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Abstract

The study assessed the awareness and utilization of social studies learning facilities in Junior Secondary Schools in Ebonyi State. A descriptive survey design was adopted for the study. A sample of twenty-four teachers and four hundred and sixty student were selected from eight Junior Secondary Schools in the three Educational zones of Ebonyi State two instruments namely Social Studies Teachers level of awareness of learning facilities (SSTEALF) and Social Studies teacher's level of utilization of learning facilities (SSTLULF) were used for the study. Two research questions were answered using mean and standard deviation while two hypothesis were tested using ANOVAs of covariance (ANOVA) at 0.005 level of significant. The findings of the study revealed that teachers in Ebonyi State Junior Secondary School are aware of learning facilities in teaching Social Studies and Utilization of learning facilities in Junior Secondary School in Ebonyi State and the study recommended that teacher should be encouraged to go to workshops and seminars to improve more on the use of learning and utilization of learning facilities in Junior Secondary Schools.

Key words:

Awareness Utilization, learning facilities, Teachers, and Students.

Introduction: Background to the study.

Social Studies learning facilities have been perceived to be a potent factor for qualitative Education particular in the era of renewed emphasis on student's active participation and learner-centered education. Scholars in the field agree that learning in social studies can be enhanced through utilization of learning facilities which are generously available within the learners immediate environment. However, most teachers in this social studies classroom tend not be aware that virtually everything within the immediate environment constitute veritable learning facilities for the subject **(Ogumbameru x Rotimi, 2009)**.

The term environment entail physical space and its surroundings in which humans lives and reside which is located in a specific space and setting, the concept of Social Studies studied have been broadly categorized into two namely, the natural environment and the human made environment **(Nkire, 2016)**.

The natural environment consist of all the namely which were not caused to come into existence by man intervention or activities. The natural environment may be broadly group into six namely, land forms, water bodies, animal species, plant species, micro organism and atom pelvic conduction.

Nkire(2013) has broadly categorized human made environment into the social, political, cultural, religious, economics, legal educational as well as science and technology environments.

The different representation of all the components of the natural and man-made environment make up the wide variety of Social Studies learning facilities.

Ogunbayo, Folorunso and Emmua (2015) assert that the learning facilities are relevant materials utilized by both the teachers and students during Social Studies instructional processes to facilitate teaching for the purposes of making contents of the instruction more practical than been vague.

Despite the wide variety of learning facilities which are at the disposal of the teachers and students as learning facilities it is sad to note that social studies teachers tend to be unaware of the resources at their disposal, closely related

to the problem of lack of awareness of the availability of learning facilities in the learners environment is the challenge of under or outright non utilization of available learning facilities.

The location of the school may also contribute to the teacher's awareness and utilization of learning facilities, teaching and learning of social Studies in Ebonyi State. The urban setting with its attendant advancement may affect the quality of teaching offered to students in rural setting.

Nnachi (2024) carried out a study of students in the Urban and Rural areas and their academic achievements in Social Studies in Edda Local Government Areas. The study reveals that students in the Urban area performed better than those in the rural areas.

Nwagu(2013) conducted a research on the level of awareness of Social Studies Learning Facilities in Uyo Local Government Area of Akwa Ibom State and the finding reveal that teachers were unaware of the learning facilities in their environment.

Statement of the problem.

The teachers lack awareness of the learning facilities in our immediate environment is on the increase and has been linked to the lack or poor utilization of such facilities in the teaching and learning of social studies in our Junior Secondary School in Ebonyi State on the increase and this has attribute, the learning process and academic development of students, such learning facilities include those found in the natural and man-made environment.

These study assessed the level of awareness and the utilization of learning facilities in Junior Secondary School in Ebonyi State and also assess the Effect of gender and location of the student in learning Social Studies.

Purpose of the study

The purpose of the study is to determine the level of awareness and utilization of Social Studies learning facilities in Junior Secondary School in Ebonyi State, This study specifically sought to:

1. Access the teaching level of awareness of learning facilities for teaching Social Studies.
2. Ascertain the Social Studies teachers level of utilization of learning facilities for teaching the subject in Ebonyi State.
3. Find out the difference between male and female Social Studies teachers level of utilization of learning facilities for teaching the subject.

Justification for the Study

The finding of this study will be of significance to the Social Studies Educational Planners, the ministry of Education Teachers and parents and Teaching Service commission by providing them with enough information constituting policy measures in the utilization of learning facilities in Junior Secondary Schools in Ebonyi State.

Research Questions

The following research questions were posed to guide the study.

1. What is Social Studies teachers' level of awareness of learning facilities for teaching the subject in Ebonyi State Junior Secondary School?
2. What is Social Studies teachers' level of utilization of learning facilities for the teaching of the subject in Ebonyi State Junior Secondary Schools?

Hypothesis:

Two null hypothesis guided the study and tested at 0.05 level of significance.

1. There is no difference between male and female teacher in the utilization of learning facilities in social studies in Ebonyi State Junior Secondary School.

2. There is no difference in the utilization of Social Studies learning facilities in Ebonyi State Junior Secondary Schools.

Methods

Research Design

The design of the study was the descriptive studies which form on the people's opinion, belief, attitude, motivation and behaviours. It is appropriate because it collects data from the respondents on the present conditions and presents them without manipulation.

Area of the study.

The area of the study is Ebonyi State which have three Educational Zone, Ebonyi North, Ebonyi Central and Ebonyi South and (13) Thirteen Local Government Area. The state is made and of civil servants and farmers and has five higher institution which include Ebonyi State University, Federal University Ndufu Alike Ikwo, Federal Polytechnics Unwana, Afikpo Federal College of Agriculture Isiagu, Ebonyi State College of Education Ikwo.

Population of the study

The target population of the study consist of 229 Social Studies teachers in 209 public Junior Secondary Schools in Ebonyi State. Ebonyi is divided into three (3) Educational Zones namely Ebonyi North, Ebonyi Central and Ebonyi South.

Sample and sampling technique

The sample for this study was draw from the three Educational Zone in Ebonyi State such that Social Studies teachers from eight secondary school (4 from the urban and four from the rural) were randomly selected from each zone and used as participants in this studies this gives a total of a social studies schools and Two Hundred and Twenty Nine teachers as respondents.

Methods of data analysis

The research thus far were answered using percentage and standard deviation, while chi-square used, in the hypothesis testing.

Research findings

Research question one

What is Social Studies teacher level of awareness of these learning facilities for teaching the subject in Ebonyi State Junior Secondary Schools? The awareness was measured on four point likert scale, Aware coded as two and not aware coded as (1) considering the grand mean, of 1.66 we can reduced that teachers are aware of learning facilities for teaching Social Studies in Junior Secondary Schools in Ebonyi State.

Research Question 2

What is Social Studies Teachers Level of Utilization of learning facilities for teaching the subject in Ebonyi State Junior Secondary School in Ebonyi State. The result showed grand mean of 2.79 which falls within the range of high utilization of 4-point scale. This means that Social Studies teachers in Ebonyi State Junior Secondary Schools generally make considerable use of learning facilities in the teaching of social studies.

Hypothesis one

There is no significance between male and female teacher utilization of the learning facilities for teaching the subject in Ebonyi State Junior Secondary Schools.

T-test on the difference between teachers and students in utilization of learning facilities for teaching Social Studies Gender H mean standard derivation of t-Gl t-crit 5.9(2.taved).

Male 192 2.79 303

Female 268 2.78 299 n 458 -535 1.96 593

The mean score for male was 2.79 SD= 303 while that of the female was 2.78 (SD = 799) the mean difference is extremely small indicating almost identical perception of utilization between the two groups, therefore the result shows that male and female is not statistically significance in their utilization of learning facilities for teaching social studies in Ebonyi State Junior Secondary Schools therefore the hypothesis was accepted. There is no significant different between the male and the female teacher’s utilization of learning facilities for teaching the subject in Ebonyi State Junior Secondary Schools.

Hypothesis two:

There is no significant difference in the level of awareness and utilization of the teaching facilities for teaching social studies between urban and rural school on Ebonyi State.

Location	N	Mean	Standard deviation	of t-crit sig 2. Talled
Urban	270	2.79	.299	568 -125(1.96)
Rural	190	2.79	303	

The table represent result of t-test comparing urban(N=270.90) and Rural(N=190) social studies teachers on their mean rating of using learning facilities for teaching. The mean score for urban teacher was 2.79(SD=300) whereas that of rural teachers was also 2.77(SD=303) the mean difference is also minimal, indicating nearly identical levels of utilization across both groups. The calculated t-value (t=-.25) is less than the article t-value (t-article=1.96) at0.05 level of significance. Similarly the significance value (P=.900) is much greater than 0.05 level. This significant that there is no statistical significance between the urban and rural teachers in their utilization of learning, therefore the results show both urban and rural social studies teachers in Ebonyi State utilize learning facilities to the same extent, thus the hypothesis was accepted. There is no significance difference in the awareness and utilization of learning facilities in the teaching social studies between urban and rural schools in Ebonyi State.

Finding:

Based on the findings from the study.

1. Teachers are aware of learning facilities among social studies teachers in junior secondary schools in Ebonyi State.
2. There is high level of utilization of learning facilities among social studies teachers in junior secondary school in Ebonyi State.
3. Male and female teachers share the same similarly in the utilization of learning facilities for teaching social studies.
4. Urban and rural social studies teachers equally utilize social studies learning facilities in junior secondary school in Ebonyi State.
5. There is no significance difference male and female utilization of learning facilities for teachers the subject in Ebonyi State Junior Secondary Schools.
6. There is no significance in the level of utilization of learning facilities for teaching social studies between urban and rural schools in Ebonyi State.

Recommendations: based on the findings of the study the following recommendations were made:

1. The ministry of education and school authorities should continue to provide awareness and orientation programmes to sustain and deepen teachers knowledge of available resources.
2. Stakeholders should invest in regular upgrading and maintenance of learning facilities to ensure their continued effective use in social studies instructions.
3. Professional development opportunities should be designed without gender bias, ensuring both groups are equally supported and encouraged.
4. Policy make should maintain and strengthen equitable distribution of resources across all school locations to maintain this balance

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