

**SCHOOL LOCATION AND STUDENTS ACADEMIC PERFORMANCE  
IN PUBLIC SENIOR SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

**APRIL, 2024**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT  
OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,  
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## CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Eric IMAYI** with matriculation number **EDU1903** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of B.A. (Ed) Degree in History Education.

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## **DEDICATION**

The researcher dedicates this research study to God Almighty for His infinite love, protection, mercy and grace that has kept her thus far.

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The researcher won't fail to acknowledge Mrs. Toyin Imai.

Finally, the researcher would like to dedicate this project work to God Almighty for making all things possible. Without His guidance and blessings, she would not have had the strength and determination to complete this work.

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## **ABSTRACT**

This study titled school location and students academic performance in public senior secondary school in Edo state; a study of Oredo Local government Area. The objectives of the study are; to ascertain if there is relationship between school location and students academic performance, to identify significant difference in the relationship between school location and students academic performance based on school type and to ascertain significant difference in the relation between school location and student academic performance based on teachers qualification.

Survey research design and descriptive design was used with a sample size of 8 obtained using stratified random technique. 8 copies of questionnaire were distributed to the respondents and 8 was returned, representing 100% which was used for the analysis using correlation.

The result of the analysis was carefully studied and utilized in making the research findings which indicated that urban schools have better performances in WASSCE. They are more exposed to learning, have better infrastructures and have qualified teachers. This study recommends that government should invest more in rural schools to bridge the gap between students of urban schools and rural schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The school can be viewed as a social environment where teaching and learning takes place. Ibadan (2010) noted that the word 'school' evokes a picture of teachers, students, others in an interactive environment. The school is an institution of learning and it can be classified into nursery schools, primary schools, secondary schools, technical schools, tertiary schools and so on. Schools can also be classified based on ownership: public and private schools. One thing, among others that has been found to be very important about a school is the location of the school and its impact on academics performance of students. School location talks about the place where a school is situated or located; In Edo state schools are located in both rural and urban areas. Explains that school location refers to where rural and urban schools are situated. In Nigeria, schools are located in rural and urban areas for many reasons. These reasons could include:

- To meet the increasing demand for education arising from population explosion.

- To ensure an even distribution and spread of educational opportunities.
- To ensure that equal educational opportunities are provided in accordance with the National Policy on Education (NPE)(FRW, 2013).
- To meet up with national and international educational goals and objectives.

The major rationale for locating schools in both rural and urban areas is to ensure an even distribution of educational opportunities to citizens of a country especially those dwelling in rural areas. Locating a school in a rural or urban area is not just enough, it is also important to ensure that the purpose of establishing and locating the school in those areas are achieved. It is necessary to ensure that infrastructural facilities and equipment which are important to the school both internally and externally are in place to better the quality of the academic performance of students.

Akpan (2008) indicated that schools in urban areas enjoy electricity, water supply, more qualified teachers, better learning facilities and infrastructures. These features observed to be inadequately present in rural schools. Moreover schools seem to be unevenly distributed to the advantages of the urban areas. The rural school students probably trek long distances to get to

the nearest school which could affect their level of concentration in school and their academic performance. Over the years, it has been observed by policy makers, school managers, teachers and parents that schools located in rural areas have all the characteristics of a rural environment; similarly, an urban school will have an environment-based activities peculiar to its environment but different from a rural location. Therefore, as the school environment differs, the level of academic performance will also differ. The consequence is that the quality of education may not be even; and the national policy on education for a democratic society cannot be attained unsentimentally.

Student Academic Performance has been described as the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rate and result from standardized test. It can be also defined as a quantitative measure of student's achievement in an academic activity or Programme. STAN (1992 cited in Adeyemi 2011) reported that performance is the level of attainment of a person in an examination. That is, how the individual is able to demonstrate his or her abilities in an examination. The issue of academic performance is very vital here. Oredo local Government

Area of Edo State has over 40 (forty) public senior secondary schools. Its urban schools seem to be located in the headquarters Benin city and other major towns. It appears that students' academic performance in schools located in rural areas differs from students' academic performance in urban schools. However, comparisons of the academic performance of secondary school students in both rural and urban area of Edo state have not produced definite results. Although for quite some time, general perceptions of the inferiority of rural schools have prevailed. (Bosede & Enulogu 2013) This view implies that urban-rural differences exist in the academic performance of students.

Location of a market affects buying and selling, location of a church affects its attendance and participation, location of a hospital measures the extent to which it serves the needs of both the users and the operators. Believing the above as correct and undisputable reality, little wonder then whether the location of schools also contribute to the academic performance of students. Studies have shown that there are positive relationship between school variables such as class size, teacher-pupil ratio and performance in an examination. Urban schools that are large in class size and higher teacher-student ratio recorded poor performance. Many teachers carry excessive

teaching load and thereby, exceed the generally accepted teaching load of 32 hours per week. Urban schools with smaller class size and lower teacher-student ratio performs better in public examination.

### **Statement of the Problem**

There is a great difference between the physical and demographic characteristics of rural and urban areas. The rural areas are characterized by lack of infrastructures, aging population and agrarian presentation. The urban area is characterized by increasing industrialization and availability of modern infrastructures. Urban schools are suspected to perform better due to near location which easily attracts better staffing, facilities, infrastructure and so on. It appears that the academic performance of secondary school students in the rural and urban areas of Oredo Local Government Area in Edo State differs. This could be due to many reasons. One of the reasons appears to be that qualified teachers may not have been posted to rural schools and if posted they may not like to report in rural schools, owing to the quality of life obtainable there. Some parents may have the notion that only schools in urban areas are a means of achieving success and productive academic performances. Although urban schools may not be free from the issue of poor academic performance but

the case of their rural counterparts seem to be worse. In Edo state, it seems schools in the rural areas are neglected by the government and other relevant educational agencies. Some secondary school students in the rural area, for instance Emu grammar school Emu, Oria secondary school, Oria seem not to know how a laboratory looks like. Basic amenities that could help students do well in their academics seem to be absent. This could make it difficult for these students to meet up with their counterparts in the rest of the world.

Stakeholders are worried about the seemingly uneven distribution of schools while government is saying schools are evenly distributed. This has led to the question are senior secondary schools in Edo state evenly distributed in the urban and rural areas? Does the distribution of senior secondary schools have influence on students' academic performance in the urban and rural area of Edo state?

To answer these questions, the following research questions were raised.

## **Research Questions**

The following research questions guided the study:

1. What are the distribution of senior secondary schools by location in Oredo Local Government Area of Edo State from 2016 to 2018?
2. What is the level of students academic performance in public senior secondary schools in Oredo Local Government Area of Edo State between 2016 to 2018?
3. Is there a relationship between school location and student academic performance in senior secondary schools in Oredo Local Government Area of Edo state?
4. Is there a significant difference in the relationship between school location and student academic performance based on school type in Oredo Local Government Area of Edo state?
5. Is there a significant difference in the relationship between school location and students academic performance based on teachers qualification?

## **Hypothesis**

1. There is no relationship between school location and students academic performance in Senior Secondary Schools in Oredo Local Government Area of Edo state?
2. There is no significant difference in the relationship between school location and student academic performance based on school type in senior secondary schools in Oredo Local Government Area of Edo state?
3. There is no significant difference in the relationship between school location and student academic performance based on teachers qualification in Senior Secondary Schools in Oredo Local Government Area of Edo state?

## **Purpose of the Study**

The purpose of this study is to find out the relationship between school location and students academic performance in the public senior secondary schools in Oredo Local Government Area of Edo state. The study also seeks to:

1. Find out how senior secondary schools are distributed by location in Oredo Local Government Area of Edo State.

2. Investigate the level of students academic performance in rural and urban area.
3. Determine if there is a relationship between school location and student academic performance.
4. Establish if there is a significant difference in relationship between school location and student academic performance based on school type.
5. Ascertain if there is a significant difference between school location and student academic performance based on teachers qualification.

### **Significance of the Study**

This study is highly significant to stakeholders in the educational sector. They include: the government, school managers and administrators, policy makers, students, teachers, parents, community leaders and the society at large. To Government, this study will help in the actualization of educational goals through careful location of schools in rural and urban areas to meet the high demand for secondary education. To school administrators/managers, this study will serve as an empirical platform for advising educational authorities in the location of secondary schools in urban and rural areas of Edo state in particular.

This study will enable teachers know if variations exist in the performance of students from rural/urban schools. It will also enable them to maximize their potentials in the delivery of education to students no matter what area they find themselves in. To policy makers, this study will help in the formulation of appropriate (educational) policies that will guide the location of schools.

Finally, this study will help students and parents to know if variations exist in the performance of students from rural and urban schools. This will enable them take sound and informed decision as to where to attend school and send their children for schooling as the case may be.

### **Scope and Delimitation of the Study**

The study focused on factors of school location such as infrastructure, parenting background, teacher-pupil ratio and students academic performance in the West African Examination Council, Senior Secondary Certificate Examination in subjects areas like; Mathematics, English and Civic Education. The study is delimited to public senior secondary schools in Edo state. academic performance in Edo state . It is limited to Edo state senior secondary schools and the WAEC Senior Secondary Certificate Examination.

## **Definition of Terms**

The following terms are operationally defined below.

**School Location:** This refers to how schools are situated in rural and urban areas.

**Rural School:** These refer to school situated outside the state capital and headquarter of a local government area.

**Urban School:** This refers to schools located in the state capital and headquarters of a local government area.

**Students Academic Performance:** this is the measurement of students achievement in various subjects.

**Teacher Qualification:** is the measure of ability, knowledge and skills of teachers such as certification status and educational level.

**School Type:** This is the classification of schools into boy, girls and mixed schools.

**Teacher –pupil ratio:** it is the number of teachers relative to the number of pupils in a particular school.

**School Infrastructure:** means the civil structure, superstructures, classrooms, laboratories, library, playfields, facilities and amenities provided on the site.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is a review of related literature as it concerns school location and student academic performance in Edo state. It will be discussed under the following sub-headings:

- Conceptual framework
- Concept of school location
- Concept of Students Academic Performance
- School location and student academic performance
- School Location and Student's Academic Performance based on School Type and Teachers Qualification
- Summary of Literature Reviewed

#### **Conceptual Framework**

For over decades, series of studies have suggested the importance of the school as a social environment for learning (Owoeye & Yara (2011). Some of these studies examined school location and their attendant effect on the academic performance of students across the country. The studies, according to Mbakwe (1986) cited, in Owoeye & Yara (2011) was intended to assist

education authorities of various states to decide where a particular type of school should be located, the size of the school in each location, whether a new school be built among others. The World Bank recommended that the following data was needed for rationalizing and drawing of both rural and urban school maps. Data which includes physical aspects, site, type of building, usage, capacity, teachers (numbers, qualification, age), students (which includes enrolment by age, sex, previous schools, home location, parental background), rural and urban data which includes land use, administration map on a scale as long as possible. The school location planning technique has been reportedly used by a number of countries to solve their educational problems (World Bank Guideline 1978; Owoeye & Yara, 2011).

Mersch (2012) in her study on students' achievement in rural and urban high schools in Wisconsin identified among others factors that may affect the academic performance of students. These factors includes economic background of students, school size, in terms of enrolment, parents level of education and exposure, extra-curricular activities and others. Other factors includes school climate, teachers quality motivation/morale learning environment.

School location is an important indicator of academic performance of students. Denis, (1973 cited in Obasi 2011) reviewed test scores carried out on students in rural and urban schools in U.S.A. He found out that those rural school students attained lower scores when compared to students from urban schools. Dele and Miller (1972 cited in Obai 2011) discovered from their study on first year university students background and then academic performance in Wales University College that students from urban schools performed better than students from rural schools. They concluded by stating that urban environment has a morale stimulating effect on learning and socio-interaction which the rural students are not accustomed to.

### **Concept of School Location**

School location is a concept that has been given various and similar definitions. What is common among the definitions is the fact that school location refers to a geographic area where a school is built. It refers to schools located in rural and urban centers. Ezeudo (2003) in her study on classroom environment as correlates of student's achievement in geography maintained that school location means rural and urban schools. Ezike (2001) stated

that urban areas are those areas with high population density while rural areas are areas with low population density and subsistence mode of life. Brown and Swansom (2001) cited in Chianson (2012) asserts that the reason for variations in the academic performance of students can be as a result of school location, resources, availability of technology, quality of teachers. They also maintained that low performing students are mostly in rural areas. Most persons think of rural schools as being detrimental to student's academic performance. Chianson (2012) explained that the small size of rural schools helps to check poverty as compared to urban areas. Since there are fewer students in rural schools their funding does not have to be compared with that of public urban school. Furthermore, rural schools tend to have low teacher-student ratio which permits individualized attention and assistance in areas of student's difficulty. One strategy rural schools are inclined to use is group learning. This strategy allows rural school students to work and benefit from group discussions (Brown & Swansom 2001). Most rural schools are believed to have strong ties with their communities. Due to this reason, they feel comfortable at school and are at their maximum potential for learning. Chianson, (2012) in his study of school location as a correlate of Mathematics students' achievements in corporate learning achievement discovered that

students from urban schools have higher achievement than students from rural areas. His findings is in line with William (2005), Suzanna and Lauren (2012) who discovered from their studies that students from urban schools perform better than those in rural areas due to the level of government funding, supervision and socio-economic background. Urban schools have more opportunities for funding. This enables them to equip classroom with needed and adequate instructional aids, more qualified teachers, better classroom, better physical and environmental conditions which will make students do better.

Funding has been a major issue for schools located in rural and urban areas but seems to affect rural schools more. Chianson (2012) has suggested that rural schools can perform better if the Government (at the federal, state and local levels) pay proper attention to funding of schools in rural arrears, provide necessary infrastructures, post qualified teachers to rural schools and ensure that they remain there and are performing their duties. Worthy of note is the fact that funds released for urban and rural schools are not efficiently and effectively utilized. This results to

mismanagement of school funds which impacts negatively on the overall performance of the school.

One factor that can affect the academic performance of students as it relates to schools location is the quantity and quality of teachers available at urban and rural schools. The teacher is an important force in the actualization of educational goals and objectives. The teacher's personality and method has direct and cumulative impact on the lives and learning experience of students. Psychologists have identified the teacher as an important agent of which can make or mar any learn in process within the formal system of Education (Obasi, 2011)

The importance of teachers cannot be over emphasized. There is no gainsaying the fact that teachers are at the center of crisis in the school system of many developing countries, Nigeria inclusive (Ibadin, 2010). He also maintained that the problem is how best to mobilize and make available adequate qualified and experienced teachers in the rural and urban areas for the fast expanding educational system, noting that education is a mass productive and labour intensive enterprise because as the number of students increase, so does the need for more teachers increase. Oria Secondary

School, Oria. In Esan South East local government area has a total number of 76 (seventy six) students but a principal and a teacher. The learning process will not be effective because the teacher teaches almost all subjects even though she has little or no knowledge about other subject area, she has to put in her best in order to make sure the students learn.

Ibadin (2010) in his study of teacher's utilization in urban and rural Secondary schools in Mid-western states of Nigeria noted that the levels of teacher's utilization in rural and urban schools differ. His analysis revealed that the urban - school teacher in the 2008/2009 school year had an average of 16 periods per week. This is smaller than the minimum workload recommended by the guidelines for education. His findings also revealed that teachers from rural schools had an average weekly workload of 26 hours which is higher than the maximum workload of 24 hours as recommended by the guidelines for implementing the goals of Education. He concluded by stating that teachers in urban schools were under-utilized while teachers in rural arrears were over-utilized from their workload of 26 period a week as compared 16 hour per week for teachers in urban areas.

Mulkeen (2005) in a world bank study on teachers for rural schools noted that African countries, particularly Nigeria have made substantial progress towards achieving wider access to basic education, stating that the gross enrolment rate (GER) has improved and that the improvement was mainly recorded in the urban area that in the rural areas.

He asserted that many factors contribute to the perceived low academic performance and poor educational participation in rural areas on the demand side, he explained that rural students may be less interested in attending school noting that the opportunity cost of attending school are often higher in rural areas. Secondly, he explained that some parents in rural areas have low level of education and consequently accord less value to schooling. Students in the rural areas may think that the curriculum content is not relevant to them. This lack of relevance may be compounded by the rigidity of the curriculum which hardly favours the culture of rural students. Taylor and Mulham (2001 cited in Mulkeem 2005) asserts that rural schools rarely adapts to the curriculum because it does not suit their local needs. Furthermore, even if parents place value on schooling, they may be less able to help their children in learning at home. They also explained that homes

in rural arrears are often ill-equipped to meet the needs of students to study at home. For instance, electricity. Mulkeem (2005) also asserts that students in rural schools may be difficult to educate. They are not likely to have parental encouragement and motivation to go to school unlike their urban counterparts. He maintained that the agricultural roles rural students perform also place demands on their time to attend school.

Generally, rural and urban schools do not have all the teachers adequately needed for all subject area. The issue of teacher quantity, quality and availability is more pronounced in the rural areas. It is no news that public schools teachers who are posted to rural schools may not report at their duty posts. They feel rural schools are not for them. Even when they report at their schools of postings, their motivation, morale, commitment towards the teaching and learning process could be relatively low. This will in turn affect the academic performance of students in the school because the quality and availability of teachers matters a lot in the educational system.

### **Concept of Students Academic Performance**

Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and

even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse. Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2016). It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Tinto, 2013). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2016; Tinto, 2013). Although the importance of academic achievement is rarely questioned, reaching unanimity regarding its measurement has been elusive. The measurement of students' academic performance continues to be a controversial topic among policymakers, measurement experts, and educators (Elliot, 2017; Johnson, 2013). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates (Burns & Darling, 2012). However, for the

purposes of this study, student academic performance is defined by the degree to which a student is able to accomplish a given class work in the school setting.

### **School Location and Students' Academic Performance**

The impact of school location on academic performance cannot be overstressed. Yusuf and Adigun (2010) in their study on the academic performance of students observed that school location had no significant influence on students' performance. Their study implied that whether a student attends a rural or urban school does not make any difference in his or her academic performance. Their findings contradicted the decision of some parents who enrol their wards in rural areas on the basis of better academic performance perhaps due to examination malpractices. Yusuf and Adigun (2010) further explained that parents enrol their wards in rural schools for Senior School Certificate Examinations because they believe academic performance is poor in urban schools when compared to rural schools. This arguably has been said to be due to examination malpractices more prevalent in rural schools. Meswan (1978 cited in Yusuf and Adigun 2010) reported that rural schools were inferior to urban schools due to the fact that they were lacking in the area of facilities. They suffered from lack of

continuity in the curriculum due to inadequate teachers. Ajayi (1999) observed from his study that there was no significant difference in the academic achievement of urban-rural secondary school students. Ogunfemi and Gana (1990 cited in Adigun and Yusuf2010) in their different studies on the relationship between school location and academic performance revealed that differences or variations do not exist in the academic performance of students in rural and urban schools. Ezeudu and Theresa (2013) in their study on the effect of school location and gender on the academic achievement of secondary school students in chemistry observed that there was no significant difference in the mean scores of students in rural and urban areas as measured by their WASSCE results. They concluded by stating that school location has no influence on the academic performance of students. On the contrary, Owoeye and Yara (2011) in a study on school location and academic performance of secondary school students in Ekiti State, Nigeria, observed that there was a significant difference in the achievement of students in rural and urban areas as measured by their senior school certificate examination. This means that school location has influence on the academic performance of students. He further explained that the rural urban dichotomy in terms of academic performance has been attributed to a

number of reasons which includes 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 network/service, nonchalant attitudes of some communities to schooling and a host of others. In support of this, Johnson (1998 cited in Owoeye and Yara 2011) concluded from their study that school location among other factors impacts on students' academic performance.

### **School Location and Students Academic Performance Based on School Type and Teacher's Qualification**

There are various types of school in the world today. This is in consonance with the view of Ajayi (2002). According to Ajayi, there are different classifications of school each of which influences learning outcome in a particular way. As indicated by Ajayi, these classifications include public schools, private schools, day schools, boarding schools, faith schools, secular schools, grammar school, vocational school, urban schools, rural schools, community schools, special schools, specialist schools.

First, it should be considered that academic achievements of students, who study in single gender schools are noticeably high. As Malacova (2007) points out after checking out for achievements, that both gender students profited from single-gender schools, and there are some beliefs that it had more good effect to girls (as cited in, Fergusson and Horwood,2008). School Dash (2017) reported that results of exam, which passed in 2015, 75% of students in single-sex schools achieved excellent GCSEs and also with English and math, in comparison with 55% at co-ed school (as cited in McCabe,2017). Moreover, as National association for single sex public education (2016) suggest single-sex school student have a higher rate of graduates, who entered on to four-year colleges (NASSPE, 2016). On the other hand, a natural habitat, where boys and girls can study together positively motivate each other to learn and get a high academic achievements. As Robertson (2016) points out, teenagers eventually take a great educational experience when they study together, because the zeal, studiousness and considerateness of girls and the vivacity of boys affect each other to inspire each other (as cites in Our Kids,2016). Due to these factors students of co-ed school have a high passion to study hard and show good academic achievements. So, it means that diversity of gender in the classroom impact students' academic achievement. Also, there are other separate

influences of gender to students during taking an education at school. From a psycho-social point view, there are yet more factors to consider due to the important developmental changes adolescents go through. Since psychological, social and cognitive changes take place in different ways in boys and girls, the classroom environment has an influence. According to BBC Active (2010), girls' performances differ from boys', They like group works as a discussion and concentrate on real screenplays (BBC Active,2010).Also, in the words of Fraser and Cairns (2015), boys in a co-ed classroom enjoy taking the role of dominators in discussions and try to be leaders, because of this girls able to take a center stage only at single-sex school (Fraser and Cairns,2015).As it was told in reports of Mccabe (2017), considering this problem from perspective of parents of girls, it can be seen that they worry about their children, who are afraid of opting for spheres like math and science. They also believe that single-sex school will create trustworthy place, where girls can take a responsibility for their future (as cited in Mccabe, 2017). However, students of both genders become far away from each other after studying at single sex school, since it creates a border between them. According to Cairns and Fraser (2015), actually, division of gender makes to appear a gender stereotyping and discrimination. Also, students' parents worry that their daughters, who study at

single-sex school do not know to connect with the opposite gender when they will grow up (Cairns and Fraser, 2015). Accordingly, students face with different challenges during studying with opposite gender. So how does it affect to students' future choice and individuality. Students should be able to choose whatever they want undependably on some social stereotypes and grow up as a confident person. As Hartman (2010) reports single-sex school lets girls to be successful and confident on areas, where males dominated traditionally. Moreover, students spends more time to study than students of co-ed school and show more enthusiasm and emphasis on education (Hartman, 2010). However, co-educational schools also prepare a strong individuality, who can easily adapt to society. According to Leighton (2015), co-ed school gives a more practical method for preparing to real life and gives a fantastic establishment to the enduring connections in later life and teach to feel comfortable in workplace. Furthermore, considering this problem from the attitude of teachers, it is seen that in co-ed schools perceive that some sexual orientation contrasts in learning help to adapt different needs in the classroom (Leighton, 2015).

The average number of teachers at the secondary school level is higher in private schools than in public (Glewe, 2002). Every subject is taught by a trained and qualified teacher as against the public which any teacher may teach any subject which is within the same nomenclature. At the government owned schools according to Glewe, teachers are significantly more likely to have a second job, that is, some kind of trades. On the other hand, Galady and Thomas (2009) posited that teacher – student ratio in public schools are equal to or higher than the ratio in private secondary schools for the two levels of schooling – junior and senior. Junior secondary entrance fees paid by private schools were actually higher than the fees paid at government owned schools. School entrance/placement fees were abolished at public schools (Jasen, 2003). Moreover, the total school fees and other schooling costs, expenditure was higher for private schools than public schools. According to Fullarton (2002) overall past researches on school input concluded that along most dimensions, private schools used higher quality input because proprietors and proprietress did fancy spending money to acquire quality inputs. Whereas in government owned schools, the government is not ready to spend huge financial resources on education. Studies by Sexton (2001) and Stom (2003) on public and private schooling suggest that reform efforts and financial investments in the

educational system should promote public schools implementation of policies and management ability. James, King, and Surgaha chi (2016) found that after controlling for existing test scores, public secondary schools included lower costs per student. They concluded that through effective management, improved academic quality can be achieved. Another research work by Bech and Gary (2010) claimed that students who schooled at private secular secondary schools enjoyed a wage premium of at most 75 percent over publicly schooled students. Private secular secondary schools provide a more valuable education than public secondary schools. Private schools look stronger on observable measures and are widely perceived as superior. Studies by Bedi and Grag (2002) supported that at the secondary level, private and public schools attract observable strong students. Private schools in urban areas screen the candidates for admission after completion of primary education. Therefore many private school students are selected for secondary education whereas public schools do not screen their candidates (Hexby, 2002; Somers, 2003). In Akwa Ibom State, the general impression people have is that private primary and secondary schools are meant for privileged people or class. Most of these private schools are well equipped, with basic amenities and attractions. They are also adequately staffed (Okon, 2013). Okon went further to assert that

school environment determines the extent to which an individual student's potential can be developed. The quality of the potential a student inherits from his/her parents and the condition of the school environment in which he is brought up jointly influence his learning and academic performance. Many public secondary schools are poorly structured, equipped, inadequately ventilated and decorated such that they are capable of eliciting deviant and disruptive behaviour that may influence teaching/learning, thus affecting academic performance. Schools that are poorly equipped and staffed may end up producing low achievers or may just produce average students. A stimulating school environment arouses the students to learn.

Buder (2000) observed that a conducive school for learning includes: the physical environment of the school, the physical setting of the classrooms, teaching aids/materials and the quality of the teachers. The degree of interest a student has is derived from the learning environment which affects the academic performance. Akrafi (2001) agreed that well laid out grass lawn, flowers bed, gravelled paths, playground and shady trees make students appreciative and this promote learning in many ways. Under shady trees, reading lesson, discussion on important academic issues and play activities

among students can go on effectively. Akrafi further stressed that outside activities such as games, sports, club life and physical education are as important as the indoor classroom activities.

### **Summary of Literature Reviewed**

This chapter has succinctly reviewed relevant and related literature on school location and academic performance of secondary school students. Various scholars in their study on school location as relates to academic performance of students have come up with different results. Also, studies carried out to ascertain of variations exist in the academic performance of rural and urban secondary school students have also yielded conflicting results.

These studies have been carefully examined in relation to their positions on the issue of school location and students achievement. It is hoped that this study will add to what they have done previously.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the methods and procedures to be used in this study.

It was discussed under the following heading:

- Research Design
- Population of the Study
- Sampling and Sampling Technique
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

#### **Research Design**

The design of this study is a descriptive research design

#### **Population of the Study**

The population of this study comprised all, the sixteen (16) public secondary schools in Oredo Local Government Edo State, with the sixteen (16) principals as respondents. There are 6 rural schools and 10 urban schools.

## **Sample and Sampling Procedure**

Eight (8) public senior secondary schools formed the sample of this study by convenient sampling technique. Stratified sampling technique was used to stratify - the sample into four (4) urban schools and four (5) rural public senior secondary schools while simple random sampling technique was used to choose twenty schools from each stratum.

## **Research Instrument**

A questionnaire named "School Location Question (SLQ) and the Academic Performance of Students (APSC)" was used for the study. The instrument was developed by the researcher. It was divided into two sections, section A is to find out the demographic information of the respondent while section B is centred on the request for the respondents to complete the questionnaire meant to answer the research questions posed for the study.

## **Validity of the Instrument**

This instrument was validated by the researcher's supervisor and two experts in the Department of Educational Management in the University of

Benin, Benin City. Their corrections, opinions, suggestions and recommendations were used to produce the final instrument.

### **Reliability of the Research Instrument**

To ensure reliability, the researcher administered one (1) copy of questionnaire to the school principals. The instrument was analyzed using split half reliability coefficient of 0.65 which showed the reliability of the instrument.

### **Method of Data Collection**

Data was collected from the Edo state Ministry of Education and the sampled schools. Eight (8) Questionnaires were given to school principals and eight (8) were retrieved and found useful for the work.

### **Method of Data Analysis**

Research question one was analyzed using simple percentage while research question two was analyzed using standard deviation and mean. Hypothesis one was analyzed using Pearson correlation co-efficient while hypothesis two and three was analyzed using Fisher Z. All the hypotheses were tested at 0.05 level of significant.

## **CHAPTER FOUR**

## PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

### Presentation of Results

This chapter dealt with the presentation and analysis of the data generated during the empirical study of the organization under study.

**Research Question 1:** What is the Distribution of Senior Secondary Schools in Oredo Local Government area?

**Table 1:** Distribution of senior secondary schools

Item	Response	Percentage
Urban school	10	62.5
Rural school	6	37.5
<b>Total</b>	<b>16</b>	<b>100</b>

Source: Field survey, 2024

From table 1 above urban schools recorded 10 schools making up 62.5 percent of respondents while rural schools recorded 6 schools taking up 37.5 percent of respondents.

**Research Question 2:** What is the level of students' academic performance in public senior secondary schools in Oredo LGA?

**Table 2:** Level of students' academic performance

<b>Academic performance of students</b>	<b>X</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Remarks</b>
Urban	75	4.33	3.559	High
Rural	25	1.33	1.291	Low
Total	100	5.66	4.85	

The result from table 2 revealed that 75% of the respondents have high academic performance in Urban schools while 25% have low academic performance in Rural schools. Therefore, the majority of the students in urban schools had high level of performance in WAEC.

### **Hypothesis Testing**

*Hypothesis 1:* There is no relationship between school location and students academic performance in Senior Secondary Schools in Edo state?

**Table 3:** Pearson Analysis of relationship between School location and Students' academic performance

Items	N	r	P	Remarks
School location	8	0.78	0.031	Significant
Academic performance of students	8	1		

$P \geq 0.05$

The data in table 3 revealed that  $r = 0.078$ ,  $p\text{-value} = 0.63$ , hence, there is a strong positive relationship between school location and academic performance.

With a  $p\text{-value}$  less than 0.05 level of significance, it showed that there is significant relationship between school location and academic performance.

**Hypothesis 2:** There is no significant difference in the relationship between school location and student academic performance based on school type in senior secondary schools in Edo state?

**Table 4:** Pearson Analysis of relationship between School location and Students' academic performance based on school type

Items	N	R	P	Remarks
School Location	8	0.478	0.022	Significant
School Type	8	1		

$P \geq 0.05$

The data in table 3 revealed that  $r = 0.0478$ ,  $p\text{-value} = 0.022$ , hence, there is a strong positive relationship between school location and academic performance. With a  $p\text{-value}$  less than 0.05 level of significance, it showed that

there is significant relationship between school location and academic performance based on school type

**Table 5:** Fisher z there is no significant difference in the relationship between school location and student academic performance based on teachers qualification in Senior Secondary Schools in Edo state.

School size	N	R	Zcal	Zcan't	Remarks
B.Sc	5	0.201	0.213	0.2111	Not significant
NCE	3	0.389	0.391	0.2132	

$P \geq 0.05$

The data in table 4 showed that R= 0.201 (B.Sc) and 0.389 (NCE), zcal= 0.213 (B.Sc.) and 0.2132 (NCE). With the p-value greater than 0.05 level of significance, the null hypothesis is retained, which means that there is no significant difference in the relationship between school location and student academic performance based on teachers qualification in Senior Secondary School.

### Discussion of Findings

The answered research questions went a long way to show that school location affected the academic performance of students. The urban school

performed better than the rural schools. This confirmed to same extent Owoeye (2002) and Onah (2011) who indicated that schools in urban areas achieve more than schools in rural areas in science subjects. The findings also agreed with William (2005), Suzanna and Lauren (2012) who discovered from their studies that students from urban schools perform better than those in rural areas due to the level of government funding, supervision and socio-economic background. Urban schools have more opportunities for funding. This enables them to equip classroom with needed and adequate instructional aides, more qualified teachers, better classroom, better physical and environmental conditions which will make students do better. According to the school heads, unavailability of basic amenities and facilities is a major setback. Inaccessible roads, manpower and motivation also contributed to the failure of students in both urban and rural areas. Increase in manpower, motivation of teachers, provision of facilities and amenities could better teaching and learning processes and it may also help students do better in both internal and external examinations. The economic background of some families was another disturbing factor of failures in exams, as students go to the farm or market places during school hours.

Government, philanthropist and Religious bodies should also contribute to the Educational system by constructing roads, donating Blocks of classrooms and books, because this will go a long way to assist the government, and better the lives of the community. Government should employ qualified individuals from the locality, so as to crop teacher's negligence towards rural posting. Incentives should be given to teachers in rural areas, so as to encourage and motivate them. This will go a long way in rural areas should be given special orientation on the importance of education, so that they can allow their children or wards benefit from it.

The findings is also in agreement with Eraikhuemen (2010) in a study on the influence of school location and gender on student's academic performance in mathematics observed that students from rural areas performed poorly when compares to urban schools. She recommended the provision of facilities and social amenities which makes for good life is made available in rural areas in order to make learning interesting. Rural and urban students may perform at the same pace when exposed to the same learning resources.

## **CHAPTER FIVE**

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter presented a summary of the entire research work under the following headings.

### **Summary**

The objective of the study as outlined in the purpose of the study was to find out if school location has any impact on the academic performance of students in rural and urban schools in Edo state and also to ascertain if there was a difference in the academic performance of students from rural and urban areas.

This study investigated the impact of school location on the academic performance of senior secondary school students in Oredo Local Government in Edo State.

This research was necessitated by the perceived rural- urban dichotomy in academic performance of students, the perception of parents who believe that they need to enroll their wards in schools in urban or rural areas to guarantee academic success. This notion has prevailed in the society.

Data was collected from the Edo state Ministry of Education and the forty (8) sampled schools. Checklist/Questionnaires were given to school principals and the questionnaires were retrieved.

The design for this study is descriptive research design of the expo facto type. This is because the data obtained already occurred in the past and were not manipulated or influenced by the researcher. The population of this study covered the 16 public senior secondary schools in Oredo Local Government Area of Edo state. 8 schools was sampled using the convenient and simple random sampling technique. Stratified sampling technique was used to stratify the schools to urban and rural areas. Four (4) schools each were selected from the rural and urban public schools.

The data was analyzed using tables, simple percentage and percentage mean, standard deviation, Pearson correlation co-efficient and Fisher' Z-test

### **Findings of the Study**

1. There were more schools in the urban areas than the rural areas in Oredo Local Government Area of Edo State.
2. The urban senior secondary school performed better than the rural senior secondary schools in WASSCE in Oredo Local Government Area of Edo State.

3. There is a significant difference in the academic performance of students in rural and urban schools in Oredo Local Government Area of Edo state.
4. The causes of the difference in performance were mainly lack of manpower (teachers) infrastructural facilities while family background and low motivation of staff and students came second and third.
5. The proffered solutions were Increase. In manpower (teachers, rehabilitation of infrastructural facilities while improved salaries and family orientation about education came second and third.

## **Conclusion**

Evidence from the study as led the researcher to conclude that school location has impact on the academic performance of students In the WASSCE in the senior secondary school of Oredo Local Government Area of Edo State.

## **Recommendations**

Based on the findings of this study, the following recommendations are given:

- Government should provide adequate manpower (teachers) in senior secondary school especially rural schools

- School administrators should be conscious of other factors outside the scope of this study that can impact on the academic performance of students.
- The Government and local planning authorities should ensure that schools are located and spread across evenly among rural and urban areas.
- They should also provide infrastructural facilities to schools especially in the rural areas.
- Salaries of teachers should be improved so as to motivate them to put in their best.
- Public enlightenment and awareness and advocacy on the importance and relevance of education should be taken to the rural areas.

### **Contribution to Knowledge**

This study showed that school location has an impact on academic performance of students and that there is a significant difference in the academic performance of students from rural and urban areas of Edo State. There could be similar studies on other geographical locations with different

years and thus same topic. But this has addressed the topic as it concerns Edo State. From the study, it is clear that students need to enrol in urban schools to attain academic success. Their enrolment in a rural or urban school does make significant differences.

### **Suggestions for Further Research**

This study was limited in scope to Edo State. The researcher suggests that this study should also be carried out in all the local government areas in Edo State and Nigeria at large.

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**APPENDIX**  
**QUESTIONNAIRE**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN CITY.**

Dear Sir/Madam,

**SCHOOL LOCATION QUESTION (SLQ) AND THE ACADEMIC  
PERFORMANCE OF STUDENTS (APS) QUESTIONNAIRE**

This questionnaire is drawn to extract the necessary information, to enable me research on the above topic in partial fulfilment for the award of Bachelors of Arts Degree (B.A(Ed) in History Education), University of Benin, Benin city. I assure you that the information given will be treated with utmost confidentiality and will be used strictly for academic purposes.

Yours faithfully,

Researcher

**Part A: Personal Data**

Please indicate your considered response by a tick (√) in the appropriate box

**NAME:** \_\_\_\_\_

**SCHOOL NAME:** \_\_\_\_\_

**SCHOOL LOCATION:** URBAN ( )    RURAL ( )

**SCHOOL TYPE:** SINGLE ( )    MIXED ( )

## Part B: Main Research Questions

Below are some items that require your response on the topic under study.

Kindly tick [✓] the appropriate column that best suits your opinion.

Your response would be treated with absolute confidentiality.

S/N	<b>What are the distribution of senior secondary schools in Edo state from 2016 – 2018?</b>	RANKING				
		1	2	3	4	5
1	Do you agree that there are more urban schools than rural schools?					
2	Do you agree that rural area does not have adequate number of schools?					
3	Is there shortage of in schools in urban area than rural area					
	<b>What is the level of students' academic performance in public senior secondary schools in Edo state from 2016 – 2018?</b>					
4	Do you agree that urban schools performed better than rural schools in WAEC from 2016 – 2018?					
5	Do students in urban schools performed better in science related subject than students in rural schools WAEC					
6	Do overall academic assessment for urban schools higher than rural schools					
	<b>Is there relationship between school location and student academic performance in Edo state?</b>					
7	Do you agree that students in urban schools are more exposed to learning than students in rural schools					
8	Are students in urban schools more equipped than students in rural schools					
9	Are there adequate numbers of teachers in urban schools compared to rural schools?					

	<b>Is there significant differences in the relationship between school and academic performance based on school type in Edo state</b>					
10	Do you agree that single sex schools has better academic performance than mixed schools					
12	Are students performance in WAEC affected by being in mixed school in rural or urban area					
13	Are students performance in WAEC affected by being in same-sex school in rural or urban area					
	<b>Is there a significant difference in the relationship between school location and students academic performance based on teachers qualification?</b>					
14	Do you agree that qualified teachers are more attracted to urban schools than rural schools					
15	Are more qualified teachers in urban schools than rural schools					
16	Is there no relationship between school location and students academic performance in Senior Secondary Schools in Edo state?					
17	Is there no significant difference in the relationship between school location and student academic performance based on school type in senior secondary school in Edo state?					
18	Is there no significant difference in the relationship between school location and student academic performance based on teachers qualification in senior secondary school in Edo state?					