
School Location As A Correlate Of Students' Academic Performance Among Senior Secondary Schools In Isokan Local Government Area Of Osun State.

BABAWALE, Kazeem Olayinka

Economics Teacher, A.D.C High School, Apomu, Osun State, Nigeria

E-Mail: yinkusoaupg@gmail.com

Abstract : *The paper's broad objective was to investigate the extent to which school location served as predictor of academic performance in Economics among public secondary schools in Isokan Local Government Area of Osun State, Nigeria. Purposive sampling technique was used to select two (2) schools that is one school per location. Secondary data were extracted from the statutory records of the sampled schools. The data generated were analysed with the aid of student t-statistics at 5 per cent level of significant. The empirical findings revealed that significant difference existed in academic performance of students in Economics on the ground of school location, but in favour of urban location students. It was concluded from the study that school location occupied a prominent position when academic performance of the students is to be taken into consideration. Recommendations such as provision of conducive teaching and learning facilities in both rural and urban schools, attractive package for teachers serving in rural schools among others were suggested.*

Keywords: School Location, Academic Performance, Correlate, Economics

INTRODUCTION

Education is a vital indication of a society's well-being by making positive impact to peoples' living standard, national development and social justice. Education has therefore come to be very important in the life of a man, as it helps individuals in the search for better life, better values, expansion of human domain of knowledge and serving as an instrument of recognition amongst human society. In addition, people of different races and nations have seen education as a weapon of national development. It is on this note that education is universally adjudged to be a powerful instrument of developing intellectual abilities, shaping cultural attitudes and acquiring knowledge and skills. In the formal school system, the attainment of these laudable objectives and other useful ones may be a function of the quantity and quality of variable inputs most especially the teachers engaged in the process of refining/training the learners.

Economics came into the secondary school curriculum as one of the Senior Secondary School subject in Nigeria in 1966. The content of this subject was designed to help students in understanding the human world through enquiring into how resources are used to serve individuals and society. It was also packaged to contribute to the development of critical thinking and decision making skills, which are crucial for the all-round

development of students and in particular for their development as life-long learners and responsible citizens. It is on this note that Oleabhielle and Oleabhielle (2015) advocated that Economics teachers should strive in the implementation of the content of the curriculum without any compromise in order to achieve these educational objectives. This is because, the Economics curriculum content is adequate and if adequately implemented by the teachers and effectively absorbed or understood by the students will help the country to achieve the laudable objective of being among the top 20 players of the world economy come year 2020. Educational objectives which according to Scottish Higher Education Funding Council for 1997/98 consisted of the acquisition of knowledge, the development of understanding and other general intellectual abilities, the development of conceptual, intellectual and subject-specific skills, the development of generic or transferable skills, and the development of values, motivation or attitudes.

Ellah, and Ita, (2017) affirmed that there was a significant difference in the students' academic performance on the basis of school location. In his quasi experimental research, Macmillan, (2012) submitted that there was no significant difference between rural and urban as well as female and male

students' academic achievement in physics even when Computer Assisted Instruction (CAI) was used for students in both location. Agbaje and Awodun (2014) acknowledged statistically significant difference in the academic achievement of students in the standardize test between rural and urban school which was in favour of the students in rural schools. But, insignificant difference between male and female students was observed regardless of the school location. In contrary, Owioye and Yara (2011) argued that there was a significant differences between students' academic achievement of rural and urban secondary schools in senior school certificate examinations, such that, students in urban areas had better academic achievement than their rural counterparts.

It is inferred from the various review of literature on nexus between school location and academic performance with discordant views. This is because some scholars maintain that urban students perform better in examinations-external and internal than their rural counterparts, other found that rural students (in spite of all odds) perform better. Some have submitted in their findings and concluded that no particular set up (urban or rural) can claim superiority over the other because their performances are the same. Alokun (2010) found out that students' problems are strongly associated with poor performance and that sex and location do not affect the negative relationship between student problems and academic performance. In another development, Considine and Zappala (2002) studied students in Australia and found out that geographical location do not significantly predict outcomes in school performance. Shield and Dockrell (2008) while looking at the effects of classroom and environmental noise on children's academic performance found out that both chronic and acute exposure to environmental and classroom noise have a detrimental effect upon children's learning and performance. In view of these inconclusive findings, it necessary to carry out further research to confirm or annul the otherwise protracted issue on the nexus between school location (urban/rural dichotomy) and academic achievement of Secondary Schools students with

particular reference to Isokan Local Government Area of Osun State, Nigeria.

METHODOLOGY

Research Design

The study employed descriptive survey research design of ex-post fact in nature. The design is considered adequate due to the fact that it aims at not only to describe and interpret what is concerned with issues, conditions and practices that prevail or exist, beliefs, and points of views that are going on concerning influence of school location- rural and urban public schools on academic achievement. The observation of the dependent variable may occur before, after and at the same time with the independent variables. In the light of this, it is clear to infer that school location had been in existence before the determination of students' academic performance in such a school.

Target Population

All SSS 3 students who not only sat for public examinations in all public secondary schools but also wrote Economics in Isokan Local Government Area during 2017/2018 academic session formed the target population.

Sample and Sampling Techniques

Purposive sampling method was used to select one rural-Community Middle/High Egbeda Apomu and one urban-A.D.C High School, Apomu public secondary schools in Isokan Local Government Area of Osun State. Besides, all Economics results of the students under investigation was extracted from statutory records of the sampled schools.

Data Collection and Measurement

Relevant secondary data were collected from the sampled schools. Students' score in Economics during 2017/2018 academic session was used to proxy participants' academic performance

Method Data Analysis

Inferential statistics was employed for the analysis of the collected data. This entails student t-test statistics at 5% level of significant.

RESULTS

Table 1: T-test result showing the extent to which school location influence students' Economics academic performance in public secondary schools.

School Location	N	Mean	S.D	T-Cal	T-Tab	DF	Remark
Rural	53	54.11	4.945	4.261	1.645	156	Sig.
Urban	105	58.22	7.016				

Table 1 contained empirical outcomes with respect to school location, that is, rural and urban location, the average score of the students in rural area stood as 54 marks while that of their urban counterparts was 58 marks which was slightly higher than the mean score of the students in rural location. Besides, the findings posited that there was significant difference in performance of students in Economics on the ground of school location, but in favour of urban location students as calculated value of 4.261 was greater than tabulated value of 1.645 at 5% level of significant. In the light of this, school location could be regarded as determinant of academic performance.

This may be attributed to effectiveness of the teachers teaching in urban centre, due to the availability and accessibility of various resources which were meant to aid teaching and learning exercises in the school settings. The report was in alliance with Ellah, and Ita, (2017) in which a significant difference in the students' academic performance in English language on the basis of school location was affirmed. But, the report was in contrary to quasi experimental research conducted by Macmillan, (2012) within which no significant difference was observed between rural and urban students' academic achievement in physics even when Computer Assisted Instruction (CAI) was used for students in both location.

Conclusion and Recommendations

It is concluded that school location occupied a prominent position when academic performance of the students is to be taken into consideration. In the light of this, the following recommendations were suggested for stakeholders of education.

- i. The stakeholders of education most especially parents and government should put a machinery in place which aimed at encouraging teachers in rural schools to be more committed and dedicated to the duties and conducive learning environments for learners not at expense of their counterparts in urban schools. As this

would enhance both teachers and students to engage their whole heart and mind in academic related activities in the public schools.

- ii. Stakeholders of education is advised to design a package which aimed at serving as positive reinforcement for teachers who are teaching in rural public secondary schools. This may connote busy allowance and many more in order to encourage serving teachers in this location to exalt more efforts on their academic involvement for the benefits of learners.

Reference

- Agbaje, R.O. and Awodun, A. O. (2014) Impact of School Location on Academic Achievement of Science Students in Senior Secondary School Certificate Examination, International Journal of Scientific and Research Publications, Volume 4, Issue 9
- Alokan, F.B. (2010). Influence of Sex and Location on Relationship between student problems and Academic Performance. The Social Sciences (TSS), 5(4), 340 – 345.
- Considine, G. and Zappala, G. (2002). The influence of Social Economic disadvantage in the academic performance of school students in Australia. Journal Sociology, 38, 127 - 148.
- Ellah, K. E., and Ita, P.M. (2017) Correlational Relationship between School Location and Students' Academic Performance in English Language in Nigerian Secondary Schools, International Journal of Scientific and Research Publications, 7(9);381-384
- Macmillan M. J. (2012) School Location Versus Academic Achievement In Physics: Does Computer-Assisted Instruction (CAI) Has Any Effect? Journal of Educational and Social Research, Vol. 2 (8); 162-168.
- Oleabhie, E. O. and Oleabhie, E. P (2015) Extent of Implementation of Post-Basic Economics Curriculum in Senior Secondary Schools in Edo

State. Asia Pacific Journal of Multidisciplinary Research,3(3):1-5.

Owoeye, J. S. and Yara, P. O (2011) School Location and Academic Achievement of Secondary School in Ekiti State, Nigeria Asian Social Science Vol. 7, No. 5; 170-177

Shield, B. and Dockrell, J. (2008). The Effects of classroom and environmental noise on children's academic performance. 9th International Congress on Noise as a Public Health Problem (ICBEN), Foxwoods, C.T.