INFLUENCE OF AVAILABILITY AND UTILIZATION OF SCHOOL FACILITIES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL HOME ECONOMICS STUDENTS IN KADUNA STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN HOME ECONOMICS EDUCATION

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ZARIA, NIGRIA

OCTOBER, 2021

DECLARATION

I declare that the work in this Dissertation titled 'The Influence of Availability and Utilization of School Facilities on the Academic performance of Home Economics students in Junior Secondary School in Kaduna State Nigeria has been carried out by me in the Department of Home Economics. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this dissertation has been previously presented for another degree or diploma at this University or any other Institution.

____________________________ __________________

Maryam ADAMU **Date**

CERTIFICATION

This Dissertation titled **THE INFLUENCE OF SCHOOL FACILITIES ON AVAILABILITY AND UTILIZATION OF SCHOOL FACILITIES ON THE ACADEMIC PERFORMANCE OF HOME ECONOMICS STUDENTS IN JUNIOR SECONDARY SCHOOL IN KADUNA STATE NIGERIA** by Maryam ADAMU, meets the regulations governing the award of Master's Degree (M.Ed.) in Home Economics Education of Ahmadu Bello University, Zaria and was approved for its contributions to knowledge and literacy presentations.

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DEDICATION

This research work is dedicated to my late parent, Mr. & Mrs. Adamu Attaboh. May Almighty Allah grant them paradise.

AKNOWLEDGEMENT

I am grateful to Almighty God who had destined for me to complete this work successfully. The researcher's sincere appreciation goes to her able supervisors; Prof. A. Z. Mohammed and Prof. E.E. Adamu who devoted their time to make useful and constructive criticisms, suggestions, corrections and giving dedicated guidance throughout the period of this research work. Their immense contribution and devotion has made this project a successful work.

The researcher also owes a lot of gratitude and appreciation to her Head of Department Dr. M. A Abubakar for her constructive criticisims, correction and support towards the successful completion of this work. The support and contributions given to her by Prof. P.E. Onuigbo, Prof. T.O. Ojo, Prof. E. Ike, Prof. S.L. Ajayi, Dr. H. Chindo Prof. A.A. Udoh, Dr D.O. Oni, Dr R.T. Umar, Dr T.O Adeshina, Dr. Amoor and D.A Gambo and other staff from the Department of Home Economics and Vocational and Technical Education in terms of critical analysis and intellectual observations to improve this research work is also appreciated.

Invaluable appreciation also goes to her husband Engr. Salihu Nasir Akwuh, for his encouragement, moral and financial support, and words of advice, patience, understanding and prayers during this time. To her late parents, brothers and sisters, it is very pertinent to appreciate the support and encouragements given to her towards successful completion of her studies in Ahmadu Bello University, Zaria. She also acknowledges her children Nafisa, Zainab, Nasir and Nasira for their patience and endurance while she was absent from home in the course of her studies too.

In addition, the researcher also appreciates the Former and present Executive Directors of NAERLS/ABU, Zaria , Prof. E. Ikani, Prof. M.K Othman Prof. S.Z Abubakar and Dr. I.Y

Ilu for their kindness, understanding, patience and words of encouragement. Lastly, worthy of appreciation are her colleagues, Dr. R .Onu, Dr. E.Okwori, Dr. M. Makeri, A.L. Baidu, Dr. H .Dikko, A.A Wahab, Dr. O. Ojo , Dr. B. Wahe, P. Maiyaki, T. Olarenwaju and her friends, she also acknowledges her statistical data analyst, typist Y.Silas, and classmates for their prayers, love and encouragement during the period of her study. The researcher's most acknowledge the contribution of the following for their help and assistance in the course of this study: the state ministry of education, education zonal Directors, School principals, school guidance counselors, teachers, students, research assistants, school exams officers.

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OPERATIONAL DEFINITION OF TERMS

The following are key terms used in the Research Work:

School facilities: This refers to essential educational materials like library and laboratory necessary in teaching and learning of Home Economics in Junior Secondary School.

Academic Performance: This means the level of attainment which the students have been able to achieve in terms of success in Junior Secondary School Certificate Examination (JSSCE) in Home Economics which enable them qualify for Senior Secondary School in Nigeria.

Junior Secondary school: This is the class of students whose age fall between 10- 14 years in class 1-3 in Secondary School offering Home Economics in Nigeria.

Home Economics Textbook: This refers to the recommended textbooks (Home Economics for Junior Secondary Schools by Anyakoha E.U. and STAN Home Economics for Junior Secondary Schools by Bala, F.T., Oghenejabor, U.O., Unongo, C.N., Abdullahi, H.I., Akande, M.E.) for teaching and learning of Home Economics for Junior Secondary School Students in Kaduna state of Nigeria.

ABSTRACT

The study was designed to assess the Influence of Availability and Utilization of School Facilities on the Academic Performance of Home Economics students in Junior Secondary School in Kaduna State, Nigeria. In this perspective, Four (4) Research questions and Four (4) Null hypotheses guided the study. Among the objectives were: to examine the influence of availability and utilization of Home Economics laboratory facilities on students' academic performance. Ex-post research design was adopted for the study. The population for the study comprised of 89,830 students in Kaduna state, offering Home Economics. The samples size for the study was 432 drawn from 24 junior secondary offering Home Economics. A multi-stage random sampling technique was used to select the sample size for the study. The instruments used for data collection was the School Facility Descriptive Questionnaire (SFDQ) designed by the researcher, Availability and Utilization of School Facilities Checklist and Home Economics Achievement Score (student's JSSCE records archive from 2012-2016). The instruments were validated by three experts who were senior lecturers in the Faculty of Education, Ahmadu Bello University Zaria, Kaduna State. 205 instruments were pilot tested in Government Secondary School (Junior) Samaru, Zaria, Kaduna State. The data obtained from the pilot test was subjected to Cronbach Alpha reliability test. Reliability coefficient of 0.850 was obtained. The instruments were administered to respondents in their respective schools. Data was analyzed using Frequency Count, Percentages and Mean for answering research questions, while Chi-square and ANOVA were used test the four hypotheses at 0.05 level of significance. The findings revealed that the Availability of school facilities (library, Home Economics laboratory) and Recommended Home Economics textbooks has positive influence on the academic performance of Junior Secondary School students offering Home Economics in Kaduna State. Students' utilization of school facilities (library, Home Economics laboratory) and Recommended Home Economics textbooks also has significant positive influence on academic performance of Home Economics students in Junior Secondary School. It was concluded that availability and utilization of school library, Home Economics laboratory and Recommended Home Economics textbooks significantly influence the academic performance of Home Economics students in Junior Secondary School in Kaduna state. Based on the findings of the research, it was recommended among others that Efforts should be made by the governmental and non-governmental organizations together with the general public to provide adequate School Facilities and Recommended Home Economics Textbooks for secondary schools to enhance the teaching and learning of Home Economics in junior Secondary school in Kaduna State.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Home Economics is an applied science subject which draws knowledge from many other subjects such as Biology, Chemistry, Physics, Mathematics, Economics, Sociology, History, Geography, Psychology, Agriculture, Fine and Applied Arts. It unifies the knowledge drawn from these subjects and uses it to form its own body of knowledge.

Home Economics affords students the opportunity of developing manipulative skills thereby improving their dexterity as they tackle problems associated with life and living. It is also a field of study that is concerned with improving family life. It does this by finding out the needs of individuals and families, finding ways of meeting these needs, improving the goods and services which families use, preparing people for employment and family life.

Nigerian Education Research and Development Council (NERDC), (2017) recognized Home Economics as one of the vocational subjects in the junior secondary school curriculum. This is aimed at providing students with basic knowledge, skills and attitudes in the various aspects of family life. It is designed to enable students integrate basic knowledge learnt with skills and expose them to the numerous opportunities for successful home making.

The study of Home Economics provides students with basic life skills and a process that helps to prepare them become productive members of the society. This can only be achieved when teachers are favorably disposed to using the appropriate methods and facilities in teaching and learning the subject. For Home Economics teachers to play their roles in teaching Home Economics effectively school facilities should be made available and utilized appropriately, this would also improve the performance of students. The poor performance of students in Home Economics at Junior Secondary School Certificate Examinations (JSSCE) level has become a source of concern to all stakeholders in education in the country. According to a review of student's performance in Home Economics in JSSCE from 2005 to 2013 in Nigeria, it was revealed that there was a fluctuation and downward trend in the students' performance (Daluba, 2012). This has attracted a lot of concern among Home Economics educators. In order to achieve the objectives, aspirations of the government, and to improve the performance of students in Home Economics, efforts are needed to be made towards improving teaching and learning of the subject. Effective teaching and meaningful learning of Home Economics at Junior secondary school level depends to a large extent on the availability, utilization and management of school facilities.

School facilities which include library, laboratory, laboratory facilities and textbooks have been observed as a potent factor to qualitative education. According to Oni (2010), facilities constitute a strategic factor in organizational functioning; this is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. High productivity leads to the wealth of a nation or society which could determine the quality of education in that land, a society that is wealthy will establish good schools with quality teachers, school facilities that students may learn with ease thus bringing about good academic performance. School facilities enable the learner have access to the reference materials, develop problem-solving skills and scientific attitudes to meet relative needs of a school system, that enable them learn at their own paces.

The use of library is an essential factor in teaching-learning process. It forms one of the most important educational services. The educational process functions in a world of books. The school library is a room or building in a school where books, magazines, journals, periodicals, cassettes, computers among others are kept for student's use. In other words, it is the central laboratory of the whole school, where all books in all subject areas, taught in the school and non-book materials are stocked (Lonsdale, 2010).

The school libraries are not adequately stocked with current Home Economics books and magazines to upgrade the knowledge of both teachers and students in most secondary schools in Nigeria. This gross lack of materials/facilities demoralizes the individual student who is ready to put forth effort towards achieving the goals of this subject. Abdullahi, (2000) noted that the integration and application of theoretical knowledge combined with the development of practical skills are at the core of Home Economics.

Laboratory has been conceptualized as a room or a building specially built for teaching, where of theoretical phenomena have brought into practical terms. Utilization of laboratory facility defines the extent or how often the available school laboratory equipment are used during classes or laboratory sessions. To maintain and arouse the interests of students in Home Economics which involve laboratory work, the teacher should be effectively involved in order to transfer knowledge and facts to learners for a good performance in any examinations. According to Lawal (2013), such materials promote learning by doing, make the classroom lively, real, and meaningful and have the potential to make the content taught permanent thereby increase students' performance. Adefarati (2012), opined that, most secondary schools in Nigeria that offers Home Economics have acute shortage of laboratory. In some schools there are no specified Home Economics Laboratories. All that is seen is a common classroom labeled as Home Economics laboratory. There is no specific laboratory assigned for Clothing and Textiles, Food and Nutrition and Home Management. Due to this inadequacy of laboratories, majority of the secondary schools lack equipment and instructional materials. In terms of academic achievement, schools with well-equipped laboratories have better results in the school certificate examinations than those that are ill-equipped. To Lawal (2013), utilization of this equipment enables learners to focus their attention to important issues and acquire practical skills. In effect, acquisition of such skills is capable of helping students' combat unemployment and poverty.

Altbach (2013) opined that "nothing has ever replaced the printed word as the key element in the educational process and as a result, textbooks are central to schooling at all levels". Where the teacher is the only source of information his selection of a textbook may be biased. Biased in the sense that his selection may be based on reasonably unsatisfactory criteria such as its attractiveness in terms of color, print, photograph, the author's qualifications and the recognition he has accorded in some other publications. Many teachers go to classes to teach Home Economics as liberal arts without any material to assist them or the learners. Abdullah (2000) revealed that that this does not promote meaningful learning of Home Economics as it appeals only to the sense of hearing. Home Economics is a doing subject, and for effective learning to take place many senses must be involved. Hearing alone easily leads to forgetting, and this corrolates the Chinese proverb which says: I hear- I forget, I see- I remember and l do- I understand.

Academic achievement has been described by Adeyemo, (2015) as the scholastic standing of a student at a given moment, which states individual abilities. Students' academic performance can be explained inform of grades, obtained from tests or examinations on courses taken. In Nigeria, the level of students' academic achievement in Junior secondary schools is determined through external examination like junior secondary school certificate examination JSSCE conducted by the Examination development centre (EDC) of the state. Poor academic achievement of students basically has largely been attributed to poor teaching methods adopted by the teachers as seen in several research on achievement (Adeyemo, 2005).

All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend, teachers also complain of students' low performance at both internal and external examinations in most subjects including Home Economics(Busayo, 2011).

This study was carried out to empirically show the influence of availability and utilization of school facilities on the academic performance of Home Economics students in junior secondary school in Kaduna State Nigeria.

1.2 Statement of Problem

Teaching and learning of Home Economics ought to be simplified, comprehensive and concrete. Extensive use of school facilities makes Home Economics interesting, stimulating and understandable to the learners. The success of Home Economics students in junior secondary schools largely depends on the availability and effective utilization of available human and material resources.

It is one thing for facilities to be provided to schools, another thing for them to be in good condition and for them to be utilized to serve the purpose for which they are made available. It is quite pertinent as supported by many researchers like Bello (2012) that availability of school facilities cannot bring about improvement in students' academic performance if they are not properly utilized, even though they may be in good conditions. Data collected from (Kaduna state Ministry of Education 2017) from 2011 to 2016 showed a high rate of failure in some schools. The result stood at 28%, 23%, 30%, 25% and 35% respectively. It has been discovered from the above figures that students' academic achievement in Home Economics is poor and unstable. The problem of failure observed among some junior secondary school Home Economics students in Junior Secondary School Certificate

Examination (JSSCE), may be due lack of school facilities or lack of utilization/ improper utilization of the available school facilities by teachers for the teaching of the subject. Bello (2012), indicated that poor academic performance of students will continue if proper utilization of the available school facilities is not encouraged among teachers and students. Based on this problem identified, the researcher picked interest in investigating the relationship between available school facilities, students' utilization of available school facilities and students' academic performance. Hence, it becomes necessary to look at the influence of school facilities on availability and utilization of school facilities on the academic performance of Home Economics students in junior secondary school in Kaduna State Nigeria.

1.3 Objectives of the Study

The main objective of the study is to assess the Availability and Utilization of School Facilities on the Academic Performance of Home Economics Students in Junior Secondary School in Kaduna State Nigeria.

The specific objectives are to:

1. determine the influence of availability and utilization of library on the academic performance of students offering Home Economics
2. examine the influence of availability and utilization of Home Economics laboratory facilities on students' academic performance
3. determine the influence of utilization of school Recommended Home Economics textbooks on students' academic performance
4. Assess the overall relationship between students' utilization of school facilities and Recommended Home Economics Textbooks on academic performance of Home Economics students in Junior Secondary in Kaduna State

1.4 Research Questions

The following research questions will be raised in the study:

1. What is the influence of availability and utilization of library on the academic performance of students offering Home Economics?
2. What is the influence of availability and utilization of Home Economics laboratory facilities on students' academic performance?
3. What is the influence of utilization of school Recommended Home Economics Textbooks on students' academic performance?
4. What is the overall relationship between students' utilization of school facilities and Recommended Home Economics Textbooks on students' academic performance in Home Economics in Junior Secondary in Kaduna State?

1.5 Null Hypotheses

The following null (H_0) hypotheses will be tested in the study:

1. The availability and utilization of library has no significant influence on students' academic performance.
2. The availability and utilization of Home Economics laboratory facilities have no significant influence on students' academic performance.
3. The utilization of school Recommended Home Economics textbooks have no significant influence on students' academic performance.
4. Students' utilization of School Facilities and Recommended Home Economics Textbooks has no significant influence on the academic performance of Home Economics students in junior secondary in Kaduna State.

1.6 Significance of the Study

The findings from this study will be of immense benefits to the government, students, principals, Home Economics teachers, parents, curriculum experts as well as future researchers. The findings will help the government in formulating effective planning, adequate funding and implementation of policies and programmes for improved school academic activities. Secondly, findings of this study will be of relevance to students because it will provide insight into the problems whose solutions might help in taking specific actions which will efficiently and effectively address the poor performance of students as a result of poor nature of secondary schools in Nigeria today.

Findings of this study will be of relevance to Home Economics teachers who are the principal agents of curriculum implementation in Home Economics, this will provide recommendations that would help them make appropriate utilization of school facilities to create conducive atmosphere that would enhance effective teaching and learning. It is a fact that people work better in places where they feel comfortable and it is believed that the results of this work will offer recommendations on how to improve poor conditions of schools thereby creating enabling environment for teachers' job satisfaction which no doubt will have positive effect on students' learning outcome.

It is expected to provide the school principals the opportunity to improve in school supervision so as to ensure both quality teaching and learning in the schools. It will enable them appreciate the contribution of school facilities and equipment on students' academic performance.

It is also expected to help the parents determine the choice of school for their children. This is because, their wards will enjoy school with good facilities that will lead to excellent school performance.

Results from the findings will be made available through workshops, seminars and trainings conducted for all the stakeholders in the education sector on the need for adequate school facilities to promote academic excellence.

Curriculum experts will also find the study very useful. The knowledge provided by the study will be used to upgrade the curriculum contents of Home Economics in schools and use the outcome of the study to evolve strategies to ensure that adequate number of teachers and infrastructures are provided. This will enhance learning and teaching of the subject in schools. However, it is essential to take into consideration the available school facilities and equipment of the learning environment before reviewing or developing a new curriculum.

Finally, it will be beneficial to future researchers as it will provide a valid working document or literature in investigating other areas not covered by this study. Thus, it will serve as a point of reference to future researchers in the field.

1.7 Basic Assumptions of the Study

The following assumptions are made in the study:

1. Students' academic performance depends on school facilities.
2. Students have opportunity to excel with adequate school facilities in place.
3. Home Economics laboratory provide students with basic skills and expose them to numerous opportunities.
4. School facilities encourage student to develop spirit of enquiry and creativity in Home Economics.

1.8 Delimitation of the Study

The study was delimited to the influence of school facilities on the academic performance of Home economics students in junior secondary schools in Kaduna State. This study confined itself to availability and utilization of school facilities (Libraries, Home Economics Laboratories) and Recommended Home Economics Textbooks in selected junior secondary schools.

The study was delimited to JSSIII students offering Home Economics. This set of students were considered appropriate for the study being that they have background knowledge of Home Economics from their first year in the school, and have covered the syllabus of Home Economics at Junior Secondary School. Thus, have taken series of internal examinations and have also written the standardized JSSCE examination between year 2012 and 2016.

The study covered Junior Secondary School in four (4) Local Government Areas (LGA) each selected from the three senatorial zones these are: Ikara, Sabon Gari, Zaria and Kubau from northern zone, Igabi, Kajuru, Giwa and Kaduna North from central zone, and lastly Jaba, Jema'a, Kachia and Zango Kataf (LGA) from the southern senatorial zone. Finally, the study was delimited to two public Junior Secondary Schools each from the twelve (12) Local Government Areas out of the twenty-three (23) LGA in the state. This selection is done to have equal representation and generalization of the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to reviewing related works of other researchers. The review will be examined under the following sub-headings:

2.1 Theoretical Framework

The theoretical framework for this study is based on the theory of Piaget's cognitive constructivist theory propounded in (1973) , proposed that children progress through a sequence of four stages, assumed to reflect qualitative differences in children's cognitive abilities. Limited by the logical structures in the different developmental stages, learners cannot be taught key cognitive tasks if they have not reached the particular stage of development. Piaget emphasized on the holistic approach to learning. To him a child constructs understanding through exploring and experiencing his or her environment. Later in (1985) Piaget expanded this theory to explain how new information is shaped to fit with the learner's existing knowledge, and existing knowledge is itself modified to accommodate the new information. The major concepts in this cognitive process include: Assimilation which occurs when a learner perceives new objects or events in terms of existing schemes or operations. This information is compared with existing cognitive structures, Accommodation: it occurs when existing schemes or operations have been modified to account for a new experience, Equilibration: it is the master developmental process, encompassing both assimilation and accommodation. Anomalies of experience create a state of disequilibrium which can be only resolved when a more adaptive, more sophisticated mode of thought is adopted.

Piagetian constructivist theory generally regards the purpose of education as educating the individual child in a fashion that supports the child's interests and needs; consequently, the child is the subject of study, and individual cognitive development is the emphasis. This is a child-centered approach that seeks to identify, through scientific study, and the natural part of cognitive development. It also assumes that learners come to classrooms with ideas, beliefs, and opinions that need to be altered or modified by a teacher who facilitates this alteration by devising tasks and questions that create dilemmas for the learners. Considering the educational reflections of this theory, Piaget sees the child as continually interacting with the world around the child, solving problems that are presented by the environment and learning occurs through taking action to solve these problems. The availability and utilization of school facilities in this study will also be based on these principles. Within Piaget's theory, the basis of learning is discovery: to understand is to discover, or reconstruct by rediscovery and such conditions must be complied with if in the future individuals are to be developed who are capable of production and creativity and not simply repetitive. According to Piaget, children go through stages in which they accept ideas they may later discard as wrong. Understanding, therefore, is built up step by step through active participation and involvement. Piaget further states that children begin to think logically between the age of 8 and 11 years, a stage he called the concrete operational stage of development. The average age for junior secondary school (JSS) students (the targeted population for the study) is 10 years and above which implies that learners at this age can apply logical thought to practical works and be able to understand them better.

School facilities availability and utilization require meaningful learning, i.e. learning that involves critical and creative thinking. Piaget's ideology supports this with the idea of logical thinking. This implies that teachers should create situations that would help the learners to discover facts by themselves. In this case, the teacher should establish an explorative environment for the learners to explore facts or truth by themselves. Prepackaged information can lead only to rote memorization of facts. Rote memorization is of no substantial benefit to the learner because it is not of much benefit in the exploration of the environment and the solution of problem. Individual acquires information through his interaction with the materials and the environment. Such information is retained and utilized for the solution of the environmental problem. Piaget's cognitive constructivist learning theory is related to the present study the availability and utilization of school facilities in teaching and learning Home Economics in junior secondary schools; because practical work encourages students' active participation, critical thinking, problem solving abilities and others. Hence, this proposition/assumption will be embedded in the instructional strategy.

2.1.2 Cognitive Development Theory

This study is also guided by cognitive theory which was originated by John Dewey in 1963. Researchers in Nigeria that found this theory of learning useful include Nsa, Ikot & Udo (2013) who investigated the effects of instructional materials (a form of constructivism) and lecture method on students' performance in practical Home Economics class. Dewey states that "knowledge emerges only from situations in which learners have to draw them out of meaningful experience". Dewey argued that education and learning are social and interactive processes and that the school as a social institution provides an environment in which social reforms should take place. He sees the classroom as a social context where students can take part in manipulating materials and thus form a community of learners who construct their knowledge together. Dewey believes in one permanent frame of references namely the organic connection between education and personal experience.

A practical application of knowledge is at the core of Dewey's philosophical teachings. Dewey (1963) advocated placing the learner at the center of the learning process. Home Economics is an applied subject which combines theory with practice. "Home Economics draws knowledge from uniquely selected and organized disciplines then transforms it to practical use" Home Economics affords learners multiple opportunities to put theory into practice encouraging a thematic approach to practical work e.g. practical food lessons, textiles and craft lesson. Home Economics practical food and textile lessons, through a cooperative learning process, support opportunities for social negotiation and shared responsibility hence encourages high interest and achievement in any school subject.

The obvious implication of Dewey's theory in this study is that in the learning process, students must be engaged in meaningful activities that induce them to apply the concepts they are trying to learn. The teacher's role should be to provide enabling environment for active learning to take place, such an environment could be the project-based method.

2.2 Conceptual Framework

The conceptual framework of this study is expatiated under the following headings that includes; concept of school facilities Concept of School Facilities, Concept of Academic Performance, Library and Academic Performance, Textbooks and Academic Performance, Laboratory and Academic Performance, Utilization of School Facilities and Influence of School Facilities on the Academic Performance.

2.2.1 Concept of School facilities

School facilities are the cornerstone of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Farombi (2011) asserts that the quality of facilities has impact not only on educational outcomes but on the wellbeing of students and teachers. In the same vein, he also reported that there is a significance relationship between student's achievement and the condition of the built environment.

The general conditions of infrastructure as well as instructional materials in some secondary schools are poor (Oredein, 2010). These prevailing conditions would definitely show negative influence on the instructional quality which may translate to poor academic performance. Little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities (Adefarati, 2012).

Furthermore, educational facilities are needed to develop cognitive areas of knowledge, abilities and skills that are necessary for academic achievement. Moreover, the development of the affective and psychomotor domain is also facilitated by the presence of necessary and relevant school facilities. School environment may be classified into urban and rural. This classification sometimes goes a long way to influence Governments distribution of social amenities like electricity, water, hospital and educational institutions. It is a common knowledge that many of these social amenities are concentrated in urban areas. These amenities sometimes act as a factor that pulls the educated and rich members of the society to the urban areas.

It is in support of this that Bratte (2010) maintained, that the infrastructural facilities present in urban area tend to pull the elite of the society to such areas. Such elite usually have the economic power and so are able to provide all the educational facilities required by their children in the school e.g. books and other learning materials. They are also able to employ private teachers to teach their children at home after the day's work. This probably enhances their academic performance. The rural communities on the other hand are mainly inhabited by peasant farmers. These communities therefore do not attract some amenities like Pipe borne water, electricity, good roads and well-equipped schools. Government's reluctance to put amenities in these areas may be due to insensitivity to the plight of the population that is found in the villages. Many of the villages generally lack good educational facilities. The poor environment and poor infrastructure contribute immensely to poor teaching and poor academic performance.

Ayodele, (2014) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives (Umoru-Onuka, 2004).

Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the secondary school in Kaduna State cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective.

2.2.2 Concept of Academic Performance

In educational institutions, success is measured by academic performance, or how well students deal with their studies; how they cope with or accomplish different tasks given to them by their teacher, and the extent to which a student, teacher, or institution has achieved their educational goals (Ankomah, 2012). As an outcome of education, academic performance refers to the capacity to achieve when one is tested on what one has been taught (Otoo, 2011), which relates to curriculum content, the learner's intellect, and hence depends on the learner's competence. Performance in school is evaluated in a number of ways, including examinations as a factor of quality education (Yeboah, 2014). Also referred to as academic achievement or scholastic functioning (Babatunde & Olanrewaju, 2014), academic performance of students, especially at the secondary school level, is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and nations in general (Aremu & Sokan, 2003, as cited in Osei-Mensah, 2012).

Academic performance is measured in terms of examination marks, the grading of which concerns the ability of individuals to use the knowledge and skills acquired. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework, and participating in class activities and discussions. Performance results are shown in the form of letter or number grades and side notes that describe how well a student has done, which also allows students to be ranked and sorted on a scale that is numerically obvious, and also as a means of holding teachers and schools accountable for the components of each and every grade (Bell, 2012). Students are also evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievement objectives that students in each group are expected to meet. In the past, academic performance was often measured more by year than today, and teachers' observations made up the bulk of the assessment; today's summation or numerical method of determining how well a student is performing is a fairly recent invention (Bell, 2012).

2.2.3 Libraries and Academic performance

School library according to Busayo (2011) is an integral part of educational system that cannot be ignored without jeopardizing the quality of education in schools. The school library is an important part of elementary, middle and high school progammes without which students would not thrive academically and invariably find it most difficult to conduct academic research before they reach college level.

Adefarati (2012) highlighted the following as the aims of a school library: To encourage the development of skill in reading, To prompt the leaders to some literacy appreciation, to be a source of subject information center to support the school curriculum and to be a clinic for intellectual development.

Ogunbote and Odunewu (2013) reported that school libraries can make a positive difference in students' self-esteem, confidence independence and improve their academic performances. The school library enables the students to look to new ways of learning, and with its resources can play a programme of work that aims at new ambition's education result which would be impossible if learning were restricted to the use of direct teaching and textbook alone. The objective of the school library is to serve the school's need and to make possible the purpose and methods of education which the school undertakes.

Rodger (2009) also indicated that school libraries play an important role in students' academic performance, curriculum development and instruction. The chief purpose of a school library is to make available to students, at their easy convenience, all books, periodicals and other reproduced materials which are of interest and value to them but which are not provided or assigned to them as basic or supplementary textbooks to improve their academic performance.

Lawanson and Gede (2011) opined that it is of utmost importance that the availability of library facilities will duly contribute to the successful implementation of school programme. These library facilities must be made adequate for it to impact on the students 'performance.

Dike (2011) sees school library as a learning laboratory par excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. The objective of the school library is to serve the school's need and to make possible the purpose and methods of education which the school undertakes.

The importance of library has been demonstrated by the government when she expressed in the National Policy on Education (NPE) that every state Ministry needs to provide funds for the establishment of libraries in all her educational institutions and to train librarians and library assistants. As a resource, it occupies a central and primary place in any school system. It supports all functions of school-teaching and provides service and guidance to its readers. While itemizing the types of libraries, Ola (2010) opined that secondary school library in whatever form, has replaced the traditional method of 'chalk and talk' in imparting knowledge to students that its effect on academic performance need not to be over- emphasized. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standard.

According to International Federation of Library Association (2010) the followings are essential to the development of literacy, information literacy, learning and culture; and are core school library services: Supporting and enhancing educational goals as outlined in the school mission and curriculum, Developing and sustaining in children the habit and enjoyment of reading and learning and the use of libraries throughout their lives, Offering opportunity for experiences in creating and using information for knowledge, understanding, imagination and enjoyment, Supporting all students in learning and practicing skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the mode of communication within the community and promoting reading and resources and services of the school library to the whole school community and beyond.

School library is very important in shaping students' habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011). It is an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users. Thus, a school library cannot be separated from the school – parent institution and expect all round development of the students. Library users make use of library for different purposes. While some users use it for reading their notes and personal books, others use library to do assignments. Yet, others visit library to prepare for examination, recreation and relaxation.

2.2.4 Textbooks and Academic performance

Textbook as a resource material is unique among all other instructional media due to possession of certain characteristics. It is durable, permanent (not transient), portable and independent of electricity or electronic device when in use. Berliner and Calfee (2013) stated that theory and practice both suggest that well-designed science textbooks can enhance student understanding and academic performance. In spite of its usefulness to learning, Okwilagwe (2013) reported the general book availability (in a tangible form) at all levels of education to be on average of about 10%. This refers to the ratio of books that are available to the users. This is an indication of low accessibility of textbooks to the users. There is no doubt that the paucity of books is negatively affecting the standard of education in Nigeria (Okwilagwe, 2001). Hasbullah et al. (2011) notes that school facility such as textbooks is a key factor in ensuring quality teaching and learning which leads to higher students' academic achievement. School facility such as textbooks are very vital in improving instructional process by involving students throughout the teaching and learning process by modifying the teaching and learning situation. The use of the teaching and learning resources involves a broad range of the human senses. At the same time, it motivates and engages learners during the teaching and learning process.

Momoh (2010), conducted a research on the effects of instructional resources on students" performance in West Africa School Certificate Examinations (WASCE) where one of the key resources was textbooks. Students' achievements in WASCE were related to the resources available for teaching. Momoh concluded that material resources have a significant effect on student's academic achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning.

Hilton and Laman (2012) concluded that students who use textbook achieved better grades in the course, had a lower withdrawal rate, and scored better on the final examination. The selection of a textbook has been adjudged to be of vital importance to academic achievement, it is sad to say that relevant textbooks are not available for teaching and learning activities (Soyibo, 2010). Lack of textbooks could be identified with the high costs. When this happens, he further noted that students cannot afford to purchase, the implication therefore is that the teacher will serve as the only source of information. Wanjiku (2013), agreed that ways in which students utilized textbooks included; personal reading where students carry out individual studies, discussing in groups, note writing and usual class reading. According to him, textbooks play a major role to quality education. Several studies on school resources and students" academic performance have revealed that in many cases textbooks provide students with the information as outlined in the curriculum. This makes textbooks a very useful resource that students cannot do without.

Odunlaja (2011), writing on teachers' reliance on textbooks, stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching. For many teachers, textbook can provide an excellent and useful resource, without usurping the position of the teacher. Lack of textbooks could be identified with the high costs. When this happens, he further noted that students cannot afford to purchase, the implication therefore is that the teacher will serve as the only source of information. Where the teacher is the only source of information his selection of a textbook may be biased. Biased in the sense that his selection may be based on reasonably unsatisfactory criteria such as its attractiveness in terms of color, print, photograph, the author's qualifications and the recognition he has accorded in some other publications. In his study on resources and resources utilization as correlates on academic achievement, Ogunwemimo (2012), reported that there was a significant relationship between recommended textbooks and academic performance in introductory technology, Business Studies and Home Economics respectively.

2.2.5 Laboratory and Academic performance

According to Akçayir (2016), effective utilization of science laboratories equipment in the teaching and learning process inculcates in student's skills a and abilities to pose scientifically oriented questions, design experiments, perform practical science activities, articulate and rescript scientific enlightenments, converse and defend scientific arguments. Therefore, a science laboratory as a learning resource plays a very crucial role in the teaching of science subjects and has a significant relationship to students‟ academic performance.

Ado (2009) asserted that there is significant relationship between available laboratory facilities and performance of students in the JSCE. This implies that the availability of laboratory facilities will positively enhance meaningful learning that will translate into better performance of students in junior secondary schools. This of course should not be in isolation with other factors such as the effective utilization of the facilities, teaching methodology, teacher-student ratio, learning environment to mention but a few which will compliment it to bring the desired goal.

Agbogun, (2011) reported that; Laboratory method is a unique source of quality teaching and learning in science because science students are able to observe and manipulate materials to demonstrate certain aspects of the subject matter which has been learnt in class through lectures, discussions and textbooks. Hence, laboratory method provides students with opportunities to engage in processes of investigation and inquiry which is believed to enhance quality education.

Nwagbo and Uzoma (2014) revealed that practical activities enhance the acquisition of science process skills. This implies that an instructor who utilizes laboratory equipment in Home Economics instruction tends to produce graduates with good academic performance that will be relevant to the contemporary society as the skills acquired can translate into wealth creation and combat unemployment and poverty among citizens. Research is replete that the use of laboratory equipment makes science learning so real to learners.

Yara (2010) argued the saying that seeing is believing is the effect of using laboratories in the teaching and learning of science and other science related disciplines as students tend to understand and recall what they see more than what they hear. Laboratory is very important and essential to the teaching of science and success of any science course is much dependent on the laboratory provision made for it.

Yara (2010) also lent credence to the significance of laboratory method in the learning of science. In his submission, he identified six major significance of laboratory in promoting quality and effective learning of science as follows: Motivating students by stimulating interest and enjoyment, Teaching laboratory skills, assisting concept acquisition and development, Developing and understanding of scientific inquiry and developing expertise in conducting inquiries, encouraging social skills development and Inculcating the so-called scientific attitudes. Adeyegbe (2005) listed laboratory adequacy as one of the factors that affect the learning outcomes of students. In terms of academic achievement, Adeniran (2011) that laboratory instructional strategy gives a new approach to science teaching and learning because it provides a non-threatening, realistic and concrete approach to learning of science as opposed to the difficulty encountered in learning the formal, abstract treatment of the typical textbook. Oyedeji (2010), discovered that students taught with science Laboratory Instructional Strategy performed significantly better than use of traditional lecture and text book method.

Oluwasegun (2015) opined that the use of Home Economics laboratory equipment facilitates the teaching and learning of Home Economics, inculcate scientific reasoning and enhance academic performance in the subject. Laboratory facility have been identified as part of the teaching-learning equipment teachers and students use to express ideas without difficulties, thus making the lesson interesting, motivating and easy to understand. Hence, the need for maximum use of such equipment cannot be over emphasized. Inappropriate, inadequate and non-utilization of laboratory facilities have been identified by some authors as some of the possible causes of students' poor performance (Aderonmu, 2016).

Laboratory helps to provide a forum wherein the learner is given the exercise to subjects, his beliefs, ideas, statements, theoretical propositions etc. to some forms of experimental test (Soyibo, 2010). To maintain and arouse the interests of students in subjects involving laboratory work, the teacher should be effectively involved in order to transfer knowledge and facts to learners for a good performance in any examinations. In line with this, one then pauses to ask, to what extent has laboratory been able to achieve its objectives.

However, there are growing evidences that teachers do not exhibit behaviors which are complementary to achieving the stated objectives. They include methods of teaching practical work; inadequacy or absence of well-equipped laboratories; high enrollment of students; inadequacy of resources for teaching and learning practical work; quantity and quality of teachers.

The practical work ought to be carried out by individuals either in science laboratories or in classes. At school level, practical work is even more important because of the fact that we learn by doing. Scientific practices and applications are thus rendered more meaningful. It is an established truth that an object handled impresses itself more firmly on the mind than the object merely seen from a distance or in an illustration.

2.2.6 Utilization of School Facilities

The process of managing and organizing resources for teaching and learning is referred to as resource utilization (Lewin 2000) Resources utilization has to do with the extent to when facilities are provided to schools, these are three possibilities, they are either used effective or inefficiently or they may remain unused. When item or equipment is maximally used such equipment is effectively utilized. If the equipment is not maximally used it can be said to be underutilized. When there is so much pressure on the use of equipment this may result to over utilization which could lead to breakdown of such item of equipment.

Teaching/learning facilities improves the quality of teaching and make learning content meaningful. According to Ihiegbulem (2016) facilities utilization during practical lessons inculcates in the students the spirit of careful observation, manipulative skills, respective thinking and creativity in the learners, Lewin (2000) however reported that science facilities are only important when they are used. One of the major problems facing the teaching and learning of Home Economics is connected with the management of available resources (Ogunleye, 2003). Equipment usage requires the teacher to be resourceful and creative and be careful in handling and using available facilities. School facilities should be handled cautiously especially the fragile ones. This is necessary because once the facilities are misused, they cannot offer the best service required.

2.2.7 Influence of School Facilities on the Academic Performance

School facilities bring about development of educational programmes and facilitate educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. Hinum (2010) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers.

Adeboyeje (2000) and Ayodele (2014) have pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school. In the same vein, Hinum (2010) further reported that there is a significance relationship between student’s achievement and the condition of the built environment.

The general conditions of infrastructure as well as instructional materials in some public secondary schools are poor, (Oredein, 2000). These prevailing conditions would definitely show negative influence on the instructional quality which may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that secondary school cannot function successfully without adequate provision of facilities.

2.3 Review of Related Empirical Studies

In this section, many study related to the influence of school facilities on availability and utilization of school facilities on the academic performance of Home Economics students were reviewed among were. Asiyai, (2012), investigated school facilitates in public secondary schools in Delta State, Nigeria. The purpose of the study was to find out the state of the facilities, the types of maintenance carried out on the facilities by school administrators, the factors encouraging school facilities depreciation and the roles of school administrators in the management and maintenance of school facilities. The study employed the ex-post-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling techniques from all the 358 public secondary schools in the state. Her Findings revealed that school facilities in the schools are generally in a state of disrepair. The findings further revealed that the maintenance carried out on school facilities were inadequate or majority of the facilities. The factors encouraging school facilities deprecation included excess pressure on available facilities and delayed maintenance amongst others. The roles of school administrators in the management and maintenance of school facilities included periodic inspection of facilities and decentralization of maintenance. The study recommended that school administrators, teachers and students should develop and inculcate good maintenance culture; government should budget for facilities maintenance and allocate more funds to schools for effective management and maintenance of school facilities.

This work is related to the current study because it investigated school facilitates in public secondary schools and this also concerns school facilities in public secondary schools. Questionnaire was the instrument used for data collection which was also used in the present study. The finding was accepted because in most public secondary school, facilities are inadequate and the ones available are not maintained nor repaired. This in turns affects the performances of students in schools. It is obvious that student taught in schools where all facilities are readily available performs better in their academic work than those in schools where school facilities are inadequate or in the state of disrepair.

The research differs from the current work, because the previous was an investigation on school facilities while the present was on the influence of school facilities on student academic performances. The location was in Delta State, Nigeria while the current study was in Kaduna State. A stratified sampling technique was used while the present study adopted a simple random sampling technique.

Auta, (2012), examined Impact of School Facilities on Teaching and Learning in Nigerian Air force Secondary Schools‖. The purpose of this study was to find out how electricity, pipe-borne water, classroom and laboratory have impact on teaching and learning in Nigerian Air force Schools. Four research questions were asked and four null hypotheses formulated and tested using ANOVA at 0.05 level of significant. The research design adopted in the study was descriptive survey. Structured questionnaire was designed by the researcher and administered in Air force Secondary Schools Kaduna, Jos and Port Harcourt. The major findings of this study revealed that hypotheses one and two retained while the third and fourth hypotheses were rejected. Based on the findings, it was recommended that Nigeria Air force directorate should make effort to supply electricity at all times in schools, provide enough classrooms and other facilities in all the Nigerian air force Schools.

This study is related to the present study because it is based on the Impact of School Facilities on academic performance of Secondary School Students. They share some similar objectives. The instrumentation is also the similar to the current study, they include frequency counts, percentages, mean, ANOVA, chi square and its tabulator statistics using the following stages: Frequencies and percentages were used to describe the respondents' bio data which will be used for student' background information . They both focused on Academic Performance of students. The researcher streamlines the findings to only air force secondary schools in Nigeria. While the present study was limited to public secondary schools in Kaduna State Nigeria. The area of uniqueness was study school facilities and Recommended Home Economics Textbook.

Musa (2014), conducted a study; Titled: Evaluation of availability and maintenance of facilities in tertiary educational institutions in Kaduna state, Nigeria. The study examines the availability and maintenance of learning facilities, teaching facilities, welfare facilities and sport facilities, among others. The research design used is the survey method. The population of the study was 57967 and members of the population made up of academic and none academic staff, students as well as principals. Random sampling technique was used that amounted to a total number of 339. The instrument used to gather relevant data was a questionnaire. Simple descriptive statistical method was used to analyze the data collected. Six hypotheses were formulated and tested using Analysis of variance (ANOVA). The main findings of the study reveal that some of the facilities were inadequate, while some are not available at all. The ones available were not maintained and were only used occasionally. It was basically revealed that what was indicated as available by the respondents were mainly dilapidated structures and not maintained facilities. It was recommended that government should set up a committee for the renovation of structures and facilities as well as increase the funds allocated in Tertiary institutions in Kaduna state.

The research work is related to the present study because it investigated about school facilities. Some of the objectives of the study were similar. The researcher went further to test his hypotheses at 0.5 significant levels, which was also done in the present research. The researches were carried out in Kaduna state Nigeria. It is true that school facilities are not adequate and not properly maintained in most schools in regards to the findings.

The researcher carried out a good research but some area differs from the current study. The research was based on Evaluation of availability and maintenance of facilities in tertiary Educational Institutions Kaduna State. While the current research was bases on the impact of school facilities on Academic Performance of Home Economics students in Junior Secondary School in Kaduna State. The present research was limited to only two Education zones in Kaduna state, while this covered the whole of Kaduna state.

Dike (2015) conducted a study to find out the Availability and Utilization of Laboratory Facilities and their implication in the Performance of students in Biology in Senior Secondary Certificate Examination (SSCE) in Zaria metropolis of Kaduna state. Five (5) specific objectives and five (5) null hypotheses were stated. Random sampling technique was used to select 5 senior secondary schools from the 12 government senior secondary schools in the study area. The sample comprised 400 students selected from 5,423 students and all 16 science teachers of the selected schools. The study adopts the survey design. The instrument for the study tagged Secondary School Laboratory Facilities Questionnaire for Teachers and Students (SSLFQT and SSLFQS) were constructed by the researchers. The instrument was considered to be standard, valid and reliable. The research questions were answered by the statistical mean while the hypotheses were analyzed using the chi square and its cross- tabulation statistics. The findings of the study revealed inadequate Availability and Utilization of Laboratory Facilities in the Senior Secondary Schools. Inadequate laboratory facilities affect meaningful teaching and learning in schools and hindrance to academic performance and hence the significant relationship between the laboratory facilities and the performance of students in Biology in the SSCE as revealed by the findings.

This study bears similarities with the study at hand because both are concerned with the relevance of school facilities and students' academic performance. The two studies also focused on secondary schools in Kaduna state. While the study focused on biology, the current study focused on Home Economics in junior secondary school. The present research differs with the past research in the following ways; population of the study, sample size and instrument for data collection. School facilities checklist was used as a tool in collecting data for the present study while the past research used questionnaire. The present study focused on the influence of school facilities (Library, Home Economics laboratory) and Recommended Home Economics Textbooks while the past research focus only on laboratory facilities.

Owoeye (2010) conducted a study on the provision of facilities as it relates to academic performance of students in agricultural science in Ekiti state of Nigeria between 1990 and 1997. The study population was results of the West African School Certificate Examinations (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument (STQF) was used for data collection. One hypothesis was formulated and answered. Data was analyzed using mean and t–test. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of library facilities, availability of textbooks and availability of laboratory facilities. It has been established that facilities are potent to high academic achievement of students.

The present study is similar in the facilities, designs and sampling procedure between the past and present research study. It also went further to test his hypotheses to 0.5 significant levels, which is what the present study did. Four (4) null hypotheses were tested in the present while the past research study tested one hypothesis. The data for the present study was collected through school facilities questionnaire including checklist, while the past research used one validated instrument (STQF) for data collection. The present research was conducted on Home Economics students with a population of 429 schools the past research focused on Agricultural science with a population of 50 schools. The present study was conducted in junior secondary schools in Kaduna state, while the past research study was conducted on senior secondary schools in Ekiti state.

Oguntuase and Awe (2013**),** conducted a study to consider the effect of teaching/learning resources on academic performance in mathematics among pre-university students in Ile-Ife, South-West, Nigeria. The main objective of the study was to determine the influence of teaching/learning resources on academic performance in mathematics of pre- university students. A total of 126 questionnaires were administered among two major pre- university schools in Ile-Ile, Nigeria. The research instrument developed for this research is student’s questionnaire on performance (SQP) to answer at least three research questions on academic performance of students in mathematics. Correlation analysis, coefficient of determination and multiple regression analysis were used to analyse the data.

The study under review concentrated on the teaching/learning resources while the current research work focus on school facilities. The sample size used in the past research was a total of 126 respondents while for the present research, a total of 432 respondents was used. The data for the present research study was collected through questionnaire, checklist and JSSCE results while the past research used student's questionnaire on performance (SQP) as instrument for data collection. The present research was conducted on Home Economics students, the past research focused on mathematics students. The present research was conducted in junior secondary schools in Kaduna state, while the past research study was conducted among pre- degree students in Ile-Ife. The two researches focus on school facilities and academic performance. However, the present study intends to bridge the gap created by the previous study by increasing the scope of the research and adopt a better sensitive tool in analysing the data selected from the field.

Study conducted by Isaac, Haastrup and Osalusi (2011) titled "Learning Environment and Secondary School Effectiveness in Nigeria". The main objective of the study ascertains the influence of school facilities on the school effectiveness in Nigeria. Population for the study was made up of all the secondary school teachers and principals of public secondary schools in South-West Nigeria with a sample of 1200 teachers and 60 principals selected from 60 secondary schools using multiple-stage, simple and stratified random sampling techniques. Two sets of instruments were used for the study and the design is descriptive research design of the survey type. The first instrument was a questionnaire tagged "Secondary School Effectiveness Questionnaire" (SSEQ) and the second instrument was a preformed design to collect students‟ results in the SSCE for 3 years (2005-2007). The instrument reliability coefficient stood at 0.87 and the data collected were analyzed using frequency counts, percentage score and Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance.

Findings from the study revealed that: there was a significant relationship between learning environment and school effectiveness, secondary schools in the south-west were to a large extent effective in the affective and the psychomotor domains of learning but not all are effective in cognitive domain.

This study bears similarities with the study at hand because both are concerned with the relevance of school facilities on students' academic performance. The two studies also focused on secondary school education and the use of students' results. The present study questionnaire, checklist in addition to students' results, while the past research used Secondary School Effectiveness Questionnaire (SSEQ) for data collection. The present research was carried out in Kaduna state, while the past research study was carried out in South-West Nigeria. The past research focused mainly on teachers and principals while the present study focused on students who are the main target for the study. However the findings of Osalusi et al. will be used in discussing the present study.

2.4 Summary of Reviewed Related Literature

The availability and utilization of school facilities is an issue of great significance in the field of education as many view it as having an influence on academic performance. School Facilities as viewed by different authors were found to be very much important to teaching and learning in schools. Most of the literature reviewed on Availability and Utilization of School Facilities touches more on universities, Senior Secondary Schools, Primary Schools and lower grades leaving Junior Secondary Schools with limited literature. Most of the literatures focused on other subjects like Mathematics, Chemistry and Agricultural Sciences.

Similarly, most of the literature reviewed in the current study specified some particular school facilities and related it to students' academic performance. Contrary to most of the reviewed literature, the current study involved influence of availability and utilization of library, Home Economics Laboratory and Recommended Home Economics Textbooks on academic performance of junior secondary school students offering Home Economics. This study was set to give a significant contribution regarding Availability and Utilization of School Facilities on Students' Academic Performance in Junior Secondary Schools in Kaduna State.

While there are numerous studies on Availability and Utilization of Schools' Facilities, much of it has been done in other subjects and regions. This calls for a study to be done in this area so as to add literature on Availability and Utilization of School Facilities in Home Economics on Students' Academic Performance in Kaduna State. Moreover, the researcher reviewed some empirical studies which were related to the present study. To the best of the researcher knowledge , none of them stressed on the Availability and Utilization of Library, Home Economics Laboratory and Recommended Home Economics Textbook on the Academic Performance of Home Economics Students in Junior Secondary School in Kaduna State Nigeria. That is the gap the present study filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology for conducting the study and it is discussed under the following sub-headings**:**

3.1 Research Design

3.2 Population of the Study

3.3 Sample and Sampling Technique

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Testing

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research design for this study was descriptive survey design of the ex-post facto type. Ex-post factor research refers to a research study in which the researcher has independent variables that cannot be manipulated during the study (Ary, & Sorensen, 2010).

An ex-post facto design was considered appropriate because, it examines the cause and effect relationship between one variable and the other, it describes the relationship that exist between School Facilities/Recommended Home Economics Textbook and academic performance of Junior Secondary School Home Economics students. It involves the use of inventory, that is the collection of existing data (checklist of laboratory facilities and the JSSCE results from 2012-2016). Expost facto design was also used because the researcher will not be able to manipulate the variables for the simple reason that they have already occurred.

3.2 Population of the Study

The target population of the study was 89, 830 with 429 secondary schools, drawn from the 23 Local Government Areas that constitute Kaduna State: The total population for the study consists of all students in junior secondary schools in the 23 Local Government Areas that constitute Kaduna State. This set of students was considered appropriate for the study being that they have written the standardized JSSCE examination. They might have covered most of the Home Economics curriculum. The enrolment figures for JSSIII students in these schools are presented in Table 1.

Table 3.1: Population of the Study

Senatorial Zones	No. of L.G.A	No. of School	No. of JSS3 Students Offering Home Economics
Northern Zone	8	160	30,969
Central Zone	7	188	43,277
Southern Zone	8	81	15,584
Total	**23**	**429**	**89,830**

Source: ***Kaduna State School Census Report 2016/2017***

3.3 Sample and Sampling Technique

A sample was randomly selected using 24 schools and 432 students which amount to 10% of the total population of 4,292 students for the administration of the instrument. 18 students was purposely selected from each of the schools to sum up the total sample size of 432.

A multi-stage sampling technique was adopted in carrying out the study. The first stage involved the random selection of four local governments' areas from each senatorial zone.

In the second stage, two junior secondary schools were randomly selected from each of the selected local government areas in each of the senatorial zone of the state. This constitutes the selection of twelve (24) junior secondary schools. The sample for the study is presented in Table 2.

Table 3.2: Sample of J.S.S 3 Home Economics students from selected Schools in Kaduna State.

S/No	L.G.A	Name of Schools	Population	Sample
1.	Ikara	GDSS Ikara	392	18
2		Ikara Comprehensive Academy, Ikara	389	18
3	Sabongari	G.G.S. School, Samaru	321	18
4		G.S.S Kwangila	381	18
5	Zaria	G.S.S, Muchiya	340	18
6		G.G.S.S, Chindit	351	18
7	Kubau	GDSS Kubau	194	18
8		G.S.S Pambeguwa	180	18
9	Igabi	G.S.S Kawo	186	18
10		G.J.S.S Rigachikun	180	18
11	Kajuru	GDSS Kajuru	120	18
12		G.S.S Kajuru	111	18
13	Giwa	G.S.S, Giwa	101	18
14		G.S.S Bomo	164	18
15		GDSS Kawo	101	18
16	Kaduna North	G.GS.S Barnawa	125	18
17	Jaba	GDSS Ngarshen	160	18
18		G.G.S.S Kwoi	130	18
19		G.S.S Junior Kafachan	121	18
20	Jema'a	G.G.S.S Kafanchan	134	18
21	Kachia	G.S.S Kachia	134	18
22		GDSS Kachia	134	18
23	Zango	G.S.S Zonkwa	122	18
24	Kataf	G.J.S.S Fadan Kamantan	120	18
Total			**4,292**	**432**

Source: ***Kaduna State School Census Report 2016/2017***

3.4 Instruments for Data Collection

The instruments for data collection is the school facility descriptive questionnaire (SFDQ) which covered three (3) aspects of school facilities: school library, Home Economics laboratory and recommended Home Economics textbooks. SECTION A comprised of the respondents' background information. SECTION B comprised of the Availability and Utilization of School Facilities. Questions 6 – 8 in section B were operationalized in a 4 point scale as follows; Always (A) = 4, Most of the time (M) = 3, Occasionally (O) =2 and Never (N) =1 to determine the extent of utilization of library, recommended home Economics textbooks and home economics laboratory. SECTION C (Checklist on Home Economics Laboratory) is designed to seek information on Home Economics Laboratory Facilities and consisted of items 1 to 39. The instrument is on four (4) point scale and scored as follows: Adequate (A) = 4, Fairly Adequate (FA) = 3, Inadequate (INA) =2, Not Available (NA) =1.

The second instrument (Home Economics achievement scores) was obtained from the Junior Secondary School Certificate Examination (JSSCE) records archive from 2012-2016. The overall grade point of students as measured in percentages (%) was rated thus: Excellent (70-100%) -4, Good (50-69%) -3, Fair (40-49%) -2, and Poor (0-39%) -1 according to the description supplied by Akomolafe and Adesua (2016).

The researcher and two research assistants visited the sampled schools to administer the questionnaire and take inventory of all the available utensils/equipment in the school laboratory with the Home Economics laboratory checklist and records of archive. A particular utensils/equipment that is available is identified with a (√). The students JSSCE results for five years (2012-2016) will be obtained from the schools' examinations offices and percentages of pass and failure were recorded.

3.4.1 Validation of Instrument

The instrument was validated by a professor and a senior lecturer who are specialists in measurement and evaluation and three senior lecturers from Home Economics Department all from Faculty of Education, ABU Zaria. A copy of the drafted questionnaire was given to them for the purpose of validation in the following areas; content and face validity and adequacy of the items in covering the research. All necessary corrections and suggestions made by the experts were incorporated into the instrument.

3.4.2 Pilot Testing

To improve face validity of the instruments, a pilot test was conducted in Government Secondary School (junior), Samaru, Sabongari Local Government Area, Kaduna state. This is because the school has similar characteristics with the sampled area under study. The essence for pilot testing was to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encounter. A total of five (5) school facility descriptive questionnaire (SFDQ) was administered to the Home Economics students, the school facility checklist was administered by the researcher to take inventory of the laboratory facilities and JSSCE records for 205 students from 2012-2016 were collected by the researcher from the exam office of the school. This was done under the supervision of the researcher and two research assistants in the school. The completed copies of the instrument were all collected back. They were filled under the supervision of the researcher. The filled questionnaires were collected and subjected to statistical analysis in order to determine the reliability co-efficient of the instrument as well as the internal consistency of the items within the instrument.

3.4.3 Reliability of the Instrument

The data obtained from the pilot study were used to establish the reliability of the instrument using the Cronbach's Alpha. The Cronbach alpha was 0.850, thus accepted (Cronbach's Alpha > 0.60). This shows consistency and reliability of the test instruments. Thus, all the measures were highly reliable. The computation gave the reliability coefficient of 0.850 in line with Nworgu (2006) who stated that the average value of the reliability coefficient should be around 0.80. Therefore, the instrument is said to be reliable.

3.5 Procedure for Data Collection

The researcher visited the 24 participating schools with an introductory letter from the department of Home Economics, Faculty of Education, Ahmadu Bello University, Zaria. The administration of the questionnaire was done by the researcher personally, two trained research assistants and classroom teachers from the selected secondary schools while the students' academic records were collected from exams office record from each school. The respondents were JSS3 Home Economics students. The researcher and the two research assistants administered the approved questionnaire to the Home Economics students, the school facility checklist was administered by the researcher to take inventory of the laboratory facilities and JSSCE records for students from 2012-2016 were collected by the researcher from the exam office of the school. After filling the instruments, the researcher and the two research assistants retrieved the instruments in order to determine those that are usable for the study. The whole exercise lasted for four weeks.

3.6 Procedure for Data Analysis

Data collected were subjected to various statistical analyses using descriptive statistics such as frequency counts, percentages, mean, ANOVA, chi square and its tabulator statistics was used, using the following stages: Frequencies and percentages were used to describe the respondents' bio data which will be used for student' background information.

Frequencies and percentages were used to describe the respondents' bio data which were used for student background information. Mean and the standard deviation for each item were used to answer research questions 1, 2, 3, and 4. Then, ANOVA, chi square and its tabular statistics were used to analyze all null hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The chapter presents the data collected, the analysis carried out and the discussion of the results on the Influence of Availability and Utilization of School Facilities on the academic performance of Home Economics Students in Junior Secondary School in Kaduna State Nigeria.

The analysis is presented under the following sub-headings:

4.1 Answer to Research Questions

4.2 Test of Hypotheses

4.3 Summary of major Findings

4.4 Discussions of the Findings

4.1 Answers to Research Questions

The research questions were analyzed using descriptive statistic of frequency, mean, percentage and standard deviation.

Research Question 1: Determine the influence of availability and utilization of library on the academic performance of students offering Home Economics

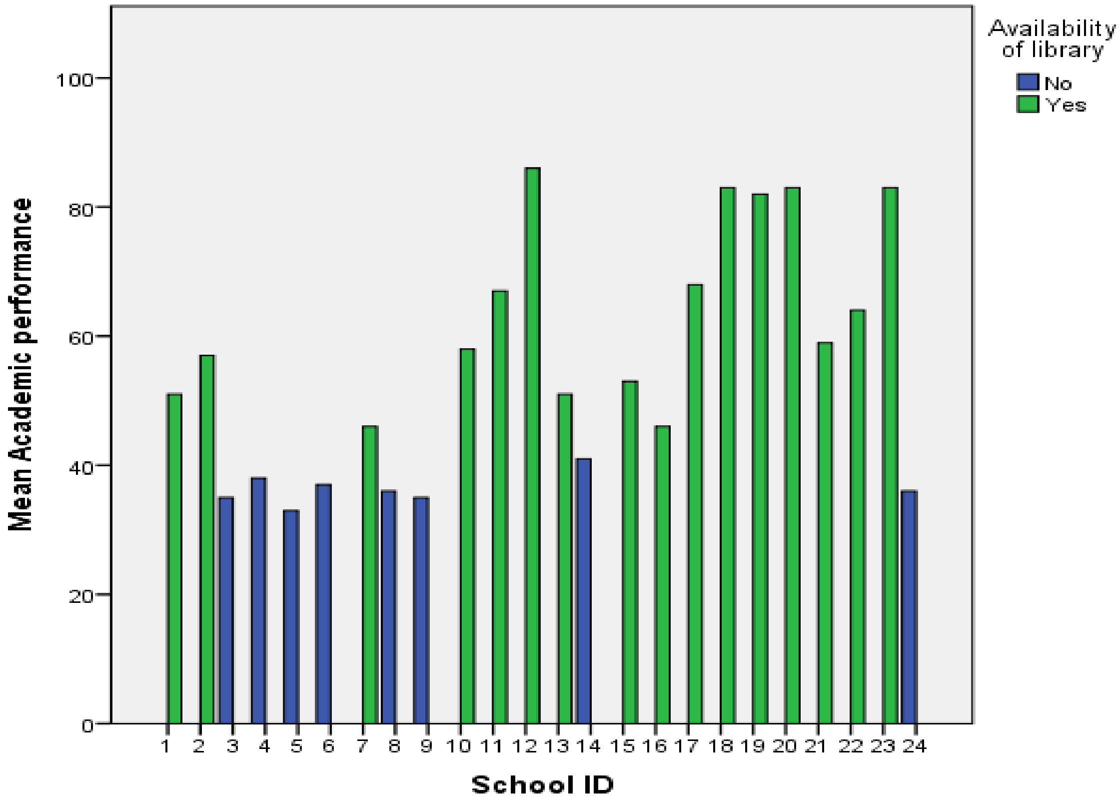

Figure 4.1: Availability and Utilization of school library and mean academic performance of the sampled schools.
Source Field Survey 2019

Figure 4.1 shows the availability and utilization of school library and mean academic performance of the sampled schools. Students in schools with library facilities obtained better performance compared to schools without library facilities. Also, from the figure 4.1 students from G.S.S. Kaguru had the highest (86%) academic performance, followed by G.G.S.S Kwoi (83%) then G.S.S Kachia (83%),G.S.S Zonkwa (83%) and G.S.S Junior Kafanchan (82%) respectively. The lowest academic performance was reported in G.S.S Muchiya (33%) followed by G.D.S.S Ngarshen (68%).

By implication, the availability of school library enhances students' utilization of the school library, consequently it will improve the academic performance of junior secondary school students offering Home Economics in Kaduna state.

Thus, it can be deduced that availability and utilization of school library enhances students' academic performance.

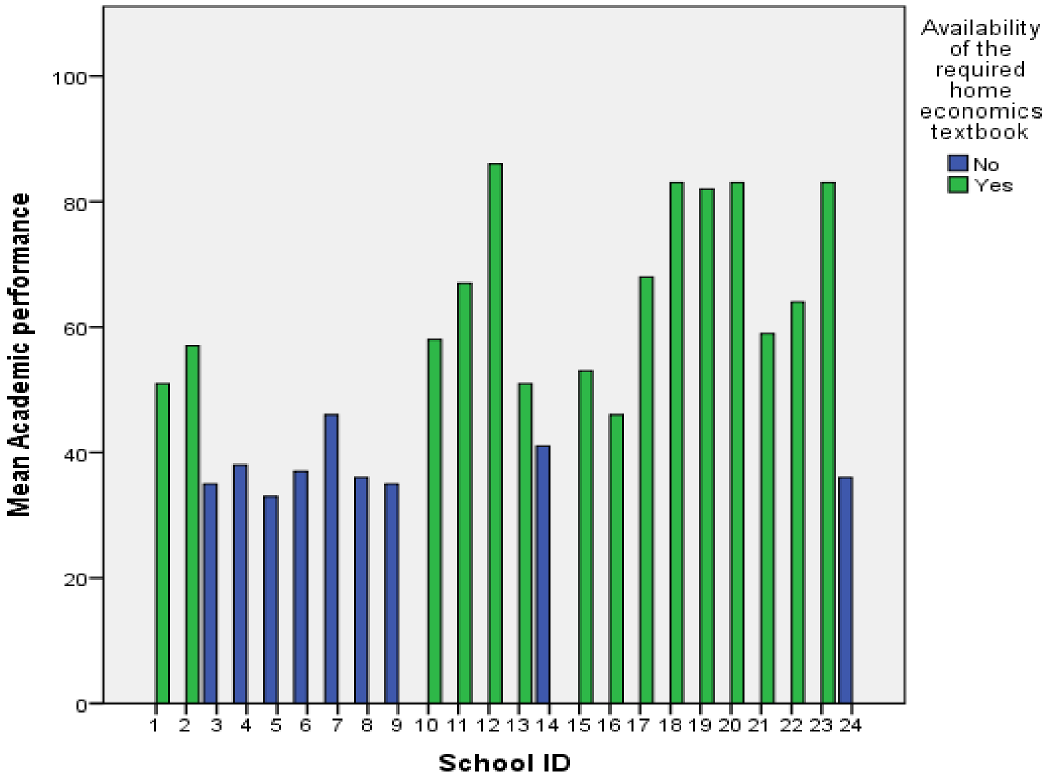

Figure 4.2: Availability and utilization of the required home economics textbooks and mean academic performance of the sampled schools.
Source Field Survey 2019

Figure 4.2 reveals the availability and utilization of required Home Economics textbooks and mean academic performance of the sampled schools.

From the barchart, Students in schools which possess the required Home Economics textbooks obtained better performance compared to schools without required Home Economics textbooks. G.S.S Kajuru students had the highest (86%) academic performance followed by G.G.S.S Kwoi (83%), G.S.S Kachia (83%), G.S.S Zonkwa(83%), G.S.S Junior Kafachan (82%) and G.D.S.S Ngarshen (68%). However G.S.S Muchiya (33%) had the least academic performance.

By implication, the availability of Home Economics Textbooks enhances students utilization of the Home Economics textbooks, consequently it will improve the academic performance of junior secondary school students offering Home Economics in Kaduna

State.

Therefore, it can be deduced that availability and utilization of Home Economics textbooks increases students' academic performance.

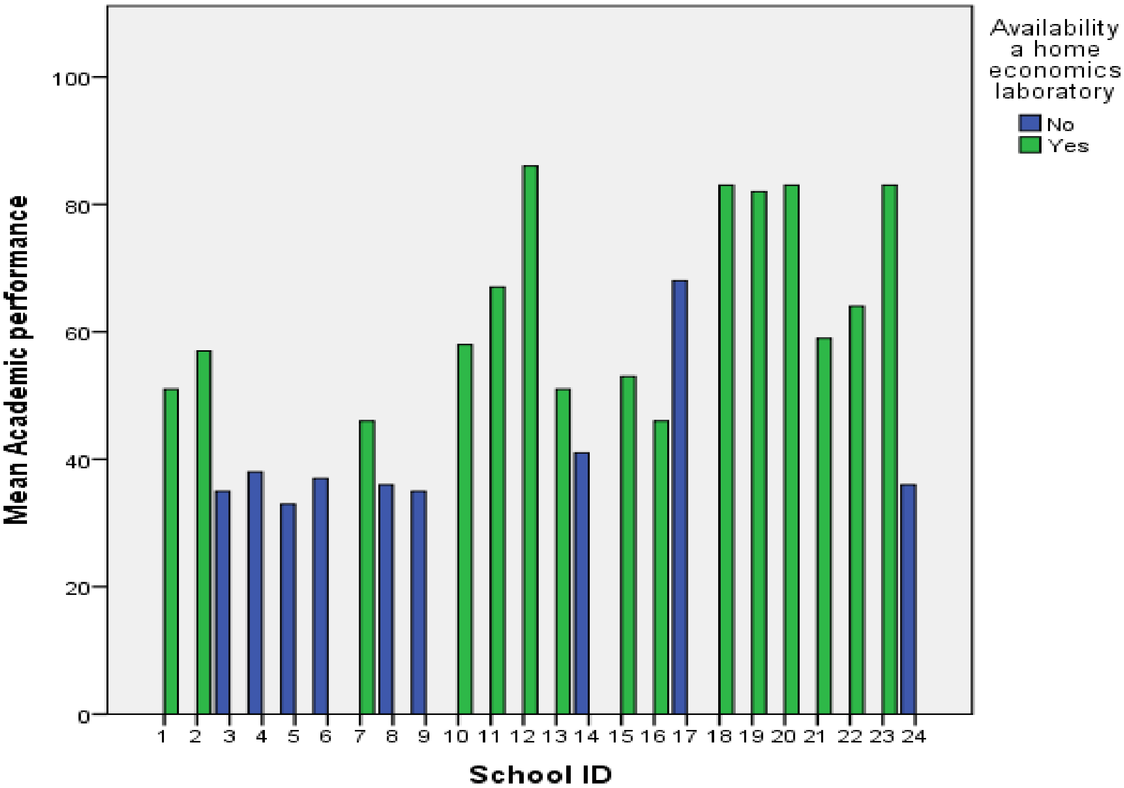

Figure 4.3: Availability and Utilization of Home Economics Laboratory and mean academic performance of the sampled schools.
Source Field Survey 2019

Figure 4.3 shows the availability and utilization of Home Economics laboratory and mean academic performance of the sampled schools is revealed in figure 4.1.3. G.S.S Kajuru had the highest (86%) academic performance, followed by G.G.S.S Kwoi (83%), then G.S.S Kachia (83%), G.S.S Zonkwa (83%), G.S.S Junior Kafachan (82%) and G.D.S.S Ngarshen (68%) respectively. The least academic performance was observed by G.S.S Muchiya.

By implication, the availability of Home Economics laboratory enhances students utilization of the Home Economics laboratory, consequently it will improve the academic performance of junior secondary school students offering Home Economics in Kaduna State

Thus, it can be deduced that availability and utilization of Home Economics laboratory enhances students' academic performance.

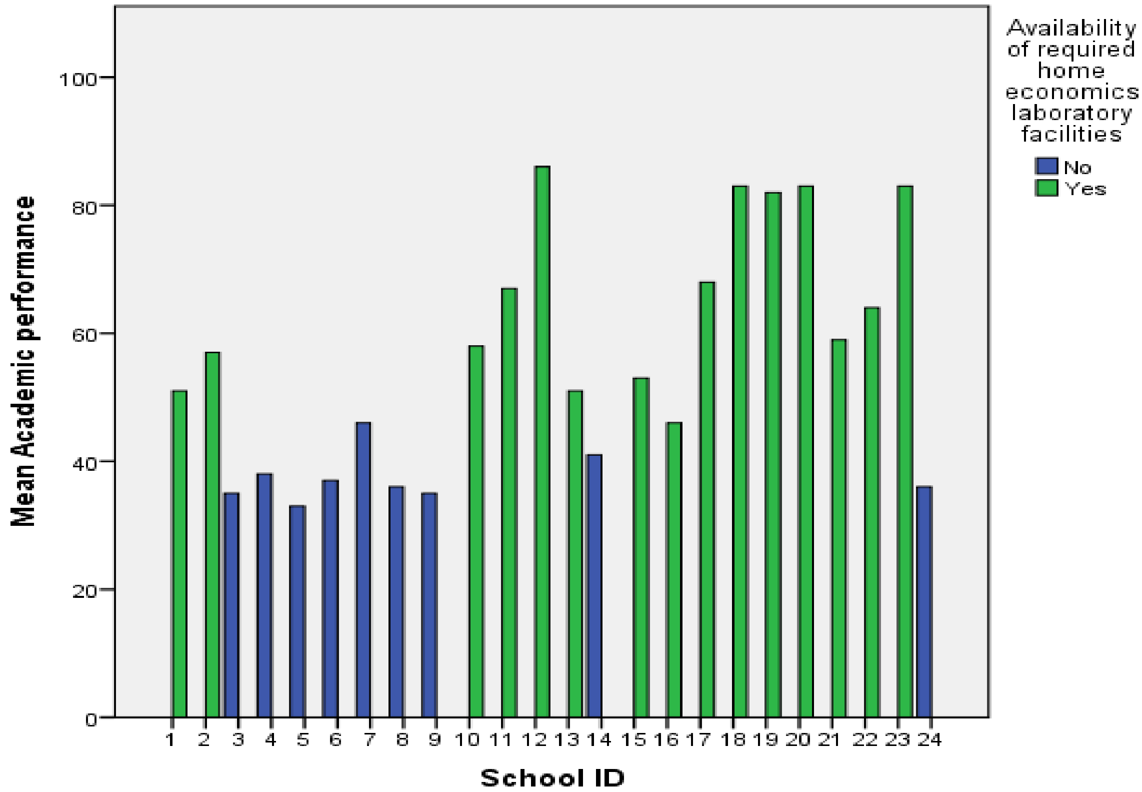

Figure 4.4: Availability and utilization of Home Economics Laboratory Facilities and mean academic performance of the sampled schools.
Source Field Survey 2019

Figure 4.4 shows the availability and utilization of Home Economics laboratory facilities and mean academic performance of the sampled schools. From the figure above, students in schools with Home Economics laboratory facilities obtained a better performance compared to students in schools without Home Economics laboratory facilities. Also, from the figure, G.S.S Kajuru had the highest academic performance (86%) followed by G.G.S.S Kwoi (83%), G.S.S Kachia(83%), G.S.S Zonkwa(83%), G.S.S Junior Kafanchan (82%) and G.D.S.S Ngarshan (68%) respectively. However, G.S.S Muchiya had the least academic performance (33%).

By implication, the availability of Home Economics laboratory facilities enhances students utilization of the Home Economics laboratory facilities, consequently it will improve the academic performance of junior secondary school students offering Home Economics in Kaduna state.

Thus, it can be deduced that availability and utilization of Home Economics laboratory facilities enhances students' academic performance.

4.2 Test of Hypothesis

Null hypotheses 1: The availability and utilization of library has no significant influence on students' academic performance.

Table 4.2.1: Regression Analysis Showing the Influence of availability and utilization of library on students' academic performance.

	Unstandardized Coefficients		**Standardized Coefficients**	**T**	**Sig.**
	B	Std. Error	Beta		
Academic performance	.426	.108		3.948	.000
Utilization of school library	.760	.037	.703	20.566	.000

Tables 4.2.1 showed the summary of coefficients indicating that availability and utilization of library has no significant influence on students' academic performance. Results revealed that for 1% increase in availability and utilization of school library, a corresponding increased value of 0.760 in students' academic performance is observed.

The R-value of the tested hypothesis was observed to be 0.703, indicating above 50% correlation in availability and utilization of library with students' academic performance. A significant relationship between availability and utilization of library on students' academic performance was observed at 5% confidence level.

Null Hypothesis 2: The availability and utilization of Home Economics laboratory facilities have no significant influence on students' academic performance.

Table 4.2.2: Regression Analysis Showing the Influence of availability and utilization of Home Economics laboratory facilities on students' academic performance. (AUOHELF)

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Academic performance	.577	.103		5.613	.000
Utilization of Home Economics Laboratory Facilities	.746	.037	.697	20.213	.000

Tables 4.2.2 show the summary of coefficients indicating that availability and utilization of Home Economics Laboratory has no significant influence on students' academic performance. Results revealed that for 1% increase in availability and utilization of Home Economics Laboratory, a corresponding increased value of 0.746 in students' academic performance is observed.

The R-value of the tested hypothesis was observed to be 0.697, indicating above 50% correlation in availability and utilization of library with students' academic performance. A significant relationship between availability and utilization of Home Economics Laboratory on students' academic performance was observed at 5% confidence level.

Null Hypothesis 3: The utilization of school recommended Home Economics textbooks have no significant influence on students' academic performance.

Table 4.2.3: Regression Analysis Showing the Influence of the utilization of school recommended Home Economics textbooks on students' academic performance.

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Academic performance	.648	.090		7.201	.000
Utilization of Home Economics Textbooks	.724	.032	.735	22.555	.000

Tables 4.2.3 show the summary of coefficients indicating that utilization of recommended Home Economics textbooks has no significant influence on students' academic performance. Results revealed that for 1% increase in utilization of recommended Home Economics textbooks, a corresponding increased value of 0.724 in students' academic performance is observed.

The R-value of the tested hypothesis was observed to be 0.734, indicating above 50% correlation in utilization of recommended Home Economics textbooks with students' academic performance. A significant relationship between utilization of recommended Home Economics textbooks on students' academic performance was observed at 5% confidence level.

Null Hypothesis 4: Students' utilization of school facilities and Recommended Home Economics Textbook has no significant influence on the academic performance of Home Economics students in junior secondary.

Table 4.2.4: Correlation Matrix of the Performance and Utilization of School Facilities (Library and Laboratory Utilization) and Recommended Home Economics Textbook

	Academic Performance	Utilization of school library	Utilization of home Economics laboratory Facilities	Utilization of recommended Home Economics textbook
Academic Performance	1.000			
Utilization of School Library	.703	1.000		
Utilization of Home Economics Laboratory Facilities	.697	.631	1.000	
Utilization of Recommended Home Economics Textbooks	.735	663	.670	1.000

Table 4.2.4 show the correlation matrix of academic performance and utilization of school facilities (Utilization of School Library, Utilization of Home Economics Laboratory facilities) and Utilization of recommended Home Economics Textbooks.

Results showed that Utilization of School Library, Utilization of Home Economics Laboratory facilities and Utilization of recommended Home Economics Textbooks greatly influence the academic performance of students. The correlation matrix revealed that Utilization of School Library, Utilization of Home Economics Laboratory facilities and Utilization of recommended Home Economics Textbooks has 70.3%,69.7% and73.5% respectively on students' academic performance.

A value of 63% was observed in the utilization of library and utilization of Home Economics Laboratory facilities and 66% was observed in the utilization of library and utilization of recommended Home Economics textbook.

4.3 Summary of Major Findings

The following are the summary of the major findings:

1. Availability and utilization of library had positive influence on the academic performance of junior secondary school students offering Home Economics in Kaduna State. This shows that library have positively impacted academic performance of students in Home Economics in junior secondary schools in Kaduna State ($P<0.05=0.00$).
2. Availability and utilization of Home Economics laboratory facilities had positive influence on students' academic performance This shows that laboratory have positively impacted academic performance of students in Home Economics in junior secondary schools in Kaduna State $P<0.05=0.000$.
3. Utilization of school recommended Home Economics textbooks had positive influence on students' academic performance. This shows that school recommended Home Economics textbooks have positively impacted academic performance of students in Home Economics in junior secondary schools in Kaduna State $P<0.05=0.000$.
4. Students' utilization of school facilities and Recommended Home Economics Textbook had positive influence on academic performance of Home Economics students in junior secondary. This shows that Students' utilization of school facilities has positively impacted academic performance of students in Home Economics in junior secondary schools in Kaduna State $P<0.05=0.002$.

By implication, the availability of school facilities and Recommended Home Economics Textbooks enhances students' utilization of the school facilities. Consequently, it would improve the academic performance of Junior Secondary school Home Economics Students.

4.4 Discussion of Findings

The study was designed to examine the influence of school facilities on the academic performance of junior secondary school students offering Home Economics in Kaduna state. It objectives were to determine the influence of availability and utilization of library on the academic performance of students offering Home Economics, examine the influence of availability and utilization of Home Economics laboratory facilities on students' academic performance, determine the influence of utilization of school recommended Home Economics textbooks on students' academic performance and assess the relationship between students' utilization of school facilities and academic performance of Home Economics students in junior secondary.

Data were collected and analysed to provide answers to the four research questions raised through descriptive statistics of frequency mean, standard deviation. The result of which were presented in figure 2 to 5. The four research hypotheses were tested using regression analysis presented in table 2 to 5. The findings from the hypotheses were as follows:

This hypothesis tested the influence on availability and utilization of library on student's academic performance**.** It was observed that availability and utilization of library has significant effect on student's academic performance. It was revealed that library facilities contribute majorly to the academic performance of students in schools with library facilities as compared with those without library facilities. The findings is in agreement with Ogunbote and Odunewu(2013) who reported that school libraries can make a positive difference in students' self-esteem, confidence independence and improve their academic performances. Also, these findings corroborated with that of Rodger (2009) who indicated that school libraries play an important role in students' academic performance, curriculum development and instruction. Similarly, Lawanson and Gede (2011) opined that it is of utmost importance that the availability of library facilities will duly contribute to the successful implementation of school programme. These library facilities must be made adequate for it to impact on the students' performance.

This hypothesis tested the relationship between availability and Utilization of Home Economics Laboratory facilities and student's academic performance. The study reveals that Home Economics Laboratory Facilities are inadequate and, in some cases, unavailable in the junior secondary schools in Zaria metropolis which may have led to poor academic performance among students. This implies that students who utilize this equipment achieve higher than their counterparts academically. The present finding is in line with Oluwasegun (2015) who says that the use of Home Economics laboratory equipment facilitates the teaching and learning of Home Economics, inculcate scientific reasoning and enhance academic performance in the subject. This is true because the involvement of learner with laboratory equipment will eliminate abstraction of the concept learned. As learners are involved in the laboratory activities, they manipulate the equipment, conduct experiments, record scientific observation, this way basic scientific skills and attitudes are acquired that will help them both in academic performance and in future application of concepts in everyday life. Hence the finding corroborates that of Nwagbo and Uzoma (2014) who revealed that practical activities enhance the acquisition of science process skills. This implies that an instructor who utilizes laboratory equipment in Home Economics instruction tends to produce graduates with good academic performance that will be relevant to the contemporary society as the skills acquired can translate into wealth creation and combat unemployment and poverty among citizens. Research is replete that the use of laboratory equipment makes science learning so real to learners.

The findings is also in line with Ado (2009) who asserted that there is significant relationship between available laboratory facilities and performance of students in the

JSCE. This implies that the availability of laboratory facilities will positively enhance meaningful learning that will translate into better performance of students in junior secondary schools. This of course should not be in isolation with other factors such as the effective utilization of the facilities, teaching methodology, teacher-student ratio, learning environment to mention but a few which will compliment it to bring the desired goal.

This hypothesis tested the relationship between Utilization of recommended Home Economics Textbooks and academic performance. The results reveal recommended Home Economics Textbooks in the schools have great impact on the students' academic performance. This agrees with the conclusions of Olufemi and Olayinka (2016) who opined that textbooks utilization have positive impact on the academic performance of secondary school students in Nigeria. Also, in the words of Hilton and Laman (2012) who concluded that students who use textbook achieved better grades in the course, had a lower withdrawal rate, and scored better on the final examination. It is also in line with Berliner and Calfee (2013) who stated that theory and practice both suggest that well-designed science textbooks can enhance student understanding and academic performance.

Utilization of School Library, Utilization of Home Economics Laboratory facilities and Utilization of recommended Home Economics Textbooks individually and jointly predicted changes on the academic performance of junior secondary school Home Economics students in Kaduna state.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a general summary of the present research work carried out by the researcher. The outlines of areas discussed were the summary, conclusions, contribution to knowledge, recommendations and suggestions for further studies.

The chapter is further discussed under the following sub-headings.

5.1 Summary

5.2 Conclusion

5.3 Contributions to Knowledge

5.4 Recommendations

5.5 Suggestions for further Study

5.1 Summary

The study investigated the influence of availability and utilization of school facilities on the academic performance of Home Economics students in junior secondary school in Kaduna State, Nigeria. Some of the specific objectives of study were to determine the influence of availability and utilization of library on the academic performance of students offering Home Economics. And to examine the influence of availability and utilization of Home Economics laboratory facilities on students' academic performance in Kaduna state, Four (4) research questions and null hypotheses were formulated to guide the study. The related literature and empirical studies were reviewed. Descriptive survey research Ex-post factor type was adopted for the study to gather data. A sample size of 24 schools and 8,980 was used for the administration of the instrument. The instrument used for data collection was the school facility descriptive questionnaire (SFDQ) for teachers designed by the researcher, Availability and Utilization of School Facilities Checklist, comprising of 39 item checklist of essential Home Economics laboratory equipment/utensils and Home Economics Achievement score(student's JSSCE records archive from 2012-2016. Data were analyzed using frequencies, mean, standard deviation and regression statistics. All stated null hypotheses for the study were tested at 0.05 level of significance. Finding from data analyzed revealed that;

1. Availability and utilization of library had positive influence on the academic performance of junior secondary school students offering Home Economics in Kaduna State ($P<0.05=0.00$).
2. Availability and utilization of Home Economics laboratory facilities had positive influence on students' academic performance $P<0.05=0.000$.
3. Utilization of school recommended Home Economics textbooks had positive influence on students' academic performance. $P<0.05=0.000$.
4. Students' utilization of school facilities has positive influence on academic performance of home economics students in junior secondary $P<0.05=0.002$.

5.2 Conclusion

This study has shown a positive and significant relationship between availability and utilization of library, Home Economics Laboratory and Recommended Home Economics Textbook and academic performance of Home Economics junior secondary schools in Kaduna State

Based on the findings of the study, it was concluded that availability and utilization of library, Home Economics Laboratory and Recommended Home Economics Textbook significantly influenced the academic performance of Junior Secondary School Home Economics Students. However, availability and utilization of library, Home Economics

Laboratory and Recommended Home Economics Textbook have greater influence on students' academic performance in secondary schools in Kaduna State.

5.3 Contributions to Knowledge

The study contributes to knowledge in the following areas:

1. Availability and utilization of library have positive significant on the academic performance of junior secondary school students offering Home Economics in Kaduna State (P<0.05=0.00).
2. Availability and utilization of Home Economics laboratory facilities have positive significant on students' academic performance (P<0.05=0.000.)
3. Utilization of school recommended Home Economics textbooks have positive significant on students' academic performance.() P<0.05=0.000.
4. Students' utilization of school facilities have positive significant on academic performance of home economics students in junior secondary in Kaduna State (P<0.05=0.002.)

5.4 Recommendations

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

1. Federal and state government and other education stakeholders should make concerted efforts to provide well equipped library and renovate the existing dilapidated libraries in secondary schools. This would help to reduce the problem of failure among students and it would go a long way to create enabling learning environment.
2. Education stakeholders should endeavor to provide adequate Home Economics laboratory facilities in secondary schools and students should be oriented on how to

maintain these facilities because most a time student destroy these facilities by themselves.

3. Home Economics Teachers/Students should ensure that school facilities are sufficiently utilized in the teaching-learning situation. Frantic efforts should be made to report lack of any item or damaged equipment to the school administrators for immediate repairs or replacement.
4. Principals should solicit help from philanthropist/alumnus to support them with funds that would be used to provide adequate school facilities to help improve academic performance among Home Economics Students in Secondary Schools.
5. Parents should endeavor to make available current Home Economics textbooks in the school libraries for students' use. This is to ensure academic excellence among Home Economics in Junior Secondary School in Nigeria.

5.5 Suggestions for further Studies

Based on the outcome of this study, the following areas were suggested for further studies:

1. Availability**,** adequacy, and utilization of instructional materials/equipment in teaching and learning of Home Economics in the senior secondary schools Nigeria.
2. Studies on the availability and utilization of school facilities in public and private secondary school and students' academic achievement.
3. Studies on the availability of school facilities in rural and urban secondary school Home Economics students on academic performance.
4. Influence of school facilities on academic performance of senior secondary school students offering Home Economics in other states within Nigeria.

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APPENDIX 1

Questionnaire for Students

Section A: Student Background Information

Instruction: Please, tick (√) where appropriate

1. Name of school……………………………………………………………………
2. Age (in years) (a) 10 – 12 [ ]   (b) 13 – 15 [ ]   (c) 16 – 18 [ ]

Section B: Availability of School Facilities and Recommended Home Economics Textbook

1. Do you have a library? [Yes] [No]
2. Does the library have the required Home Economics text books? [Yes] [No]
3. Do you have a Home Economics laboratory? [Yes] [No]
4. Do you utilize the laboratory for practical? [Yes] [No]
5. Do you have the recommended Home Economics textbook [Yes] [No]

	Facilities	**Utilization of school facilities**			
6.	How often do you utilize the school library	Always	Most of the time	Occasionally	Never
7	How often do you utilize the Home Economics Laboratory facilities during practical lessons				
8	How often do you make use of the recommended Home Economics textbook				

Section C: Checklist of Equipment/Utensils in Home Economics Laboratory In Junior Secondary Schools in Kaduna State.

S/No	Checklist on Home Economics Laboratory Equipment	Availability			
		A	FA	INA	NA
1.	Gas cooker				
2.	Stove				
3.	Knives				
4.	Teacups				
5.	Cutlery set				
6.	Drinking glasses				
7.	Table cloth				
8.	Fruits bowl				
9.	Refrigerators				
10.	Baking tins				
11.	Egg whiskers				
12.	Graters				
13.	Blenders				
14.	Grinding stone				
15.	Sieve				
16.	Colanders				
17.	Frying pans				
18.	Rolling pins				
19.	Measuring bowl				
20.	Jugs				
21.	Cupboard				
22.	Scissors				
23.	Needles				
24.	Thimbles				
25.	Long mirrors				
26.	Pressing iron				
27.	Sewing machines				
28.	Tracing wheels				
29.	Tape measures				
30.	Dustbin				
31.	Brooms				
32.	Tables				
33.	Chair				
34.	Mortal/pestle				
35.	Kitchen sink				
36.	Work surface				
37.	Towels				
38	Shelves				
39	Grinding stone				
40	Mixer				
41	Deep freezer				
42	Deep fryer				

43	Measuring Spoons				
44	Flower Vase				
45	Cooking spoons				
46	Tea Pots				
47	Electric Kettle				
48	Dinner Sets				
49	Fruit Bowls				

A = Adequate, FA = Fairly Adequate, INA = Inadequate, NA = Not Available

Home Economics Achievement Scores: JSSCE Results in Home Economics in Zaria

S/NO	SCHOOL	OVERALL RESULTS (%)	YEAR 2012	YEAR 2013	YEAR 2014	YEAR 2015	YEAR 2016
1.	GDSS Ikara	**Pass**					
		Fail					
2.	Ikara Comprehensive Academy, Ikara	**Pass**					
		Fail					
3.	G.G.S. School,Samaru	**Pass**					
		Fail					
4.	G.S.S Kwangila	**Pass**					
		Fail					
5.	G.S.S, Muchiya	**Pass**					
		Fail					
6.	G.G.S.S, Chindit	**Pass**					
		Fail					
7.	GDSS Kubau	**Pass**					
		Fail					
8.	G.S.S Pambeguwa	**Pass**					
		Fail					
9.	G.S.S Kawo	**Pass**					
		Fail					
10.	G.J.S.S Rigachikun	**Pass**					
		Fail					
11.	GDSS Kajuru	**Pass**					
		Fail					
12.	G.S.S Kajuru	**Pass**					
		Fail					
13	G.S.S, Giwa	**Pass**					
		Fail					
14	G.S.S Bomo	**Pass**					
		Fail					
15	GDSS Kawo	**Pass**					
		Fail					
16	G.GS.S Barnawa	**Pass**					
		Fail					
17	GDSS Ngarshen	**Pass**					
		Fail					
18	G.G.S.S Kwoi	**Pass**					
		Fail					
19	G.S.S Junior Kafachan	**Pass**					
		Fail					
20		**Pass**					
	G.G.S.S Kafanchan	**Fail**					
21		**Pass**					
	G.S.S Kachia	**Fail**					
22		**Pass**					
	GDSS Kachia	**Fail**					
23	G.S.S Zonkwa	**Pass**					
		Fail					
24	G.J.S.S FadanKamantan	**Pass**					
		Fail					

Home Economics Achievement Scores obtained From the Junior Secondary School Certificate Examination (JSSCE) Record Archive from 2012 to 2016 in 24 Schools in Kaduna State

No of Students	SCHOOL 1					SCHOOL 2				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	41	54	55	53	58	58	56	57	45	56
2	50	44	56	43	57	58	56	55	58	45
3	52	58	57	55	54	56	54	45	69	78
4	54	41	58	56	54	52	65	65	54	56
5	61	60	55	66	56	61	60	40	53	56
6	46	69	54	67	57	62	54	55	33	55
7	49	50	43	56	57	60	51	53	41	57
8	56	51	66	53	55	43	43	52	57	54
9	60	54	54	51	54	55	52	50	56	43
10	51	52	54	50	55	56	51	54	54	55
11	52	53	55	55	56	60	52	45	54	56
12	53	49	48	52	55	51	53	56	34	67
13	54	54	55	43	45	52	54	57	56	45
14	57	55	65	55	51	53	52	53	67	60
15	53	54	49	55	61	43	53	52	45	55
16	49	56	55	55	32	55	55	51	58	54
17	61	56	55	54	54	66	61	61	57	51
18	51	55	55	43	44	43	40	50	56	50

No of Students	SCHOOL 3					SCHOOL 4				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	23	43	23	34	25	41	50	45	54	45
2	34	32	23	38	34	23	48	43	45	55
3	35	23	26	33	25	44	44	43	48	45
4	23	24	45	34	22	40	34	42	56	56
5	25	34	23	35	20	43	34	45	45	61
6	24	21	34	46	35	34	44	45	55	54
7	23	20	32	34	34	44	45	44	40	56
8	23	30	33	23	27	43	46	34	50	45
9	26	35	34	23	36	40	48	34	45	45
10	37	34	40	23	34	42	43	45	53	61
11	27	36	34	33	33	43	40	50	51	65
12	31	32	23	34	35	23	43	56	32	54
13	23	32	21	28	34	45	32	52	55	55
14	23	21	20	38	34	54	44	45	51	54
15	25	30	22	38	35	43	56	34	42	45
16	25	41	26	39	37	56	44	45	54	55
17	23	23	27	36	38	44	45	44	55	43
18	36	24	26	23	33	34	44	50	45	34

No of Students	SCHOOL 5					SCHOOL 6				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	35	33	42	34	42	35	45	34	32	34
2	41	34	33	45	34	34	34	34	32	45
3	23	44	34	43	45	35	23	32	38	40
4	34	33	38	34	23	38	34	32	34	41
5	49	41	40	43	24	23	35	32	34	32
6	40	38	34	21	45	24	36	34	34	44
7	34	21	45	34	32	26	37	39	23	23
8	31	28	34	32	34	27	41	38	34	34
9	33	27	41	34	41	34	23	38	34	34
10	32	39	23	34	30	38	34	34	35	36
11	27	37	20	21	32	29	36	32	38	21
12	29	34	23	39	23	34	40	37	40	38
13	30	36	38	41	32	34	23	34	32	34
14	33	23	34	51	39	27	27	34	36	35
15	41	34	34	41	45	34	23	35	37	45
16	42	40	33	32	34	36	25	37	35	32
17	30	41	45	32	32	38	45	38	32	21
18	33	45	34	30	32	39	32	34	32	34

No of Students	SCHOOL 7					SCHOOL 8				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	55	43	42	44	42	35	55	36	37	34
2	41	44	33	45	34	34	34	34	32	45
3	23	44	34	43	45	35	23	32	38	40
4	34	43	38	34	23	38	34	32	34	41
5	49	41	40	43	24	23	35	32	34	32
6	40	38	34	41	45	24	36	34	34	44
7	34	41	45	44	32	26	37	39	23	23
8	41	28	34	42	34	27	41	38	34	34
9	43	47	41	44	41	34	23	38	34	34
10	42	39	43	44	30	38	34	34	35	36
11	47	37	40	41	32	29	36	32	38	21
12	49	34	43	39	23	34	40	37	40	38
13	40	36	48	41	32	34	23	34	32	34
14	43	43	44	51	39	27	27	34	36	35
15	41	34	44	41	45	34	23	35	37	45
16	42	40	43	42	34	36	25	37	35	32
17	40	41	45	32	32	38	45	38	32	21
18	33	45	34	40	32	39	32	34	32	34

No of Students	SCHOOL 9					SCHOOL 10				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	33	35	30	34	25	41	50	55	54	55
2	34	32	23	38	34	23	58	53	45	55
3	35	38	26	33	25	44	54	53	48	45
4	23	24	45	34	22	40	54	52	56	56
5	25	34	23	35	20	43	54	55	45	61
6	34	21	34	46	35	34	54	55	55	54
7	23	36	32	34	34	44	55	54	40	56
8	23	30	33	23	27	43	56	54	50	45
9	36	35	34	23	36	40	48	54	45	45
10	37	34	40	23	34	42	53	45	53	61
11	27	36	34	33	33	43	50	50	51	65
12	31	32	23	34	35	23	43	56	32	54
13	33	32	21	28	34	45	52	52	55	55
14	33	21	20	38	34	54	54	45	51	54
15	35	30	22	38	35	43	56	34	42	45
16	35	41	26	39	37	56	44	45	54	55
17	33	33	27	36	38	44	45	44	55	43
18	36	34	26	23	33	34	44	50	45	34

No of Students	SCHOOL 11					SCHOOL 12				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	61	54	60	61	45	67	73	75	80	72
2	65	34	33	45	67	65	66	65	77	60
3	54	45	56	67	67	74	56	44	56	78
4	60	67	67	67	55	63	64	56	56	76
5	45	68	68	68	45	65	71	54	77	72
6	67	67	66	68	45	71	58	55	67	81
7	65	66	56	67	47	50	66	72	87	54
8	64	65	67	67	78	54	54	64	66	66
9	66	61	68	89	67	61	56	54	76	77
10	54	65	77	45	56	62	57	53	73	87
11	67	56	67	56	55	55	89	55	52	77
12	56	56	61	67	45	70	66	61	60	89
13	70	57	62	66	67	65	76	54	63	77
14	64	78	45	76	67	61	56	58	65	65
15	61	41	66	78	55	55	68	55	55	55
16	54	45	67	66	34	78	45	81	66	67
17	59	67	54	55	45	70	67	61	81	89
18	60	66	56	55	56	67	56	77	60	60

No of Students	SCHOOL 13					SCHOOL 14				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	55	43	52	54	42	35	45	46	47	34
2	41	54	53	55	34	34	34	44	42	45
3	53	54	54	53	45	35	43	32	48	40
4	54	43	58	54	23	38	44	32	44	41
5	49	41	40	43	24	23	45	42	44	32
6	50	38	34	51	45	24	36	44	34	44
7	54	41	45	54	32	26	37	39	43	43
8	51	58	54	42	34	27	41	38	44	44
9	53	47	51	44	41	34	43	38	34	44
10	52	59	53	44	30	38	44	34	35	36
11	57	57	50	41	32	29	36	42	38	41
12	49	54	43	59	23	34	40	37	40	38
13	40	56	48	51	32	34	43	44	42	34
14	43	53	54	51	39	27	27	44	36	35
15	41	54	44	41	45	34	43	45	37	45
16	42	50	53	42	34	36	25	47	35	32
17	40	51	45	32	32	38	45	48	42	41
18	53	45	54	40	32	39	32	34	42	34

No of Students	SCHOOL 15					SCHOOL 16				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	55	43	42	54	42	35	45	46	47	34
2	41	54	43	55	34	34	34	44	42	45
3	43	44	54	53	45	35	43	32	48	40
4	44	43	38	54	23	38	44	32	44	41
5	49	41	40	43	44	23	45	42	44	32
6	40	38	44	51	45	24	36	44	34	44
7	44	41	45	54	32	26	37	39	43	43
8	41	58	54	42	34	27	41	38	44	44
9	43	47	51	44	41	34	43	38	34	44
10	42	59	33	44	30	38	44	34	35	36
11	47	47	50	41	32	29	36	42	38	41
12	49	44	43	59	23	34	40	37	40	38
13	40	56	48	51	32	34	43	44	42	34
14	43	43	44	51	39	27	27	44	36	35
15	41	44	44	41	45	34	43	45	37	45
16	42	50	53	42	34	36	25	47	35	32
17	40	51	45	32	32	38	45	48	42	41
18	53	45	54	40	32	39	32	34	42	34

No of Students	**SCHOOL 17**					**SCHOOL 18**				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	40	43	45	38	45	65	62	77	56	56
2	30	45	44	23	47	61	60	72	43	66
3	38	38	39	34	38	71	66	66	56	78
4	39	36	45	32	45	61	66	75	78	56
5	45	32	45	32	37	59	71	81	56	77
6	41	33	44	21	35	54	72	63	66	67
7	34	32	34	22	31	68	75	54	88	56
8	43	31	49	23	45	78	49	66	54	66
9	51	38	51	21	29	71	55	54	63	67
10	43	39	34	24	40	70	54	77	54	88
11	45	37	44	34	49	80	66	50	66	77
12	34	42	38	34	56	65	78	54	74	56
13	34	40	28	23	45	65	66	71	65	56
14	31	43	28	32	34	78	56	62	66	45
15	32	44	28	26	37	77	54	64	54	78
16	34	23	45	41	45	61	73	51	68	55
17	32	34	38	23	34	52	72	61	63	59
18	43	54	28	23	41	51	61	57	65	70

No of Students	**SCHOOL 19**					**SCHOOL 20**				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	70	77	77	50	55	74	45	67	77	56
2	54	56	56	73	54	67	67	66	78	67
3	67	77	67	72	57	67	78	77	67	67
4	60	89	50	60	54	67	67	65	67	87
5	51	56	79	51	55	78	67	67	65	68
6	54	77	56	82	62	71	78	65	65	56
7	55	56	89	65	49	65	89	54	56	67
8	58	56	71	78	54	54	87	43	67	67
9	67	51	73	61	55	65	65	45	65	66
10	61	78	61	66	76	76	54	67	56	67
11	79	65	63	80	56	67	45	78	56	67
12	50	54	68	71	77	65	43	78	67	78
13	67	42	53	73	68	67	45	78	78	78
14	56	76	71	62	77	65	56	76	78	89
15	64	77	52	55	87	66	67	65	78	87
16	66	57	77	62	55	77	78	54	76	45
17	78	56	54	77	73	62	76	56	65	67
18	52	77	72	61	72	54	76	67	56	67

No of Students	SCHOOL 21					SCHOOL 22				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	60	57	57	50	55	54	45	57	57	56
2	54	56	56	53	54	57	57	56	48	67
3	57	57	67	42	57	67	58	57	57	67
4	50	59	50	40	54	67	57	55	57	87
5	51	56	49	51	55	58	67	47	45	68
6	54	47	56	52	52	51	58	65	45	56
7	55	56	49	55	49	45	59	54	46	67
8	58	56	51	58	54	54	57	43	57	57
9	57	51	53	61	55	65	55	45	55	46
10	61	58	51	46	56	46	54	57	56	57
11	79	55	53	50	56	47	45	58	56	57
12	50	54	58	41	57	55	43	55	67	58
13	57	42	53	43	58	57	45	58	48	48
14	56	56	51	42	57	55	56	56	58	59
15	54	57	42	55	47	66	67	45	51	57
16	56	57	47	52	45	47	48	54	50	45
17	58	56	54	57	53	62	56	56	65	57
18	52	57	52	51	42	54	46	47	56	67

No of Students	SCHOOL 23					SCHOOL 24				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	81	77	65	71	80	30	34	28	26	34
2	72	56	56	73	84	34	37	34	34	45
3	67	77	67	72	77	23	58	23	35	34
4	67	89	50	60	54	34	35	26	47	34
5	89	56	79	71	85	35	34	67	34	36
6	54	77	56	82	62	34	36	45	35	37
7	55	56	89	65	49	36	40	34	34	38
8	78	56	71	78	54	28	31	23	20	38
9	67	51	73	61	55	39	28	34	30	30
10	61	78	61	66	76	34	34	34	45	45
11	49	65	63	80	56	30	34	36	36	40
12	80	54	68	71	77	34	38	45	37	34
13	67	42	53	73	68	36	39	34	34	35
14	56	76	71	62	77	45	34	32	34	56
15	64	77	52	55	87	34	36	23	36	67
16	66	57	77	62	55	23	38	21	37	43
17	78	56	54	77	73	34	35	22	35	23
18	52	77	72	61	72	45	36	23	34	23

APPENDIX II

Department of Home Economics,
Faculty of Education,
Ahmadu Bello University, Zaria.
Kaduna State.
Date…………………………

Dear Respondent,

REQUEST TO ADMINISTER QUESTIONNAIRE

I am a post graduate student of Home Economics Education, I am currently conducting a research on Influence of availability and utilization of School facilities on the Academic Performance of Junior Secondary Schools Home Economics Students in Kaduna State, Nigeria. This letter is to solicit for your assistance and cooperation in providing the required information by ticking (√) the items. It is purely an academic exercise for the award of Masters in Home Economics Education. The information provided shall be treated strictly for that purpose.

Thank you for your Cooperation.
Yours faithfully,

Maryam Adamu

APPENDIX III

Table 4.1: Linear Regression Model Summary for Hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703[a]	.495	.494	.797

Table 4.2: Regression ANOVA for Hypothesis 1

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
	Regression	268.385	1	268.385	422.973	.000[b]
1	Residual	274.113	430	.635		
	Total	**542.498**	**431**			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Utilization of school library

Table 4.4: Linear Regression Model Summary for Hypothesis 2

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.697[a]	.486	.485	.803

Table 4.5: Regression ANOVA for Hypothesis 2

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
	Regression	263.693	1	263.693	408.584	.000[b]
1	Residual	278.805	430	.645		
	Total	**542.498**	**431**			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Utilization of Home Economics Laboratory Facilities

Table 4.7: Linear regression model Summary for hypothesis 3

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.735[a]	.541	.540	.759

Table 4.8: Regression ANOVA for Hypothesis 3

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	293.369	1	293.369	508.715	.000[b]
1	Residual	249.129	430	.577		
	Total	**542.498**	**431**			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Utilization of recommended Home Economics textbook

Level of significance of the availability of individual economic laboratory facilities on mean academic performance of the selected schools

S/N	Facilities	t-value	t-critical	p-value	Level of significance
1	Gas cooker	4.40	2.45	0.005	Significant
2	Stove	5.77	2.08	1.00677E-05	Significant
3	Knives	7.68	2.11	6.36999E-07	Significant
4	Tea cups	2.66	2.45	0.03762	Significant
5	Cutlery	1.895689	2.776445	0.003657	Non-significant
6	Drinking glass	4.898696	2.13145	0.000193	Significant
7	Table cloth	4.733055	2.13145	0.000267	Significant
8	Fruit bowl	8.383899	2.109816	1.92E-07	Significant
9	Baking tins	9.203415	2.13145	1.47E-07	Significant
10	Egg whiskers	1.654647	2.364624	0.14197	Non-significant
11	Graters	5.842708	2.085963	1.02E-05	Significant
12	Blenders	4.037794	2.144787	0.001222	Significant
13	Grinding stone	5.743111	2.079614	1.06E-05	Significant
14	Sieve	5.108455	2.085963	5.36E-05	Significant
15	Colanders	4.261769	2.093024	0.000422	Significant
16	Frying pan	5.68231	2.109816	2.7E-05	Significant
17	Rolling pins	6.755536	2.109816	3.36E-06	Significant
18	Measuring bowl	6.11769	2.13145	1.97E-05	Significant
19	Jugs	3.287495	2.079614	0.003511	Significant
20	Cupboard	5.259583	2.100922	5.31E-05	Significant
21	Scissors	4.968447	2.100922	9.94E-05	Significant
22	Needles	2.380836	2.079614	0.026819	Non-significant
23	Thimbles	5.090889	2.144787	0.000164	Significant
24	Long mirrors	3.410161	2.200985	0.005824	Significant
25	Pressing iron	4.518527	2.144787	0.000482	Significant
26	Sewing machines	3.950059	2.085963	0.000791	Significant
27	Tracing wheels	2.989553	2.262157	0.003657	Non-significant
28	Tape measures	3.602399	2.079614	0.001674	Significant
29	Dustbin	2.113368	2.079614	0.046709	Significant
30	Brooms	4.441581	2.073873	0.000205	Significant
31	Tables	4.721786	2.079614	0.000116	Significant
32	Chairs	4.980702	2.073873	5.52E-05	Significant
33	Drawing board	2.402208	2.079614	0.025628	Non-significant
34	Mortar/pestle	3.582898	2.13145	0.002719	Significant
35	Work surface	6.466489	2.100922	4.4E-06	Significant
36	Towels	2.937043	2.085963	0.00815	Significant
37	Shelves	3.31291	2.093024	0.003657	Significant
38	Pressing iron	2.693578	2.776445	0.054456	Non-significant
39	Grinding stone	4.867341	2.073873	0.000205	Significant
40	Mixer	2.073800	2.073560	0.003657	Non-significant
41	Deep Freezer	2.073821	2.073879	0.054456	Non-significant
42	Deep fryer	2.073873	2.073871	0.003657	Non-significant
43	Measuring Spoon	4.073873	2.073452	0.00815	Significant
44	Flower Vase	3.073873	2.071231	0.003657	Significant
45	Cooking Spoons	2.073873	2.054332	0.003657	Significant

46	Tea Pots	3.073873	2.453222	0.003455	Non-significant
47	Electric Kettle	4.073873	2.563211	0.14197	Non-significant
48	Dinner Sets	1.073873	2.043281	0.003654	Non-significant
49	Fruit Bowls	3.073873	2.073800	0.003345s	Non-significant

Table 3: School Identification (ID) of the Sampled Schools

S/N	SCHOOLS
1.	GDSS Ikara
2.	Ikara Comprehensive Academy, Ikara
3.	G.G.S. School, Samaru
4.	G.S.S Kwangila
5.	G.S.S, Muchiya
6.	G.G.S.S, Chindit
7.	GDSS Kubau
8.	G.S.S Pambeguwa
9.	G.S.S Kawo
10.	G.J.S.S Rigachikun
11.	GDSS Kajuru
12.	G.S.S Kajuru
13.	G.S.S, Giwa
14.	G.S.S Bomo
15.	GDSS Kawo
16.	G.GS.S Barnawa
17.	GDSS Ngarshen
18.	G.G.S.S Kwoi
19.	G.S.S Junior Kafachan
20..	G.G.S.S Kafanchan G.G.S.S Kafanchan
21.	G.S.S Kachia
22.	GDSS Kachia
23.	G.S.S Zonkwa
24.	G.J.S.S Fadan Kamantan

Map of Kaduna State by Local Government Areas
Source: Kaduna State Survey, 2016