	41	100.0	100.0	

Research Question Six (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	9	22.0	22.0	22.0
A	16	39.0	39.0	61.0
Valid SD	7	17.1	17.1	78.0
D	9	22.0	22.0	100.0
Total	41	100.0	100.0	

Data Output Students

Research Question One (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	120	50.4	50.4	50.4
A	68	28.6	28.6	79.0
Valid SD	12	5.0	5.0	84.0
D	38	16.0	16.0	100.0
Total	238	100.0	100.0	

Research Question One (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	40	16.8	16.8	16.8
A	138	58.0	58.0	74.8
Valid SD	23	9.7	9.7	84.5
D	37	15.5	15.5	100.0
Total	238	100.0	100.0	

Research Question One (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	90	37.8	37.8	37.8
A	84	35.3	35.3	73.1
Valid SD	39	16.4	16.4	89.5
D	25	10.5	10.5	100.0
Total	238	100.0	100.0	

Research Question One (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	94	39.5	39.5	39.5
A	87	36.6	36.6	76.1
Valid SD	26	10.9	10.9	87.0
D	31	13.0	13.0	100.0
Total	238	100.0	100.0	

Research Question One (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	72	30.3	30.3	30.3
A	79	33.2	33.2	63.4
Valid SD	41	17.2	17.2	80.7
D	46	19.3	19.3	100.0
Total	238	100.0	100.0	

Research Question One (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	46	19.3	19.3	19.3
A	71	29.8	29.8	49.2
Valid SD	58	24.4	24.4	73.5
D	63	26.5	26.5	100.0
Total	238	100.0	100.0	

Research Question One (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	49	20.6	20.6	20.6
A	78	32.8	32.8	53.4
Valid SD	86	36.1	36.1	89.5
D	25	10.5	10.5	100.0
Total	238	100.0	100.0	

Research Question One (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	71	29.8	29.8	29.8
A	76	31.9	31.9	61.8
Valid SD	50	21.0	21.0	82.8
D	41	17.2	17.2	100.0
Total	238	100.0	100.0	

Research Question One (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	73	30.7	30.7	30.7
A	86	36.1	36.1	66.8
Valid SD	39	16.4	16.4	83.2
D	40	16.8	16.8	100.0
Total	238	100.0	100.0	

Research Question One (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	95	39.9	39.9	39.9
A	74	31.1	31.1	71.0
Valid SD	33	13.9	13.9	84.9
D	36	15.1	15.1	100.0
Total	238	100.0	100.0	

Research Question Two (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	126	52.9	52.9	52.9
A	69	29.0	29.0	81.9
Valid SD	26	10.9	10.9	92.9
D	17	7.1	7.1	100.0
Total	238	100.0	100.0	

Research Question Two (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	56	23.5	23.5	23.5
A	108	45.4	45.4	68.9
Valid SD	44	18.5	18.5	87.4
D	30	12.6	12.6	100.0
Total	238	100.0	100.0	

Research Question Two (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	88	37.0	37.0	37.0
A	90	37.8	37.8	74.8
Valid SD	28	11.8	11.8	86.6
D	32	13.4	13.4	100.0
Total	238	100.0	100.0	

Research Question Two (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	46	19.3	19.3	19.3
A	78	32.8	32.8	52.1
Valid SD	49	20.6	20.6	72.7
D	65	27.3	27.3	100.0
Total	238	100.0	100.0	

Research Question Two (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	58	24.4	24.4	24.4
A	90	37.8	37.8	62.2
Valid SD	37	15.5	15.5	77.7
D	53	22.3	22.3	100.0
Total	238	100.0	100.0	

Research Question Two (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	49	20.6	20.6	20.6
A	72	30.3	30.3	50.8
Valid SD	59	24.8	24.8	75.6
D	58	24.4	24.4	100.0
Total	238	100.0	100.0	

Research Question Two (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	58	24.4	24.4	24.4
A	90	37.8	37.8	62.2
Valid SD	28	11.8	11.8	73.9
D	62	26.1	26.1	100.0
Total	238	100.0	100.0	

Research Question Two (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	43	18.1	18.1	18.1
A	77	32.4	32.4	50.4
Valid SD	48	20.2	20.2	70.6
D	70	29.4	29.4	100.0
Total	238	100.0	100.0	

Research Question Two (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	56	23.5	23.5	23.5
A	75	31.5	31.5	55.0
Valid SD	53	22.3	22.3	77.3
D	54	22.7	22.7	100.0
Total	238	100.0	100.0	

Research Question Two (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	48	20.2	20.2	20.2
A	60	25.2	25.2	45.4
Valid SD	75	31.5	31.5	76.9
D	55	23.1	23.1	100.0
Total	238	100.0	100.0	

Research Question Three (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	118	49.6	49.6	49.6
A	47	19.7	19.7	69.3
Valid SD	22	9.2	9.2	78.6
D	51	21.4	21.4	100.0
Total	238	100.0	100.0	

Research Question Three (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	77	32.4	32.4	32.4
A	118	49.6	49.6	81.9
Valid SD	21	8.8	8.8	90.8
D	22	9.2	9.2	100.0
Total	238	100.0	100.0	

Research Question Three (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	103	43.3	43.3	43.3
A	71	29.8	29.8	73.1
Valid SD	21	8.8	8.8	81.9
D	43	18.1	18.1	100.0
Total	238	100.0	100.0	

Research Question Three (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	83	34.9	34.9	34.9
A	81	34.0	34.0	68.9
Valid SD	32	13.4	13.4	82.4
D	42	17.6	17.6	100.0
Total	238	100.0	100.0	

Research Question Three (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	72	30.3	30.3	30.3
A	68	28.6	28.6	58.8
Valid SD	43	18.1	18.1	76.9
D	55	23.1	23.1	100.0
Total	238	100.0	100.0	

Research Question Three (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	49	20.6	20.6	20.6
A	66	27.7	27.7	48.3
Valid SD	58	24.4	24.4	72.7
D	65	27.3	27.3	100.0
Total	238	100.0	100.0	

Research Question Three (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	57	23.9	23.9	23.9
A	76	31.9	31.9	55.9
Valid SD	48	20.2	20.2	76.1
D	57	23.9	23.9	100.0
Total	238	100.0	100.0	

Research Question Three (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	85	35.7	35.7	35.7
A	81	34.0	34.0	69.7
Valid SD	32	13.4	13.4	83.2
D	40	16.8	16.8	100.0
Total	238	100.0	100.0	

Research Question Three (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	90	37.8	37.8	37.8
A	58	24.4	24.4	62.2
Valid SD	63	26.5	26.5	88.7
D	27	11.3	11.3	100.0
Total	238	100.0	100.0	

Research Question Three (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	70	29.4	29.4	29.4
A	50	21.0	21.0	50.4
Valid SD	26	10.9	10.9	61.3
D	92	38.7	38.7	100.0
Total	238	100.0	100.0	

Research Question Four (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	131	55.0	55.0	55.0
A	62	26.1	26.1	81.1
Valid SD	10	4.2	4.2	85.3
D	35	14.7	14.7	100.0
Total	238	100.0	100.0	

Research Question Four (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	63	26.5	26.5	26.5
A	113	47.5	47.5	73.9
Valid SD	23	9.7	9.7	83.6
D	39	16.4	16.4	100.0
Total	238	100.0	100.0	

Research Question Four (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	89	37.4	37.4	37.4
A	75	31.5	31.5	68.9
Valid SD	41	17.2	17.2	86.1
D	33	13.9	13.9	100.0
Total	238	100.0	100.0	

Research Question Four (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	75	31.5	31.5	31.5
A	88	37.0	37.0	68.5
Valid SD	25	10.5	10.5	79.0
D	50	21.0	21.0	100.0
Total	238	100.0	100.0	

Research Question Four (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	71	29.8	29.8	29.8
A	92	38.7	38.7	68.5
Valid SD	34	14.3	14.3	82.8
D	41	17.2	17.2	100.0
Total	238	100.0	100.0	

Research Question Four (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	43	18.1	18.1	18.1
A	107	45.0	45.0	63.0
Valid SD	55	23.1	23.1	86.1
D	33	13.9	13.9	100.0
Total	238	100.0	100.0	

Research Question Four (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	55	23.1	23.1	23.1
A	83	34.9	34.9	58.0
Valid SD	37	15.5	15.5	73.5
D	63	26.5	26.5	100.0
Total	238	100.0	100.0	

Research Question Four (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	56	23.5	23.5	23.5
A	107	45.0	45.0	68.5
Valid SD	53	22.3	22.3	90.8
D	22	9.2	9.2	100.0
Total	238	100.0	100.0	

Research Question Four (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	56	23.5	23.5	23.5
A	40	16.8	16.8	40.3
Valid SD	47	19.7	19.7	60.1
D	95	39.9	39.9	100.0
Total	238	100.0	100.0	

Research Question Four (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	34	14.3	14.3	14.3
A	79	33.2	33.2	47.5
Valid SD	103	43.3	43.3	90.8
D	22	9.2	9.2	100.0
Total	238	100.0	100.0	

Research Question Five (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	44	18.5	18.5	18.5
A	36	15.1	15.1	33.6
Valid SD	58	24.4	24.4	58.0
D	100	42.0	42.0	100.0
Total	238	100.0	100.0	

Research Question Five (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	64	26.9	26.9	26.9
A	46	19.3	19.3	46.2
Valid SD	58	24.4	24.4	70.6
D	70	29.4	29.4	100.0
Total	238	100.0	100.0	

Research Question Five (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	46	19.3	19.3	19.3
A	40	16.8	16.8	36.1
Valid SD	49	20.6	20.6	56.7
D	103	43.3	43.3	100.0
Total	238	100.0	100.0	

Research Question Five (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	46	19.3	19.3	19.3
A	92	38.7	38.7	58.0
Valid SD	48	20.2	20.2	78.2
D	52	21.8	21.8	100.0
Total	238	100.0	100.0	

Research Question Five (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	64	26.9	26.9	26.9
A	83	34.9	34.9	61.8
Valid SD	40	16.8	16.8	78.6
D	51	21.4	21.4	100.0
Total	238	100.0	100.0	

Research Question Five (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	50	21.0	21.0	21.0
A	80	33.6	33.6	54.6
Valid SD	38	16.0	16.0	70.6
D	70	29.4	29.4	100.0
Total	238	100.0	100.0	

Research Question Five (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	60	25.2	25.2	25.2
A	89	37.4	37.4	62.6
Valid SD	32	13.4	13.4	76.1
D	57	23.9	23.9	100.0
Total	238	100.0	100.0	

Research Question Five (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	75	31.5	31.5	31.5
A	72	30.3	30.3	61.8
Valid SD	33	13.9	13.9	75.6
D	58	24.4	24.4	100.0
Total	238	100.0	100.0	

Research Question Five (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	62	26.1	26.1	26.1
A	59	24.8	24.8	50.8
Valid SD	50	21.0	21.0	71.8
D	67	28.2	28.2	100.0
Total	238	100.0	100.0	

Research Question Five (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	48	20.2	20.2	20.2
A	61	25.6	25.6	45.8
Valid SD	44	18.5	18.5	64.3
D	85	35.7	35.7	100.0
Total	238	100.0	100.0	

Research Question Six (Item 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	112	47.1	47.1	47.1
A	49	20.6	20.6	67.6
Valid SD	41	17.2	17.2	84.9
D	36	15.1	15.1	100.0
Total	238	100.0	100.0	

Research Question Six (Item 2)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	50	21.0	21.0	21.0
A	70	29.4	29.4	50.4
Valid SD	65	27.3	27.3	77.7
D	53	22.3	22.3	100.0
Total	238	100.0	100.0	

Research Question Six (Item 3)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	56	23.5	23.5	23.5
A	74	31.1	31.1	54.6
Valid SD	40	16.8	16.8	71.4
D	68	28.6	28.6	100.0
Total	238	100.0	100.0	

Research Question Six (Item 4)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	39	16.4	16.4	16.4
A	93	39.1	39.1	55.5
Valid SD	56	23.5	23.5	79.0
D	50	21.0	21.0	100.0
Total	238	100.0	100.0	

Research Question Six (Item 5)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	71	29.8	29.8	29.8
A	100	42.0	42.0	71.8
Valid SD	60	25.2	25.2	97.1
D	7	2.9	2.9	100.0
Total	238	100.0	100.0	

Research Question Six (Item 6)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	37	15.5	15.5	15.5
A	74	31.1	31.1	46.6
Valid SD	68	28.6	28.6	75.2
D	59	24.8	24.8	100.0
Total	238	100.0	100.0	

Research Question Six (Item 7)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	50	21.0	21.0	21.0
A	77	32.4	32.4	53.4
Valid SD	49	20.6	20.6	73.9
D	62	26.1	26.1	100.0
Total	238	100.0	100.0	

Research Question Six (Item 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	53	22.3	22.3	22.3
A	74	31.1	31.1	53.4
Valid SD	51	21.4	21.4	74.8
D	60	25.2	25.2	100.0
Total	238	100.0	100.0	

Research Question Six (Item 9)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	54	22.7	22.7	22.7
A	80	33.6	33.6	56.3
Valid SD	60	25.2	25.2	81.5
D	44	18.5	18.5	100.0
Total	238	100.0	100.0	

Research Question Six (Item 10)

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	53	22.3	22.3	22.3
A	68	28.6	28.6	50.8
Valid SD	58	24.4	24.4	75.2
D	59	24.8	24.8	100.0
Total	238	100.0	100.0	

Result of Students' Scores**Report**

Scores

School	Mean	N	Std. Deviation
FGA Suleja	17.7817	284	7.80877
FGC Minna	18.4667	285	7.62292
FGC Bida	18.3250	240	7.64830
FTC Shiroro	19.4944	180	7.94429
Total	18.4226	989	7.75141

APPENDIX 'E'

Training Manual for Research Assistant

Two research assistance were trained. The following training instructions or ethics were given to them on good human relations. Two days were used to train them.

1. First to introduce themselves before the respondents
2. How to be polite and simple with the respondent and not to be harsh
3. Never to fight with a respondent in the course of distributions and collection of the questionnaire.
4. How to answer questions that would possibly arise from the respondents.
5. To avoid issues that will bring quarrel or misunderstanding
6. To dress well and not look shabbily
7. To be careful with the collected questionnaire so as not to get missing
8. To learn to refer questions that may arise from the questionnaire to the researcher.
9. To look smart and dedicated in the course of the field exercises.
10. How to speak simple and correct English given the level of the students.
11. Generate a friendly situation
12. Do not argue with the respondents
13. Do not show sign of contempt or disagreement
14. Give accurate report of the questionnaires collected
15. Observe high degree of respect to respondents

**ASSESSMENT OF THE IMPACT OF INFRASTRUCTURAL FACILITIES ON
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GOVERNMENT COLLEGES IN NIGER STATE, NIGERIA**

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