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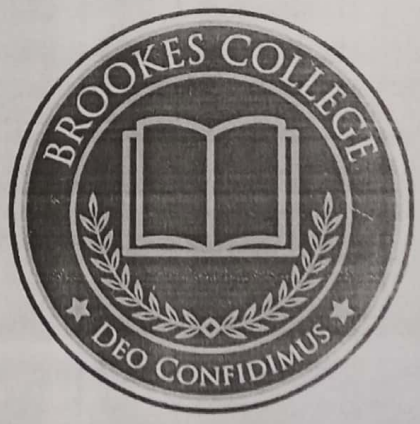
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INFLUENCE OF SCHOOL LOCATION ON STUDENTS' ACADEMIC PERFORMANCE INOGUN STATE SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

Afolabi, S. O. & Elegbede, B.

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Center for Management Practice

Brookes College

#250, 6424 36 St NE

Calgary, AB T3J 4C8

+1 (403) 800-6613

research@brookescollege.ca

www.cmp.brookescollege.ca

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INFLUENCE OF SCHOOL LOCATION ON STUDENTS' ACADEMIC PERFORMANCE INOGUN STATE SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

Stephen O AFOLABI, PhD
Faculty of Education
Department of Educational Management
Kwara State University
Malete
Stephen.afolabi@kwasu.edu.ng
+2348038315408

And

Babatunde Elegbede
Nigerian Army College of Education
Sobi Cantonment, Ilorin
Eleojoegold4u@gmail.com
+2347033908143

ABSTRACT

The Study adopted descriptive survey research design to determine the influence of school location on students' academic performance in secondary schools in Ogun State. The poor academic performance of students in West African Senior School Certificate Examinations (WASSCE)especially in core subjects like Mathematics, English Language and other subjects in the past years was becoming worrisome to parents and other stakeholders. The study generated two research questions and one research hypothesis each. The population comprised 83,335 students in 93 senior secondary schools, from which 5.645 students were chosen from rural and urban areas using proportionate sampling technique. The instrument titled "School Location and Students' Academic Performance Questionnaire (SLAPQ)" was subjected to face and content validity. Reliability coefficient of 0. 77 was obtained using Cronbach Alpha e The data were analyzed using mean and standard deviation and independent t-test at 0.05 level of significance. The level of academic performance of students was found to be very high (85%). The result also revealed that there was even spread of secondary schools in both rural and urban areas in Ogun State. There was significant difference in the academic performance of students' in secondary schools based on school location (t_{118} = 23.823, P=0.007). Based on the findings, the study recommended, among others, that accessibility should be considered in the choice of siting schools. Also, amenities should be provided for the rural communities to make them suitable for schools.

Key words: Schools Location, Students Academic Performance and Secondary Schools.

Background to the Study

The poor academic performance of students in Nigerian schools, especially in West African Senior School Certificate Examinations (WASSCE) in core subjects like Mathematics, English Language and other subjects in the past years has becoming worrisome to parents and many stakeholders. In 2018, the Minister of Education was summoned by the Nigerian Senate on the mass failure in WAEC, especially in science subjects in most Nigerian schools (Vanguard, 2018). Antony and Peryathaniby (2016) stated that students' performance in sciences in secondary schools has come under severe criticism due to factors such as teacher qualifications, laboratory equipment, inadequate practical lessons and few time allotted to science subjects on the time table in schools.

School location is an important aspect of students' achievement, as well as social cohesion within the society. Yet, the location of schools in Nigeria seems to be lopsided, as consideration is not usually accorded rural areas where the schools would have ample opportunity to expand without hindrance in terms of land dispute, and where there is less noise pollution Organization for Economic Cooperation and Development (OECD, 2013) described school location as the community in which the school is located, such as a village, hamlet or rural area;a small town, a big town, a city,a market or noisy environment or a quiet and serene environment. According to Oredein, (2016), school is a social and learning agent that provides the environment upon which a child may be formally educated in order to attain educational goals.

The World Bank recommended that the following data were needed for rationalizing and drawing up of both the urban and rural school map. Schools which includes physical aspects, site, type of building, usage, capacity, teachers (numbers, qualification, and age); students which include enrollment in school by age, individual data in age, sex, previous schools, home, location, mode of transport, time taken in home/school journey, parental background; Rural and Urban Area Data which include land use administrative map on a large scale as possible, planning reports, settlement patterns and the likes are required. These school locational planning techniques have been reportedly used by a number of countries to solve their educational problems (World Bank Cividelines, 2010).

Akilaya (2001) cited inIchipi-Ifukor (2012) described school location as precise geographical spot of the school, which contains buildings where the school equipment are kept for educational use.The location of any school has to follow laid down rules such as distance from noisyenvironment like the market, industrial areas, pubs, parks and other noisy environments. One important thing in the consideration of the school location is the population that the school intends to serve and the distance the students would have to cover before getting to school. This accounted for the reason why Federal Government of Nigeria (2013) stated that location of schools should be given high priority while special attention should focus on some aspects in their planning.

School location are two variables that seem to influence students' academic performance more, in recent times. Students' academic achievement and teachers' qualifications in schoolsare reflected in the efforts teachers deploy into the teaching and learning activities.

A school is an institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teacher (Wikipedia, 2019). Schools can be sited where it is convenient for learners or otherwise, which implies that schools must be properly sited to bring about the desired change in learners' behaviours. Organization for Economic Co-operation and Development (OECD,2012) described school location as the community in which the school is located, village, hamlet or rural area, town, city,close to the centre of a city or elsewhere in a city.

Olga (2011) stated that selecting and acquiring suitable school site is an important part of the school plant planning process. A school site is one of the factors that can either enhance or hinder the implementation of its instructional and non-instructional programmes. The site is also one of the factors that can determine how useful a school plant can be to the members of the local community. One of the most vital problems to address when establishing a new school or expanding an existing one is that of securing an appropriate site.Sites generally stands for the area or exact plot of land or ground on which anything or a structure, or group of structures are, has been or is to be located.

It is important that wherever possible, the school site should be of adequate size to accommodate all the structures, services and activities required to conveniently implement an educational programme. It is obvious that without a school site there will be no physical structure called school. Olga (2011) also pointed out that size, location and nature of the school site can facilitate or hinder the implementation of the school programme and affect the children's learning opportunities. If a school site is small, for instance, it may not be able to accommodate all the physical structures needed to implement the school programme effectively or have play and recreational grounds. Attempts to overcome this problem may lead to high expenses on special design and construction of school buildings. Alternatively, it may lead to operating the school on two or more sites with the attendant coordination and transportation problems. Stewart (2016) pointed out that school site should be accessible to school children and the community at large. It also conditions how visitors and newcomers perceive the school. It is possible that it also affects how children in a school.perceive it. The location or the site of schools may also affect children's attitude to school attendance and possibly the achievements of children in such schools.

. In Nigeria today, most rural based schools lack enough qualified teachers, they are poorly equipped and lack basic amenities; all these serve as inhabiting factors for good academic performance. The study conducted by Muraila and Muhammed (2018) in Palestine indicate an increase in systolic and diastolic blood pressure of middle school children in schools close to noisy urban streets, and abnormally

high blood pressure in children residing around airports. Exposure to traffic noise at elementary schools also has been associated with deficits in mental concentration, making more errors on difficult tasks, and greater likelihood of giving up on the tasks before the time allocated has expired. Adeyemi (2013) asserts that school location is significant to students' academic achievement. The school location is seen in terms of city (urban) and less city (rural). Series of studies have investigated the importance of school location at influencing learning outcomes.

UNESCO (2013) emphasized that students dropping out of school and their poor performance is frequently due to the long distance they have to trek, under-nourishment and the need to work hard with their families at home. According to Adeyemi (2013) rural schools are typically less active than urban schools in Nigeria, although with some variation between states. He claimed that there is a large achievement gap between urban and rural areas, although some rural schools perform above average and others are just average. Various studies have confirmed that the location of a school has a significant influence on the academic performance of the child. Adeyemi also submitted that the location of a school has a significant effect on the academic performance of the child.

Osokoya andAkuche (2012) said that the distribution of teachers in the rural schools is not comparable with the urban schools. The number of teachers in rural schools is usually low because teachers do not readily accept postings to rural areas, because rural communities are characterized by low population, monotonous and burdensome life. Most teachers prefer to stay in schools in urban areas, because of the benefits and comforts of the city which include good roads, means of communication, availability of books and teaching materials. Highly qualified teachers also prefer to stay in city schools. This however, affects the schools in the rural areas. Most schools in rural areas lack qualified teachers who can handle subjects like physics especially practical aspect, which is likely to affect students' performance in the subject, as well as other related subjects, negatively.

Iproject (2019) advised that location of schools, at a site readily accessible to staff and students, would allow students from poor homes to make reasonable journeys without much negative effect. Location of schools depend on decisions made by leaders in the local areas and government, Osokoya andAkuche (2005) in Mhiliwa (2015) urge administrators, teachers and community members to ensure availability of good infrastructures for quality learning outcomes. Geographical location of the school is necessary as distance from home residence of the learners and their facilitators are important to make them attracted to learning activities.

According to Narad and Abdullah (2016), academic performance is the knowledge gained assessed by marks given by a teacher. Educational goals are measured by using continuous assessment or examinations results. Williams (2017), said that when people hear the term "academic performance" they frequently think of a student's GPA, especially, senior secondary school students. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests such as Joint Admission and Matriculation Board Examination, West African School Certificate Examinationand National Examination Council. This is why Coursehero (2019) stated that academic results provide a framework for considering how students fare in school, providing a standard by which all students are rated held. Performance result also allows students to be ranked and sorted on a scale that is numerically obvious. There are some factors that must be considered when discussing student academic performance. Such factors according to Williams (2017) include:

(a) Grades:which are often considered first when evaluating students' academic achievement. For instance, schoolswhich rank students by their Grade Point Average, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Scholarship organizations and universities also consider grades especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance.

Test scores: Grades do not always reflect a person's knowledge or intelligence. Some students do not perform well in a classroom setting but are very intelligent and earn high marks on Intelligence Quotient (IQ) tests, standardized testing or college entrance examination. Universities and employers consider these scores along with other measurements, for instance, tests such as the Unified Tertiary Matriculation Examination (UTME) and National Common Entrance Examination (NCEE) determine if a student will be accepted into university or Government Secondary School. These institutions place great importance on these scores and may rusticate anyone who scores below a certain mark.

(c) Extracurricular activities: Some of the brightest students donot assimilate but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence;qualities attractive to universities and employers. Some colleges will admit and even award scholarships to students who earned average grades but display a pattern of achievement by consistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and easy to train.

(d) Leadership:Some students demonstrate their competence by serving in Student Representative Council (SRC) or holding offices/positions such as prefects, speaker, deputy speaker and clerk in student's

parliament. They might regularly organize student events such as fundraising, rallies or dances. Others participate in volunteer organizations and coordinate food drives or other community outreach efforts.

These factors are referred to as curricula and extra curricula activities, because students show their ability prowess in any activities they know best. This shows that both in school and out of school activities are important in measuring the academic performance of any student.

LITERATURE REVIEW

Ellah andIta (2017) conducted a research to determine the correlational relationship between school location and students' academic performance in English language in secondary schools in Ogoja Local Government Area of Cross River State. It adopted a survey research design. The population of the study comprised all the 836 senior secondary two (SS2) students of the 2016/17 academic session in all the 46 public and private secondary schools in Ogoja Local Government Area. Through stratified random sampling, a sample of two hundred (200) students was drawn for the study. Out of this number, 124 representing 62% were males; while 75 students representing 38% were females. The instrument used for data collection was achievement test tagged English Language Achievement Test (ELAT) carved from 2015 English Language Mock Examination. The data obtained was analysed using independent t-test. The results revealed that there was a significant difference in students' academic performance in English language on the basis of school location

Mhiliwa (2015) conducted research on the effects of school location on learners' academic performance in community secondary schools in Makambako town council, NjombeTanzania. The study determined the extent to which distance affected the academic achievement of students in the schools. The study was guided by four specific objectives, and was carried out through descriptive cross-sectional study design. Data were collected using semi-structured interview guide, questionnaires and documentary review, by involving 12 teachers, two educational officers, and 200 (80 boys and 120 girls) students. The study respondents were sampled through simple random and purposive sampling technique in which SPSS and inductive analysis procedures were employed to analyze their responses.

The study found that long distance travelled by students to schools made them reach schools late and with empty stomachs. It revealed that location of schoolsled to mass failure for most of the students and long walk among students caused dropout from schools, while many female students get pregnant and failed to attain their educational goals. It was observed that community secondary schools will continue to perform poorly if efforts were not put in place to improve the provision of education in communities in Makambako Town Council

Osokoya and Akuche (2012) investigated the effect of school location on students' learning outcomes in practical physics of eight local government areas of Ibadan in Oyo State. The study adopted 526 senior secondary school students for research and purposive sampling was used. They found out that school location had a significant main effect on students' cognitive attainment and performance in practical skills. Urban environment can be conceptualized as that which has high population density, containing a high variety of beautiful common place views, whereas rural environment is characterized by low population density containing a low variety and isolated place views. Schools are built to improve on people standard of living, economic growth and aid political development.

Also in Serbia, Paunovic, Belojevic and Jakovievic, (2013) investigated the relationship between noise levels, traffic density and presence of public transport and children's blood pressure. The study involved 1113 students of Seibia Republic and the study indicated a possible positive association between the presence of public transport in the vicinity of schools with systolic blood pressure in students in senior secondary schools. In effect, then, the location of schools is of critical importance for effective teaching and learning to take place. There is an increasing evidence of noise effects on human performance that persist outside of the noisy environment. In Nigeria, most people in rural areas are farmers and they engage their children in farming which results to absenteeism in schools. Persistent absenteeism may result in poor performance and retention levels for students. In their view, Kazeem, Jensen and Stokes (2010) said that inadequate school attendance in rural areas is attributed not only to truancy but poor performance.

Research Questions

To guide the conduct of this study, the following research questions were raised:

1.. What is the level of students' academic performance in secondary schools in Ogun State?

3. What is the spread of schools by location in Ogun State?

Research Hypotheses

Based on the research questions, the following research hypotheses were formulated:

Ho1. There is no significant difference in the academic performance of students' in secondary schools based on school location.

Significance of the Study

The study will be of great significance to the stakeholders in education such as policy makers and educational planners. The study hopes to be an eye opener to policy makers on the need for the adoption of standard policy to achieve educational objectives through appropriate establishment of schools in good location and improve students level of academic performance.

The findings of the study will unearth some problems in the location of schools, that adversely affect students' academic performance in Ogun State and expose the government across the globe to the strategies for locating schools.

It is hoped that the outcome of the study will assist in resuscitating the decay in educational system in Ogun state Nigeria. It will also encourage parents in securing admission for their children in well located schools

Purpose of the Study

The main purpose of this study was to examine the influence of school location on students' academic performance in Ogun State. Specifically, the study seeks to determine the influence of school location on students' academic performance in secondary schools in Ogun State

RESEARCH METHODOLOGY

The descriptive research type was used to describe the influence of school location (independent variables) on students' academic performance (the dependent variable).

Research Advisor Table (2006) was used to select a sample size of 120 teachers and 5,645 students. The sample size is therefore proportionately shared among four local government areas using proportionate sampling technique. The instrument used for the study was "School Location and Academic Performance (SLAP) Questionnaire" which was personally designed by the researcher.

The .questionnaire was subjected to face and content validity by three experts. Crombah Alpha method was used to obtain reliability coefficient of 0.77.

ANALYSIS

Research Question Two: What is the level of students' academic performance in secondary schools in Ogun State?

Table 3: Mean and Standard Ddeviation Analysis on the level of students' academic performance in Secondary Schools in Ogun State

Years	Number of Schools	Students Registered	Students that Scored credit & above	% of credit & above	Students that scored below credit	% of Students that scored below credit

2015	8	1416	1218	86	198	14
2016	8	1062	892	84	170	16
2017	8	1017	851	84	166	16
2018	8	896	761	85	135	15
2019	8	1254	1064	85	190	15
Total	**40**	**5645**	**4786**	**85**	**859**	**15**

Source: Field survey 2021

Table 3 indicated the level of students' academic performance in Secondary Schools in Ogun State between 2015 – 2019 in West African Senior School Certificate Examination results in all subjects. In 2015 out of 1416 candidates that registered for WAEC in the selected Secondary Schools, 1218 Students (86%) scored credit passes and above, while 198 candidates (14%) scored below credit passes in their examination. In 2016; 1062 candidates registered in all the selected eight sampled Secondary Schools, 892 Students (84%) scored credit passes and above while 170 students (16%) got below credit passes which is below the standard. Likewise, in 2017 Secondary Schools Examination 1017 candidates registered for the examination in the selected Schools, 851 Students scored credit passes and above which represent 84% while 166 candidates scored below credit passes in which represent 16%. In 2018 out of 896 candidates that registered for WAEC in the selected Secondary Schools 761 Students (85%) scored credit passes and above while 135 candidates (15%) scored below credit passes in their examination. In 2019; 1254 candidates registered in all the selected eight sampled Secondary Schools, 1064 Students (85%) scored credit passes and above while 190 students (15%) got below credit passes which is below the standard.

This revealed that out of 5645 candidates that registered for examination in five years 85.0% of the students that registered had passes above credit level in the examination; while 15.0% scored below credit pass. This implies that the level of students' academic performance in those five (5) years was Very High (85.0%).

Research Question 3: What is the spread of schools by location in Ogun State?

Table 4 Percentage distribution of respondents according to location

Location	Frequency	Percentage (%)
Rural	60	50.0
Urban	60	50.0
Total	**120**	**100.0**

Source: Field Survey, 2021

Analysis of data in Table 4 revealed that there were 60 respondents representing 50.0% fromRural areas and 60 respondents representing 50.0% in Urban areas. This implied that the respondents in rural and urban schools were equal in number.

Ho2. There is no significant difference in the academic performance of students' in secondary schools based on school location.

Table 6 T-test Analysis of the academic performance of students based on school location

Location	N	Mean	SD	t-cal	df	p-value	Decision
Rural	60	54.51	5.87	23.823	118	0.007	S
Urban	60	56.81	2.80				

Source: Field survey, 2021 P<0.05

The data in Table 6 revealed that there were 60 rural and 60 urban respondents respectively. Urban respondents had higher mean ($\overline{X}$ = 56.81; SD = 2.80) than rural respondents ($\overline{X}$ = 54.51; SD = 5.87). The Table revealed that there was significant difference in the academic performance of students' in secondary schools based on school location. (t_{118} = 23.823, P=0.007). Therefore, the hypothesis that stated that there is no significant difference in the academic performance of students' in secondary schools based on school location was rejected. This indicated that rural and urban students differ statistically and significantly in their academic performance in secondary schools, based on school location. Slight difference can be observed with urban students having higher mean (mean = 56.81) than their rural counterparts (mean = 54.51).

DISCUSSION

The study found that the spread of secondary schools between rural and urban areas in Ogun state, Nigeria was even (50% each). The finding agreed with Olga (2011) that selecting and acquiring suitable school site is an important part of the school plant planning process. A school site is one of the factors that can enhance the implementation of instructional and non-instructional programmes. The site is also one of the factors that can determine how useful a school plant can be to the members of the local community. The finding is also in line with earlier findings of Stewart (2016) who concluded that school site should be accessible to school children and the community at large.

Conclusion and Recommendations

School location is an important factor in teaching and learning and its planning is crucial in the process. Therefore, it becomes imperative that good location should be a preference in the choice of siting schools. Also, amenities should be provided for the rural communities to make it adaptable for schools.

The school site should be accessible and of adequate size to accommodate teachers and non- teachers, structures, services and activities required to conveniently implement secondary education programme.

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