

Full Length Research Paper

School Location, Teaching Facilities and Academic Achievement of JSS 3 Students in Social Studies in Cross River State, Nigeria.

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This study focused on school location, teaching facilities and academic achievement of JSS 3 students in Social Studies in Cross River State, Nigeria. To achieve the purpose of this study, two (2) research questions were posed and one (1) hypothesis was formulated. The study adopted Ex-post facto research design. Social Studies teachers and students were used for the study. Three (3) instruments were used for data collection. Independent t-test was used to test hypothesis one while answers were sought for research question. The results obtained revealed that there is no significant influence of school location on academic achievement of students and there are divergent views among teachers on their perception of teaching facilities. It was concluded that teaching facilities are important factors in the teaching and learning of Social Studies. It was recommended among others that government should urgently embark on renovation and procurement of teaching facilities across secondary schools in the State for effective implementation of the curriculum.

Keywords: School location, Teaching facilities, Academic Achievement, Social Studies, JSS 3 Students

1. Background to the study

Academic achievement is an issue of global concern. As Nigeria's attention is increasingly focused on the outcome of education, policymakers and curriculum planners have undertaken a wide range of reforms to improve schools and teaching effectiveness. This ranges from setting new standards and redesigning schools to innovative instructional strategies. Without overstating the obvious, certain conditions must be met for teaching and learning to be effective, especially in a formal setting where some conditions or requirements are human and material. In other words, the educational system requires good and adequate teaching and teaching facilities for effective teaching and learning to be ensured.

Social Studies inculcate in learners' lofty societal values such as being hardworking honesty, patriotism, respect for human individuality and dignity of labour, respect for constituted authority and diligence towards accomplishing responsibilities. Denga (1999) corroborated this view by opining that the

following positive values are what we need in the 21st century; honesty, goodness, rightness, social justice, loyalty, fair play, respect for other people's interests and property, respect for human dignity and gift, truthfulness, self-discipline and, other miscellaneous values. The inclusion of contemporary global issues makes Social Studies difficult to teach and learn as its content embodies knowledge from different disciplines (Enu, 2007). Unimna and Edinyang (2012) identify an overloaded curriculum, a dearth of instructional materials, difficulty in assessing learning, unconducive environment, poor funding and no availability of teaching facilities as the various problems related to the teaching and learning of Social Studies. In spite of the above-mentioned problems, Enu (2007) assures that the root cause(s) of academic achievement differential in Social Studies still needs satisfactory explanation since the discipline is deeply embedded in the values of the society and the learning environment. Students' learning process can be influenced by the nature of environment in which

instructions take place and the attributes of the teacher giving out the instructions. This view is supported by Inyang-Abia (2010) and Okrah (2009) who all opine that the learning process of students and their outcomes could be improved by making functional the learning environment and the prevailing academic achievement determinant which includes the teacher, learner, and the instructional system.

Without overstating the obvious, certain conditions must be met for teaching and learning to be effective, especially in a formal setting where some conditions or requirements are human or material. In other words, the educational system requires the availability of qualified and devoted teachers, good and adequate learning facilities and a conducive learning environment for effective teaching and learning to be ensured. Therefore, no meaningful academic achievement may be recorded if there are no teachers and a conducive learning environment.

A teacher is a person who facilitates education for students in a formal classroom or is one whose occupation is to instruct and transmit knowledge to students. Teachers vary in terms of gender, age, marital status, experience, qualification and knowledge of the subject matter in different subjects. This is because the teacher is the last hope of the learner(s) in respect of the implementation of curriculum contents for a change in behaviour (Inyang- Abia, 2010). The teacher, therefore, becomes the implementer of the subject. Conclusively, the teacher determines the quality and successes of the Social Studies programme requires qualified teachers who can effectively handle curriculum materials (Ajayi, 2010; Oluchukwu, 2010; Fan 2011)

Denga (2007) posits that the teacher and student are the centre by which the education system of any nation operates. Teachers must have good knowledge of both the content of the curriculum and all the steps involved in its implementation. Eya (2011) notes that teacher cannot be left out or

neglected when designing or redesigning a useful school curriculum. The acceptance of the curriculum by stakeholders of educational activity is a very important precondition for its effectiveness. When teachers reject the basic philosophy of a course curriculum, then the implementation might be very difficult and challenging. Thus, Lewy (2012) concludes that the teachers' acceptance may relate to ideas about the relevance of the materials to the need of the students, the society, the nature of a particular discipline, and the principles of teaching-learning implied in a particular curriculum. The teacher is, therefore, a curriculum planner and leader of an instructional process in the classroom. The teacher constantly faces duty problems such as the decision on what to be taught by teachers and learned by students at school. A teacher is a personality who, influences the actions of students, coordinates and directs their activities towards good academic performances. The teacher personality is an important factor during learning period. The qualities and experiences of a teacher as

well as good learning environment determine students' learning ability and performance.

One of the potent factors that influence the distribution of educational resources and academic achievement of students is the school location. This ecological factor is divided into urban and rural. Owolabi (2010) accents that highly qualified teachers prefer to serve in urban centers rather than the rural areas as their social life is virtually restricted. This is as a result of inadequate amenities, playgrounds are without equipment, libraries are without books while the laboratories are glorified ones. Schools in rural areas are associated with unqualified teachers, rejection of posting to isolated areas, lack of good roads and teaching materials. The location of the school is considered significant because of the varying students' characteristics and educational attainment of students. The opinion of parents is that urban schools are better in terms of availability of human and physical facilities, good leadership style and consequently, students perform better academically than rural

schools. Thus, Ayodele (2011) agrees that school location has an effect on students' academic achievement. A well-planned learning environment will gear up expected outcomes that will facilitate good, social, political and economic emancipation, effective learning process and academic achievement of students (Enu, 2010). Writing on the improvisation of teaching facilities in line with school location as it affects academic achievement in Social Studies; Balogun (2012) laments that unfortunately in Nigeria, where there is a preponderance of poverty amongst the populace and a wide gap between the rich and the poor, disparity in the distribution of resources and social amenities on the part of the government, the population are polarized into two: those who are favourably disposed and able, and those who are dis-favourably affected.

Teachers are differently distributed to schools. Apart from the tendency of qualified teachers to seek deployment to schools located in urban towns, particularly in the state capitals, more school facilities and

services tend to be concentrated in urban schools. In the words of Sander (2015), teachers with the highest training are posted to the largest cities, and even more noticeable to the capital which results to the disparity of the quality of teachers in urban schools compared to those in rural areas, which consequently affects students' academic achievement. Rural schools become consistently poorly staffed arising from the personal refusal of some teachers to serve in remote locations. In such locations, school lives are characterized by dilapidated buildings and inadequate or lack of resources.

In Nigeria today, the society, parents, and students seem to associate better performance and achievement to a variety of factors for which school location is inclusive. School location simply describes the settlement or area in which a school is situated. The settlement could either be urban or rural areas. Student achievement may be greatly influenced by the area in which the student lives or where the school is located. The variation as opined by

Eraikhuemen (2014) can be a result of geographical location of the schools, resources, availability of technology and quality of teachers. The author also identified that low performing youths are mostly found in rural areas.

Teaching facilities are everything used directly or indirectly for the purpose of teaching and learning. It can also be explained as the entire school plant such as classrooms, staff rooms, laboratories, workshops, libraries, consumables, audio-visual aids, water, electricity, tables, stationeries, and playgrounds (Inyang-Abia, 2010). The teacher's ingenuity in improving, adopting and maximizing the utilization of the scarce and often insufficient teaching facilities can have a tremendous impact on the successful teaching and learning of Social Studies (Alimi, 2010).

Teaching facilities are vehicles that carry messages from the transmitter (teacher) to the receiver (students). The use of a teaching facility as a tool in the application of the entire curriculum content cannot be overlooked, thus making knowledge feasible. With the

help of these facilities, policies can be transmitted into facts. Fan (2013, pp 206) enumerates the educational values of teaching facilities to include the following:

- i. Provision of direct or firsthand experience on the realities of the social and physical school environment.
- ii. Promotion of meaningful communication for effective teaching and learning.
- iii. Ensure better communication and retention of information thus, making teaching, learning and recall more permanent.
- iv. Stimulation and motivation of teachers and pupils towards feasible teaching and learning.
- v. Arousal of teachers' and learners' interest in all areas of teaching and learning.
- vi. Encourage teachers and pupils' active participation especially; subsequent teaching and learning permit manipulation of materials used.

- vii. Provision of a common experience upon which other learning can be based.

Teaching facilities are provided by the schools for the purpose of enhancing teaching and learning. It includes the classrooms, laboratories, laboratory equipment, school furniture, chalkboard, tools and machine, audio and audiovisual aids, etc. The importance of teaching facilities cannot be over-emphasized as they help to promote teaching and learning in the school system. Commenting on the importance of teaching facilities in schools, Ogbonna, Grace, and Nnana (2013) wrote that learning takes place better and faster in school environments with high level of buildings, accommodation, furniture, and equipment than an environment where these items are lacking. Teachers too, cannot teach effectively without adequate teaching facilities.

School location and teaching facilities play a vital role in determining the academic achievement of students in Social Studies. Indeed, the quality of student academic

achievement is a function of various interventions. The joint effect of school location and teaching facilities do interplay to influence academic achievement in general and Social Studies in particular. It is on this basis that this research has been undertaken to find out if school location and teaching facilities ultimately influence students; academic achievement in Social Studies.

1.1 *Statement of the problem*

It is evident in Cross River State as observed by the researcher that the academic achievement of students in Social Studies is poor. This has resulted to the inability of the students to proceed to senior secondary level, economic and social wastage, and thus, calls for great concern to all stakeholders in the education sub-sector. The performance of students generally in JSSCE from 2016-2019 in the State has been reported to be abysmal. This ranged retrogressively from 44 percent in 2016 to 0.95 percent in 2019. The failure was not just intense; it was hopeless in the sense of its critical nature in the Post Primary Schools. In this case, and as declared on August 23,

2014 by the State Ministry of Education, only 13.98 percent of 22,295 candidates obtained credit pass in Social Studies, English Language and Mathematics. This is a pointer to the fact that all is not well with the students' academic achievement. Can this poor academic achievement be attributed to school location and/or none/less availability of teaching facilities in schools?

1.1.1 *Purpose of the study*

The main thrust of this study is to examine the influence of school location, teaching facilities on academic achievement of JSS 3 students in Social Studies in Cross River State, Nigeria. Specifically, the study seeks to:

- i. Determine the influence of school location on students' academic achievement in Social Studies in Cross River State.
- ii. Find out the teaching facilities used for effective teaching and learning of Social Studies in Cross River State.

1.1.1.1 *Research questions*

In order to achieve the stated objectives of this study, the following research questions were posed:

- i. What is the influence of school location on students' academic achievement in Social Studies?
- ii. What proportion of the teaching facilities for effective teaching and learning of Social Studies in Cross River State are used?

1.1.1.1.1 *Statement of hypotheses*

While answers will be sought for research question two (2), which has no corresponding hypothesis. This hypothesis will be tested in the study:

- i. There is no significant influence of school location on students' academic achievement in Social Studies.

2.1 The review of school location, teaching facilities and academic achievement of students in Social Studies

School location is one of the greatest factors that influence the allocation of educational

resources and academic achievement of students. This ecological factor is divided into urban and rural. Throwing light on location influence of schools, Ezike (2011) conceptualizes that urban environment is those environments that have high population density having a high variety, beautify and common view place. The researcher further identified the rural environment as being characterized by low population density having low variety and isolated place. Owolabi (2010) observes that most competent teachers appreciate working in urban areas than due to inadequate social amenities, facilities, poor library facilities, poor playgrounds, and ineffective laboratories. The location of schools in rural areas is commonly associated with: incompetent teachers, non-acceptance of transfers, or offer of appointment to remote areas, poor transportation means, and low student enrolment.

Eraikhuemen (2014) undertook a study to examine the influence of gender and school location on Senior Secondary School II students' achievement in Mathematics in

Edo State. Using four hundred and three (403) students randomly selected from twelve (12) schools in four (4) local government areas and sixty (60) items, Mathematics Achievement Test (MAT). The result of the analysis showed that urban schools perform academically better than rural schools in Senior Secondary School Mathematics examinations in Edo State.

In a related study, Chianson (2014) carried out a study on the relationship between School location and Mathematics students' achievement in a cooperating learning class and the findings of the investigation revealed that students in the urban schools performed academically better than students in the rural schools. The difference in performance may be due to a lack of funds to furnish these schools with adequate instructional facilities as well as competent teachers with knowledge of relevant teaching strategies.

The variation as opined by Eraikhuemen (2014) may be due to geographical location of schools, quality of teachers, technology level, and resources. The author also

observes that poor performing students are predominantly found in rural schools. In a systematic analysis of Adult and non-formal education in Cross River State, Ikashi (2015) compared rural and non-rural students' achievement in 2013 and 2014 in the State Commission for Mass Literacy, Adult and non-formal Education (SMEC). The author discovered that eight (8th) grade Social Studies assessment showed that while rural and non-rural students had comparable levels of Social Studies achievement in 2013, by 2014 rural students' achievement had begun to outperform their non-rural counterparts.

The availability, accessibility, adequacy, and functionality of teaching facilities to student is not the sole determinant of the learning environment but a major factor if students' knowledge is to be achieved. Without the teaching facilities being available, accessible, adequate and functional to the students' usage, learning the basic curriculum content is difficult. Learning environment-related factors such as

teaching facilities, school location, class size, and overcrowded student population influence students' academic achievement. When facilities are available, accessible, adequate and functional, and students use them under the tutorship of a competent teacher, knowledge is acquired. Reasonable match between students' population and available facilities for students' usage promote acquisition of knowledge. Even adequate distribution of teaching facilities enhances teachers' teaching effectiveness, thereby enhancing students' understanding, and making classroom interactions more interesting, so as to arouse the interest of the students (Floyd & Brain, 2012). For a conducive learning environment to achieve its set objectives, Bassey (2015) conceptualizes that there should be available, accessible, adequate and functional teaching material such as black or whiteboard, writing materials like chalks, markers, handbooks, textbooks, manuals among other teaching tools. Learning tools may help the learning process to excel and these tools should be appropriate,

accessible, identifiable and relevant to students' needs. The importance of teaching facilities cannot be over-emphasized as they help to promote teaching and learning in the school system. Commenting on the importance of teaching facilities in schools, Ogbonna, Grace, and Nnanna (2013) wrote that learning is most appreciated when a good environment is provided, comfortable accommodation, equipment and furniture, than anywhere else.

The adequacy and functionality of school facilities are rated by its ability to meet the requirement for teaching and learning. Therefore, the availability, accessibility, adequacy, and functionality of teaching facilities enhance teaching and learning, leading to students' academic achievement. Akinfolarin (2008) stated that teaching facilities are made up of school plant which includes materials, stationeries, educational plans and objectives, and prescribed methodology. Inyang-Abia (2010) classifies teaching facilities according to their value, use, and importance to achieve educational

goals. These the author named: instructional, creational and residential. Instructional facilities are those facilities that have a direct bearing on the process of teaching and learning, such as classrooms and the equipment in them. Recreational facilities refer to all the facilities used for games and sports such as football, handball, basketball, volleyball, hockey, etc. Residential facilities are hostels, dining halls, staff quarters, staff rooms, offices and the administrative buildings

A study conducted by Eteng (2014) on the influence of teaching facilities on students' academic achievement in history in secondary school, Yakurr Local Government Area of Cross River State showed that schools having sufficient instructional materials obtained a mean score which was significantly greater than that of the schools without sufficient instructional materials. The implication is that students who were taught by teachers with adequate teaching facilities performed better than students who were taught by teachers with inadequate teaching

facilities. The quality of education which our children receive has great relevance to the availability or lack of these teaching facilities. It is not therefore surprising as observed by Bassey (2015), that Cross River State, which is one of the “educationally disadvantaged” states in Nigeria, cannot boast of better-furnished schools. There is a great disparity in the provision of teaching facilities in the urban and rural public schools as in many schools, teaching facilities are not available, accessible, adequate and not functional.

The study conducted by Jones (2012), examined the impact of teaching facilities on secondary schools Economics students academic achievement in Cross River State and the result of the analysis showed a positive difference in the performance of secondary schools students in Economics when they are taught the subject with sufficient teaching facilities. Therefore, schools should provide sufficient teaching facilities to make teachers clarify their lessons. Adequate teaching facilities and a conducive atmosphere are sine qua non for

effective teaching and retention of what is learnt.

Emphasizing on the availability, accessibility, adequacy, and functionality of teaching facilities in schools, Bello (2010) examined the influence of instructional facilities on students' academic performance in English language in Junior Secondary school certificate examination in Edo State, Nigeria. The result obtained showed a significant difference between instructional facilities and students' academic achievement in English Language. The low academic achievement in schools may be traced to unavailability or not enough teaching facilities. The presence or absence of facilities has influenced students' outcomes. The low percentage of performance in Social Studies is due to absence of facilities and materials in the system.

Teaching facilities are vehicles that carry messages or information from the transmitter (teacher) to the receiver (students). The use of teaching facilities as a tool in the

application of the entire curriculum contents cannot be overlooked, thus making knowledge feasible. With the help of these facilities, policies can then be transformed into facts. Fan (2013) enumerates “the educational values of teaching facilities to include the following:

1. Provision of direct or firsthand experience on the realities of the social and physical school environment.
2. Promotion of meaningful communication for effective teaching and learning
3. Ensuring better communication and retention of information thus making teaching-learning and recall more permanent.
4. Stimulation and motivation of teachers and pupils towards feasible teaching and learning
5. Arousal of teachers' and learners' interests in all areas of teaching and learning.
6. Encouragement of teachers and pupils' active participation, especially, where subsequent teaching and learning permit manipulation of materials used.
7. Provision of a common experience upon which other learnings could be based (p. 206).

However, the mere use of these teaching facilities does not guarantee effective teaching and achievement of pre-specified objectives of teaching nor does it bring about the aforementioned objectives. Rather, it is their diligent selection and skillful handling by the teacher that makes them useful in enhancing the effective implementation of the curriculum through expediting learning. Jegede (2010) recommends that

For implementation exercise to be performed in the classroom, teachers must be involved in the selection of

textbooks and other learning facilities to effectively translate theories and instructions into practice. These resources selected must be those that would enhance the effective teaching of the subject matter. To enhance Social Studies learning environment, massive investment in school infrastructural improvements are needed. There is, therefore, need for a complete overhaul of Nigerian education infrastructural facilities, monitoring of its leadership, teachers, and use of resources for

education by multi-stakeholders forum (p.26).

Similarly, Bassey (2015), recommends schools may have to run two shifts morning (7.30am-12.30pm) and afternoon (1pm-6pm) sessions respectively for effective and efficient utilization of limited facilities by various groups of pupils/students as well as teachers. This recommendation of a shift may not be the best option in Cross River where students are made to stay in school between 8am-3pm, coupled with the irregular weather conditions that often alter most activities of the day.

Mahato (2009) conducted a study to determine the Status of human and material resources in public primary schools and their implications in curriculum implementation. The survey sampled 150 school heads out of a population of 2,453 teachers' in 150 public primary schools in Oyo, Ogun, Ondo, and Osun States. One of the objectives of the study was to determine the status of teachers, infrastructural facilities and

instructional materials on ground for the implementation of UBE. A self-constructed questionnaire was designed for data collection. Descriptive statistics of frequency and percentage formed the basis of analysis for data generated. It was revealed that all sampled schools had furniture, good chalkboards, and various charts. The non-electronically operated materials stood at 100% while electronically operated materials, well-stocked library, well equipped first aid centres, latrine facilities, water, recreational facilities, counseling centre with trained staff were less available assessable adequate and less functional. Another study by Folade(2010) however, showed lack of equipment, infrastructure, instructional materials, etc, is undermining the effective execution of the UBE programme. Lack of quality reading and instructional materials would pose a very big challenge in the enforcement of the school curriculum. The finding of the earlier study by Jones (2012) may be faulty because the sample was grossly inadequate, hence, not a true

representation of the population as stated by the researchers.

Salami (2009) conducted a study to find out if the use of instructional materials influenced children's learning habits. In the study, 80 pupils and 150 teachers were sampled in 20 schools in rural communities in Aboh-Mbaise Local Government Area of Imo State. A research question was raised and simple percentages were used to report the findings. The study revealed that an alarming number (95%) of teachers do not use instructional materials to teach in that locality as a result of the inadequacy of needed materials. Children are being taught with the use of the traditional teaching methods coerced by sternness and the application of the cane after the introduction of UBE scheme in State Primary Schools. The study further revealed that even where the materials were available, they were not adequate, hence were not made accessible to teachers.

Ume (2011) presents a finding on the use of instructional materials, which according to

the author, individuals stored forty percent (40%) of knowledge transmitted through visual experiences, 25% is transmitted through auditory experience; 17% through textual; 15% of instructional materials are transmitted through miscellaneous organic substance and 3% transmitted through taste and smell. The author discovered that people recall about 20% of what they heard, 30% of what they see, 50% of what they heard and seen, 70% of what they heard, seen and talked, 90% of what they heard, seen, talked and did. Despite the place of instructional materials reported by educational literature, Sander (2019) maintained that excessive usage of these materials, however, does not guarantee effective communication or effective teaching. It is the selection and skillful handling by the teacher that render them useful in facilitating learning. As such, recommended materials must be made available accessible and adequate to teachers. In a study conducted by Raliya (2012) to find out if availability of teaching facilities influence academic achievement of students' in social studies in Secondary

School in Cross River State, using the survey design with a sample of 252 Social Studies teachers in the research area revealed that selection of instructional materials do not significantly influence academic achievement of students' in Social Studies. From the data collected from the respondents, selection of instructional materials was grouped into low and high levels, for teachers who score 16 and below and above 16 respectively. The results indicated that the calculated t-value of 1.47 was less than the t-value of 1.97 at 0.05, level of significance with 250 degrees of freedom. From this result, the null hypothesis was retained. Hence, the selection of instructional materials does not significantly influence academic achievement of students' in Social Studies in the research area. The second hypothesis was however rejected showing that there is a significant influence of utilization of instructional material on students' academic achievement in the research area.

Bello (2010) conducted a study on the management of “physical and instructional facilities in private and public schools in Delta State”. The researcher was of the view that the library and laboratory which are basic school facilities must be well equipped and functional when they are managed by staff. To the researcher, access to library and laboratory count when there are trained staff to attend to the needs of these facilities. Using t-test analysis, The author discovered that public schools were lacking in skills of management, of physical facilities like laboratories and libraries with a mean score of 12.29 against 14.65 of private schools. The State schools also showed a very high deficiency in the management of instructional facilities with a mean score of 17.09 against 21.05 of private schools. The author recommended that workshops should be conducted for State school teachers in order to educate them on the management and use of library and laboratory equipment and other physical facilities.

3.1 Methodology

The research design adopted in the conduct of this study is Ex-post facto research design. According to Isangedighi, Joshua, Asim, and Ekuri (2004), ex-post facto research design is a type of research design which inferences about relations among variables that are made without direct interactions from concomitant variation of independent and dependent variables. In other words, this design investigates the extent and possible cause-and-effect relationship by observing some existing consequences and searching back through data for plausible causal factors. This design was considered appropriate in this study because the study covered the entire population.

The research area is Cross River State with a total of eighteen Local Government Areas. The State is made up of three (3) education zones, namely, Ogoja, Ikom, and Calabar. Cross River State is one of the States in South-South Nigeria. It was created on 27thMay, 1967 from the former Eastern Region by the General Yakubu

Gowon regime. Its name was changed to Cross River State from South Eastern state in the 1976 state creation by General Murtala Mohammed regime. Its major towns are Obudu, Ogoja, Ikom, Ugep, Akamkpa, and Calabar amongst others. The area falls between latitudes $5^{\circ} 45'$ and $8^{\circ}30'$ north of the equator and longitude $7^{\circ}50'$ and $9^{\circ} 28'$ of Greenwich Meridian (Falade, 2010). It is bounded in the north by Benue State, in the East by Cameroon Republic, Abia State to the West and Akwa Ibom State and Atlantic Ocean to the South. Its capital is Calabar the first capital of Nigeria. The state has a total land area of 20.156 sq/km^2 ($7,782 \text{ sq/m}$) with a total population of 2,104, 446 people according to 2006 National Population Census (NPC) estimate. Cross River State has tourist sites like Nkarassi Monoliths, Afi Mountain, Obudu Ranch Resort, TINAPA Business Resort, the National Park and the Annual Calabar Festival amongst others. The State comprises of three (3) major ethnic groups: Efik, Ejagham and Bekwerra. It has a federal university (University of Calabar), One Federal College of Education, Obudu. A

state University (Cross River University of Technology) with campuses in Calabar, Obubra, and Ogoja, One College of Education Akamkpa, and College of Health Technology amongst others as well as public and private secondary schools spread across the State. Cross River State Land and forest are fertile for cultivation of crops such as yams, cassava, banana, palm oil, and rubbers and cocoa, etc. The people of Cross River State engage in diverse occupations for their livelihood most of them are farmers, civil servants, businessmen, and fishermen. The people of the area have a diverse cultural heritage.

The population of the study is made up of Social Studies teachers and students at the Junior Secondary School level of education. According to the records obtained from Planning, Research and Statistic Units of the Ministry of Education and Secondary Education Board (2015), there are three hundred and twelve (312) Social Studies teachers and ten thousand, four hundred and two (10402) social studies students spread

out in a total of two hundred and fifty-two (252) public schools. The schools are clustered in three education zones-Calabar, Ikom and Ogoja. Both male and female teachers constitute the entire population of the study. The Ogoja education zone had a population of one hundred and seventeen (117) teachers, and four hundred and twenty one (4021) students, Ikom zone had one hundred and eleven (111) teachers and four hundred and fifty two (4052) students and Calabar zone had eighty four (84) teachers and two thousand four hundred and twenty nine (2429) students. The three educational zones have combined population ten thousand, seven hundred and ten (10710) teachers and students (State Ministry of Education, 2015).

The sampling technique adopted for this study is purposive sampling technique. Purposive sampling is a type of non-probability sampling that the researcher uses some consideration in selecting a sample for the study. In this study, the entire population was used for the study. This is because the

population of the study is manageable hence, can be meaningfully handled by the researcher. With the sampling technique employed above, the sample for this study is the entire population of the study. The entire population of the study was therefore used for study as census because it was manageable. This consists of all 312 Social Studies teachers and three thousand and eighty (3080) students in JSS III in 2014/2015 academic year in the research area. Ten (10) students were randomly drawn from the classes of each of the teachers used for the study. This agrees with Denga (2007) who observed that, where the population is small, it can be studied as a census. All the elements of the population were investigated in the study.

Two (2) instruments were used for this study, namely; Availability, Accessibility, Adequacy, and Functionality of Teaching Facilities Checklist (AAFTFC) and Social Studies Academics Achievement Test (SSAAT). The first instrument is a structured checklist named Availability, Accessibility, Adequacy,

and functionality of Teaching Facilities for teaching Social Studies in JSS3 level (AAFTF). It was constructed by the researcher basically to find out from the Social Studies teachers the extent of availability, accessibility, adequacy, and functionality of teaching/learning facilities. It is divided into four (4) sections A, B, C, D i.e. teaching facilities that can be found in the library, laboratory or Resources room, classroom, and school surroundings. Each section of the checklist has 10 items. Teachers are expected to mark (X) as regards to the facilities available or not/less available, accessible or not/less accessible, adequate or not/less adequate and functional or not/less functional as applicable in their schools. The second instrument is Social Studies Academic Achievement Test (SSAAT). SSAAT is a 50-item multiple-choice test used in measuring students' academic achievement. It was administered to students offering Social Studies taught by

the teachers used for the study. It was a standardized test adopted from 2017/2018 JSS3 examination conducted in the State

To establish the reliability of AAFTF as an instrument, a trial test was carried out and Kuder-Richarson was adopted. This was done through the administration of the instrument to small sample of forty (40) English Language teachers in Calabar Education Zone who were not part of the actual sample used for the study. After administration and retrieval of the instrument from the respondents, their responses were scored and analyzed using the statistical package for Social Studies (SPSS), computer software version 20.0. The result obtained from the statistical analysis of data collected revealed a reliability index for the different subsections. The result obtained shows that the research instrument is reliable and dependable as presented in Table 1

TABLE 1

The result of the use of Kudar-Richerdson K20method in determining the reliability of the research instruments (n=40)

S/N	Variable	No. of Items	No. of Resp.	X	Sd	K20
1.	Library faculties	10	40	30.67	3.27	0.85
2.	Laboratory facilities	10	40	32.24	2.56	0.74
3.	Classroom Facilities	10	40	28.48	3.62	0.81
4.	Surrounding facilities	10	40	30.16	3.07	0.76

4.1 Presentation of findings and discussion of result

To give direction to this investigation, two (2) research questions were posed. Of these, one (1) could not be translated into corresponding hypotheses to be tested. Thus, answers were sought for it. On the other hand, data were collected to test one hypothesis. These data were obtained on

teacher variables such as school location. The summary of this is as shown in Table 2. Similarly, data were collected on the facilities in the learning environment with special regards to their measure of availability, accessibility, adequacy, and functionality. The summary of respondent's views on these variables is shown in Table 3.

TABLE 2

Summary of teacher categories /variables used in the study

Variable	Category per Variable	Number	Percentage($\bar{\%}$)	X	SD
School Location	Urban	159	53.7	1.46	0.499
	Rural	137	46.3		

Source: Field Report, 2019

TABLE 3

Summary of respondents' views on the measure of availability, accessibility, adequacy, and functionality of teaching/learning facilities in the learning environment.

Facility	Measure of facility status	Number of respondents	percentage($\bar{\%}$)	X	SD
1. Library/ Facilities	Not/less available	25	8.4	1.9	0.279
	Available	271	91.6		
	Not/less accessible	81	27.4	1.73	0.447
	Accessible	215	72.6		
	Not/less adequate	103	34.8	1.65	0.477
	Adequate	193	65.2		
0.483	Not/less functional	109	36.8	1.63	
	Functional	187	63.2		
2. Laboratory Facilities	Not/less available	17	5.7	1.94	0.233
	Available	279	94.3		
	Not/less accessible	73	24.7	1.75	0.432
	Accessible	223	75.3		
0.430	Not/less adequate	72	24.3	1.76	
	Adequate				

	Adequate	224	75.7			
	Not/less functional		62	20.9	1.79	0.408
	Functional	234		79.1		
3. Classroom	Not/less available		35	11.8	1.88	0.323
Facilities	Available		261	88.2		
	Not/less accessible		102	35.1	1.66	0.476
	Accessible	194		64.9		
	Not/less adequate		104	35.1	1.65	0.498
	Adequate	192		64.9		
	Not/less functional		133	44.9	1.55	0.319
	Functional	163		55.1		
4. Surrounding	Not/less available		34	11.5	1.88	0.319
Facilities	Available		262	88.4		
	Not/less accessible		59	19.9	1.80	0.400
	Accessible	237		80.1		
	Not/less adequate	72		24.3	1.76	0.430
	Adequate	224		75.7		
	Not/less functional	82		27.7	1.72	0.448
	Functional	214		72.3		

Source: Field Report, 2019

4.1.1 Hypothesis one

This hypothesis stated in its null form that there is no significant influence of school location on students' achievement in Social Studies. The independent variable here is the location of the school, whether in the rural

or urban areas. In this case, the students from these two locations were required to be compared in their academic achievement in Social Studies. To do this, independent t-test was used as presented in table 4.

Table 4: Result of Independent t-test analysis of the influence of school location on students' academic achievement

School location	N	\bar{X}	SD	t-value	Sig
Urban	159	61.19	9.827		
Rural	137	61.26	8.855	0.064	0.070

$p > 0.05$, $df = 294$, $\text{crit. } t = 1.96$

As shown in table 4, the influence of school location on students' academic achievement is equivalent to the calculated t-value of 0.064. Given that this is less than the critical t-value of 1.96 needed for significance at 0.05 alpha levels with 294 degrees of freedom, the null hypothesis is therefore rejected. The interpretation of this is that the academic achievement of students from urban areas is significantly different from those of students from rural areas. This is due to the fact that facilities and amenities which make life good are provided in urban schools. Another reason could be observed from the posting of qualified teachers to urban schools and the refusal of qualified teachers to be posted to rural areas. This result agrees with the findings of Eraikhuemen (2014) who find a significant difference in the academic achievement of urban and rural students' achievement.

This hypothesis sought and examines the influence of school location on the academic achievement of students in Social Studies in

the study area. The result from the findings showed school location the influence on academic achievement of students is equivalent to the calculated t-value of 0.064 less compare to the critical t-value of 1.96 needed for significance at 0.05 alpha levels with 294 degrees of freedom. The hypothesis is therefore retained. By implication, the academic achievement of students from urban areas is not significantly different from those of students from rural areas. This is because facilities and amenities which make good life are provided both in the rural and urban schools to make life competitive and creative. Another reason could be observed from the posting of qualified teachers to rural schools, motivated by government policy of paying Special Subject Allowance (SSA) and Difficult Areas Allowance (DAA) which attract teachers to the rural schools thereby bridging

a balance with the urban schools in the form of quality and competition in academic achievement.

4.1.1.1 *Research question one*

What proportion of the effective teaching and learning of social studies facilities are used in Cross River State? To provide an answer to this research question, data were collected from the respondents using Availability, Accessibility, Adequacy, and Functionality of Teaching Facilities Checklist (AAFTFC). This was done taking into consideration facilities grouped under the school library, laboratory/resource room, classroom and the school surrounding environment including facilities for co-curricular activities. The summary of the data collected is as presented in Table 4. The responses with regards to library facilities indicated that 25 respondents (8.4%) are of the view that libraries and facilities available in the school libraries are not/less available, while 271

(91.6%) of the respondents agreed that they are available. Among this number, 81 respondents (27.42) said that the library/facilities are not/less accessible while 215 (71.6%) say otherwise. 103 (34.8%) opined that the library and inherent facilities are not/less adequate while 193 (65.2%) hold otherwise view. Similarly, 109 (36.8%) of the respondents maintained that the library /facilities are not/less functional while 187 (63.2%) say otherwise.

The opinions of the respondents with respect to availability, accessibility, adequacy, and functionality of laboratory and its facilities as surveyed in the investigation revealed that 17 respondents (5.7%) only asserted that such laboratory facilities are not/less available while 279 (94.3%) were of the view that it was available. 73 (24.7%) of the respondents see the laboratory/resource room facilities to be less accessible or not accessible while 223 (75.3%) agreed that such facilities were accessible. In terms of adequacy, 72 (24.3%) agreed that such facilities were either not adequate or less

adequate while 224 (75.7%) say otherwise. Lastly, 62 of the respondents (20.9%) agreed that their laboratories/facilities are not/less

functional while 234 (79.1%) submitted that theirs are functional.

TABLE 5

Frequency and percentage of the availability, accessibility, adequacy, and functionality of facilities for the teaching of Social Studies in JSS 3.

Options Facilities	Availability		Accessibility		Adequacy		Functionality	
	Available	Not available	Accessible	Not accessible	Adequate	Not adequate	Functional	Not functional
Library facilities	271(91.6)	25(8.4)	215(71.6)	81(27.4)	193(65.2)	103(34.8)	187(63.2)	109(36.8)
Laboratory facilities	279(93.3)	17(5.7)	223(75.3)	73(24.7)	224(75.7)	72(24.3)	234(79.1)	62(20.9)
Classroom facilities	261(88.2)	35(11.8)	194(65.5)	102(34.5)	192(64.9)	104(35.1)	163(55.1)	133(44.9)
Physical environment facilities	262(88.5)	34(11.5)	237(80.1)	59(19.9)	224(75.7)	72(24.3)	214(72.3)	82(27.7)

Source: Field Report, 2019

In terms of availability, accessibility, adequacy, and functionality of classrooms and its inherent facilities, the responses to the checklist indicated that 35 (11.8%) of the respondents agreed that such facilities are not/less available while 261 (88.2%) see these to be available. While 102 (34.5%) of

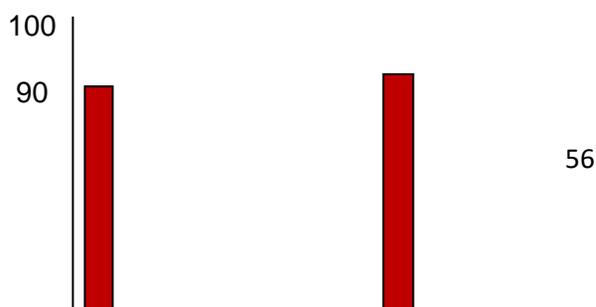
the respondents maintained that this facility is not/less accessible, 194 (65.5%) say otherwise. 104 (35.1%) submitted that classrooms/facilities are not/less adequate while 192 (64.9%) hold a contrary view. Similarly, 133 of the respondents (44.9%) see the classroom to be less or non-

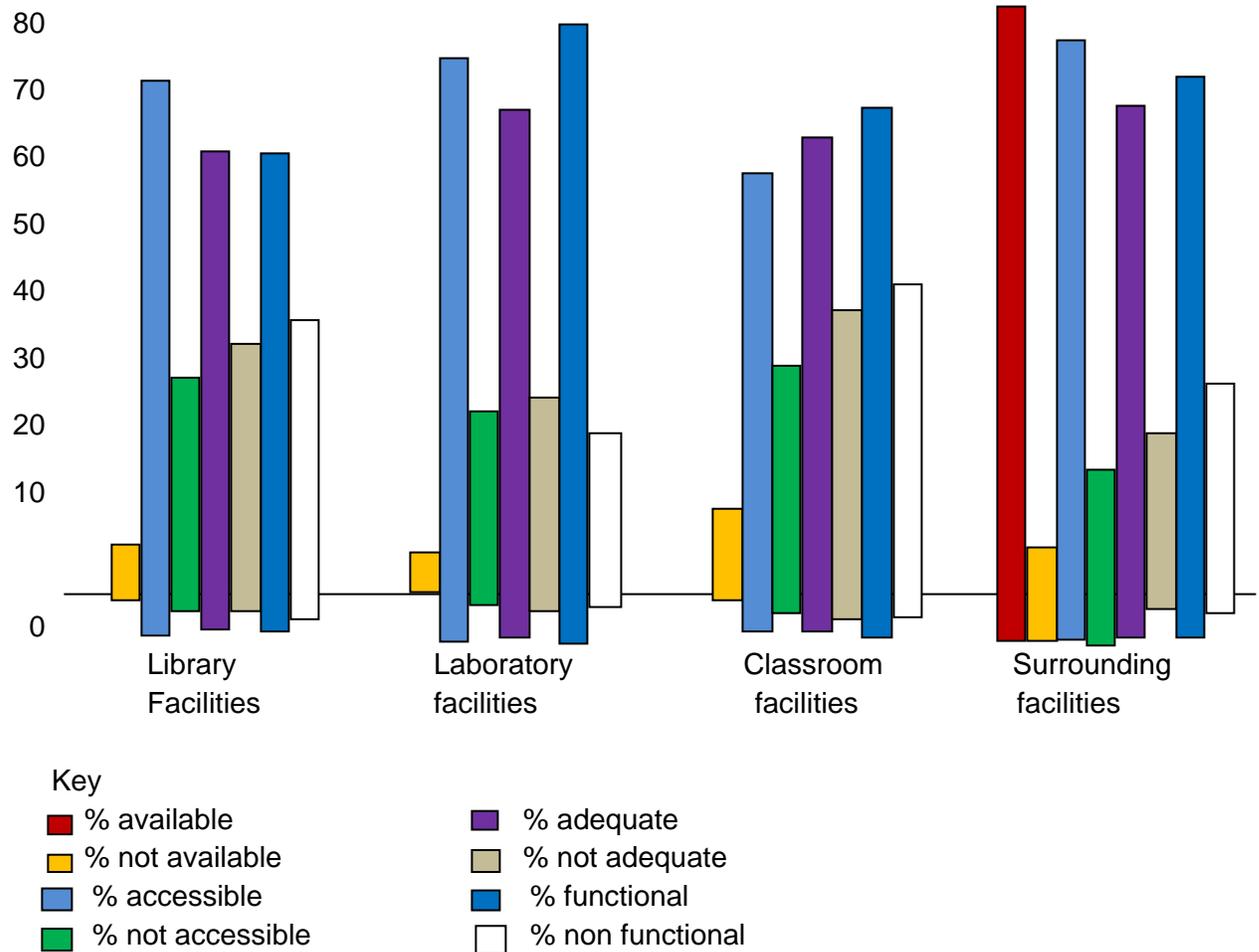
functional in terms of structure and facilities for effective teaching while 163 (55.1%) hold the opinion that the facility is functional enough.

With respect to the respondents' opinion about the availability, accessibility, adequacy, and functionality of the surrounding environment and its inherent facilities, findings were that 34 of them (11.5%) agreed that such are not or less available while 262 (88.5%) said they are available. 59 (19.9%) assert that the facilities are not or less accessible while 237 (80.1%) agreed that such facilities are accessible. With respect to adequacy of such surrounding environment/facilities, 72 (24.3%) of respondents submitted that they are not/less adequate while 224 (75.7%) said such is adequate. Also, it is noted that while 82 respondents (27.7%) agreed that such

facilities are not/less functional. 214 (72.3%) see such physical facilities in the school environment to be functional. Graphically, the bar chart presented in fig 1 below shows percentage of teachers' agreement to available, not/less available, accessible, not/less accessible, adequate, not/less adequate, functionality, and not/less functional of each of the library, laboratory, classroom and surrounding environment facilities for the teaching of Social Studies in JSS 3 in Cross River State. On the basis of the above, it can be submitted that there are divergent views among respondents on their perception of availability, accessibility, adequacy, and functionality of facilities for effective teaching and learning of Social Studies in schools in Cross River State. The view is relative to individual schools and teachers.

Fig 1: A bar chart showing the availability, accessibility, adequacy, and functionality of teaching facilities.





The results of the analysis revealed that there was the availability of library, laboratory, classroom and surrounding facilities in their schools. While only an insignificant response of the 276 teachers revealed that library, laboratory, classroom, and surrounding facilities were not/less available in their schools. Similarly, the findings also indicated high functionality

levels of library, laboratory, classroom and surrounding facilities in schools, while only a small proportion of library, laboratory, classroom, and surrounding facilities revealed that the facilities are not/less functional. From the findings of the research questions, it is submitted that there are divergent views among respondents on their perception of availability, accessibility,

adequacy, and functionality of facilities for effective teaching and learning of Social Studies in schools in Cross River State as the respondents' views are relative to individual schools and teachers. The reason could be advance that because of the last administration deliberate action of renovating and upgrading secondary schools in Cross River State computers, textbooks, chairs, generating set, etc, were provided. The outcome of this investigation is in agreement with that of Bassey (2015) who articulates that, there is a great disparity in the provision of teaching facilities in the urban and rural schools as in many schools, teaching facilities are either not or less available, accessible, adequate and are not/less functional. However, the conclusion of the study contradicts that of Folade (2010) who revealed that lack of infrastructure and instructional facilities are problems in determining the successful implementation of Universal Basic Education (UBE). Also, the finding contradicts that of Raliya (2012) who revealed that the selection of instructional facilities does not have

significant influence on academic achievement of students in Social Studies.

5.1 Conclusion and Recommendations

Based on the findings of this study, it could be concluded that school location and teaching facilities are indeed important factors that need to be taken into consideration in the teaching and learning process in schools in Cross River State. On the other hand, policymakers, government, and education sectors should use the variables to tackle loopholes influencing the achievement records of students. Based on these, the following recommendations were made:

- i. The government should urgently embark on renovation and procurement of educational facilities across the secondary schools in the State.
- ii. Social Studies teachers should be encouraged by the government through regular payment of incentives like

increment in yearly steps and rural area allowances to enable teachers accept posting, disregarding the nature of the school environment.

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