



SCHOOL LOCATION AS CORRELATE OF STUDENT ACADEMIC PERFORMANCE.

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Abstract

The study examined school location as correlate of students' academic performance. The population of the study comprised of all students in the 45 public secondary schools in urban and rural Esan west local government area, Edo state...(346) students, selected through stratified random sampling technique constituted the sample of this study. A descriptive research design was adopted. The instrument used for data collection was titled "students' Academic performance in urban and rural public secondary school questionnaire. The t-test values of the variables were 66.96 and 63.56 respectively thus the result were found where found to be statistically significantly at the 0.05 level of significance. From the result of the funding, appropriate recommendation were made.

School Location

School location is a geographical position, sitting or nearness to specific environmental features within a given environment. In to nearness to the suburb of a city and availability of social amenities in a locality, a school could be said to be either rural or urban. While rural societies or communities are generally characterized with the absence or scanty provision of social amenities such as electricity, pipe-borne water, technical resources. Safe and secure facilities urban areas are generally known to be richly provided with infrastructure and laced with a dense population. Ugwu, Aleke and Ekaniyere (2015) submitted that the scanty provision of social amenities restricted to the general society but also in their school which is typical characterized by power educational standard, poor working conditions for teaching staff, low supply of school infrastructure, human, learning resources and other school related facilities.

It has been proven by some authors that school could pose as a negative factor to students in their educational process. This could be caused by some factors that the school would I have used to motivate the students but such are not available in their researchers, Piwuna and Haggai(1999) found out that the numbers of public schools in Nigeria are grossly inadequate for the children to learn. Many of the classrooms are over crowded with a population ranging from 60-135 in the town ships. The authors also found that in such classrooms noise is a major problem. The classroom environment therefore hinders motivation in student besides learning facilities



such as seats, and desk are grossly inadequate to the extent that children sit on the window or on the floors and write on their condition, the students would not be well-motivated.

MacAnthony(2004) argued in the same vein that the school environment must be such that motivates the students for a better learning. Also the school should be able to provide for the basic standard materials that can motivate students to learn. However, he lamented that the opposite is most often that case where students learning too to splurge them to have a focus on excellence, situations like these are nothing but rear themselves as a threat to motivating factors to student.

Moro S.O Oboh (2001) opined unavailability of supporting equipment, which encourages physical activities and cooperation plays kills the student interest. Whereas when all these are available. They propel the students to go to school daily and also creates room for them to be in school to study by the fact that they are in school premises. It shows that they are ready to learn and study. If the environment is not stimulating, the students will rather prefer stay back at home.

School location and student academic achievement

According to Adeyemi, T.O 2010, Stated that, some schools in this country, especially those in rural areas lack instructional materials as compare to those in urban areas.

Some of those which are designated, as science schools do not even have science laboratory. Furthermore, some schools do not even have teachers in subject offered in the school curriculum, such as mathematics, English language, chemistry, physics et cetera. Some of the teachers have standard qualification and capabilities, teachings in schools environment with infrastructural facilities that are pathetic to behold an environment in which education hardly have motivational enticements.

As compared to the schools in urban centre, teachers posted to the rural schools usually often comes to class regularly to teach and beaches of the lack of basic social amenities in such areas. Poor supervision of teachers by inspectorate division of the ministry of education, students are not properly encourage to learn and those poor coverage of syllabus.

Principals in those schools may at times results in hiring teachers who are not qualified to assist in teaching. Those students in the rural schools would also want to benefit from the life survival in the society and since certificate for examination would enable them to gain admission into higher education and job in the society, they will try all positive means to pass their external examination through malpractice because the man see it as the only way to complete comparably with their counterpart in the urban schools (Ochoga, D.A.2002) Invariably the schools head or teachers in these rural schools often assist their students in involving in examination malpractice as a form of compensating the students for the lapses in the school, of course the students are not able to defend what they have learnt for their interest is to have certificates which will not be useful to both the students and the society, so the objective of having students is not achievement.

Objectives

The objective was to examine school location as correlate of students' academic performance of students in Esan West Local Government Area of Edo state.

Research Question

Does schools location motivate academic performance?.

Hypothesis

- School location does not significantly motivate academic performance of students
- There is no significant different between performance of student from urban secondary schools and those from rural secondary schools



Method

The sample consisted of 346 students that were selected through random sampling technique from 45 public secondary schools in Esan West Local Government Area of Edo State. The instrument used was the questionnaire which was designed based on the hypothesis, the instrument went through all the pre-test required and was found to have reasonable face and content validity. Reliability co-efficient was computed to be 0.69 using the split-half statistics. The index of 0.71 was arrived at after it was corrected by the use of Spearman Brown prophecy formula.

Results And Discussion

TABLE 1

Summary of T-test analysis of differences in urban and rural student locations.

VARIABLE	N	X	SD	JF	T-CAL	SIG	REMARKS
URBAN	166	66.96	20.933	344	1.378	0.049	(p≤.05)
RURAL	180	63.96	24.645				

TABLE 1; Indicates that the T-calculation is 1.378, which is higher than the table value of 0.049 and is statistically significant at the 0.05 level of significance. The urban students had a higher mean ($x=66.96$) in their academic performance than their counterpart from rural area with a lower mean. Therefore the null ($x=63.56$) hypothesis is rejected. Students from urban areas perform better than students from rural areas. This is to say that the geographical location of schools has influence on the academic achievement of students. Rural and urban dichotomy in terms of academic achievement of students as highlighted has been attributed to various cause vis-à-vis, uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, nonchalant attitude of some communities to schooling among others.

The above result supports the finding of Beeby (1986) who maintain that socio-economic welcoming of students' parents has a strong relationship with students' academic performance emphasizing that the urban/rural location of schools appear to outweigh this factor in fixing the language performance of learners, whereas learning in an uncondusive atmosphere cannot produce positive language performance.

The above result also supports the earlier findings of Hallak (1977), Obe (1984), Kemjika of students in rural community differed from those in urban location. In his own contribution on rural/urban differences, Boylan (1998) reported that the rural schools were inferior and lacked in the range of facilities; the researcher agrees with one Obe (1984) and Kemjika (1989) that a lot of coaching of urban students is done to prepare students for public examinations thus promoting the spirit of competition and rivalry which may be lacking in the rural pupils, probably owing to limitations in exposure and experience.

The funding also corroborates, Johnson (1998) finding with his conclusion that school locating relief, drainage, soil vegetation and features as the examined factors of geographical location of schools which he opined may collectively or singularly influence the students' academic performance. The study also conforms to the funding of Ayodele (1988) who found that pupils in urban.

Primary schools excel these in rural schoolin English language and Arithmetic. He concluded that location of the schools has a great effect on pupils' intellectual performance than does the size of class.

Conculsion

In terms of location, the study has proven that students in urban areas had better academic achievement than their rural counterparts. In other words, students in urban location have a very great advantage by learning in



an urban environment, which apparently enriches their academic knowledge, despite the apparent advantage, as it were, of having to learn in large class.

Recommendations

- It is recommended that the government should bridge the gap between the rural and urban locations by providing the rural dwellers the social locations amenities which will enhance better academic performance.
- The community should assist the government by providing taxes and buses to facilitate movement of teachers and students to their school.
- Adequate incentives should be provided to rural area teachers to encourage them to put in their best to remain in their duty stations.
- Government should assist the rural communities with accessible roads and resources required in urban schools, should also be made available to rural schools.

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