School Location and Students' Academic Performance in Public Secondary Schools in Bayelsa State

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Abstract
The research analysed Bayelsa State public secondary school students' academic performance and school location. The study used correlational survey research. For the 2021/2022 academic year, 18,140 pupils from 88 public secondary schools in three Bayelsa State Local Government Areas were studied. Bayelsa State's Ogbia, Sagbama, and Yenagoa LGAs get 1680, 5211, and 11249. In the 2021/2022 academic year, proportional stratified random selection was used to pick 880 students (4.85% of the total population) from public secondary schools in the three designated Local Government Areas of Bayelsa State, Nigeria. The 10-item School Location and Students' Academic Performance Questionnaire (SLSAPQ) was utilised to gather data. The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. The reliability coefficients of the instrument internal consistencies were calculated using Cronbach's Alpha. The dependability coefficients for school location and academic achievement were.740 and.760. Simple percentage analysis, model summary of simple regression analysis, and PPMC analysis were used to analyse demographic data, research question, and hypothesis in SPSS version 26. School location affects secondary school pupils' academic performance, according to the research. According to the findings, secondary school pupils should depend on school location to improve their academic performance.

Keywords*: School Location, Students' Academic Performance*

Introduction

Educational systems are vital for successful production and growth in every society, like factories that need human, financial, and material resources to produce products and services. Unique environments indicate the sort of production of these resources. For good school environment coordination, all of these resources affect education quality. Education builds skills. These talents may be emotional, social, or intellectual. Education reflects human

potential so that people may grow. Emeka (2016) describes education as a society's purposeful transmission of information, values, and skills via schools, colleges, and universities. According to Ugwuanyi (2015), education helps young people learn about the past, engage constructively in society, and contribute meaningfully to its progress.

The National policy on Education (2004) describes environment to include among other things, students, teachers, and other human resource personalities in the school system who, according to Brotton and Gold (2012) "are endowed with range of abilities, talents and attitude to influence productivity and enhance profit". Three important aspect of environment are;

i. Material Resources referring to all facilities that can be profitably used to attain educational set goals;
ii. Financial Resources as that aspect that is capable of handling matters relating to procurement of needful equipment, funding of projects, payment of resource persons, and other miscellaneous expenditures; and,
iii. Time Resources to mean the consideration of the duration when an educational objective should be attained.

The picture this lives with us is that school environment is a profitable reference point in time when referring to a place for shaping and reshaping of intellectual abilities. However, only when there are supportive learning facilities can achievement be noticed. Zarul (2012) was not far from the point when explaining the school environment to have an exerting influence on the performance of the child through circular teaching technique and relationship.

All living and non-living objects in the natural world are not artificial. The word usually refers to Earth or its components. Onyehalu (2010) in Okeke (2013) defines environment as physical, social, and abstract. Physical environment includes home, school, and community items. It includes persons. Ofomata (2004) defines environment as the physical world inhabited by humans, the natural world unaffected by humans, or the cultural milieu. Human behaviour modifies the physical environment. The youngster may observe objects around them. Man is surrounded by land, water, air, and life. Asogwa (2008) defined environment as an organism's natural surrounds, which might be land or water. Thus, environment includes all external factors that affect an organism or community's growth.

Academic success or accomplishment is the learner's hard work, not only classroom activities. Environment includes amongst others the sporting activities which the learner engages in. That is, all the curricular and extra- curricular activities within the school environment; which are contained in any educational institutions goals of attainment. Educational achievement can simply be put as the extent or the degree at which a learner, teacher, or an institution has attained in their short or long- term educational goals of school's certificate (primary or secondary), diplomas and degree certificate, through certain academic activities, and some ways of determining academic performance.

The award of certificates: (primary or secondary), Diplomas and degrees after completion of academic activities account for academic achievement. Usually, there are certain parameters to measure or determine performance grades: Test scores, assignments and exam scores amongst others. While exams and ongoing assessments are often used to gauge academic performance, there is still no consensus on the most appropriate methods of evaluation or whether components of assessment are more important: declarative knowledge (facts and procedures) or procedural knowledge (skills and procedures).

Performance is a gauge of educational production, according to Adeyemi in Akomolafa and

Adesua (2016). An individual's academic performance may be defined as the degree to which he or she acts or completes a task, the quality of that work, or the steps involved in the learning process. Poor performance, on the other hand, may be defined as falling short of the expected academic level. When performance falls short of expectations, it is considered bad, according to Charles (1994). The availability of physical infrastructure has been highlighted in recent research as an important factor. When it comes to successful instructional delivery and monitoring in the educational system, Ajayi and Ayodele (2014) underlined the importance of these resources being available. They went on to say that what happens in university systems is a direct mirror image of what happens in secondary schools in terms of the lack of fundamental resources like classrooms, offices, workshops, sports facilities, labs, libraries, etc. Scholars and researchers still have not reached a consensus on which specific elements are the best predictors of academic achievement. Dowes and Loureen (2015) state that while building models of school accomplishment, it is necessary to account elements such as exam anxiety, surroundings, motivation, and emotions. Academic performance is defined by Santrock in Torupere (2016) as the sum of a student's knowledge and abilities gleaned from his experiences in the classroom and extracurricular activities.

Additionally, as Santrock and Good (2010) pointed out, there are a number of assessments that may be used to evaluate the information and abilities that students have gained: One of the main reasons for the establishment of schools, according to Hoyle (quoted in Gaius, 2016), is to teach people new things. Optimal academic achievement is the overarching goal. Students' academic success may be seen as the result of their participation in certain academic activities, both inside and outside of the classroom, that are expected of them by educational institutions. The levels of desire for teaching and learning, as well as other independent factors in the educational setting, determine whether students do poorly, adequately, or very well.

Communities and governments alike should be very worried about the impact of school location on secondary school students' academic achievement. An important part of school plant design is the school location. The location and the kind of school plant are both dictated by the intended school type. A school's site is the exact physical location of the school's buildings, which house the many pieces of instructional equipment. The site has important characteristics. Considerations include the school's location, the surrounding environment, the absence of potential dangers, health risks, and noise. According to Okonkwo (2012), schools in rural regions are more likely to struggle with low academic performance because of the disparity in the availability of resources needed for good education. As a result, disparities in educational opportunities, such as the availability of qualified educators, course materials, and assessment tools, will persist.
According to Agusiegbe (2004), all things around man and having an impact on him make up locales. Among these are characteristics that are based on a person's appearance, nature, and social milieu. Location may also be seen as the sum of all the external factors that impact an organism's existence and growth. Library resources, teacher credentials, classroom furnishings, school administration, student-teacher relationships, laboratory equipment, and other school-related factors are all considered part of the school's physical location in this study. One may categorise places used for employment as either a house or a school. The placement of a school is an organised procedure that links the many things that take place there. Despite the fact that everyone feels its effects, this system is often highly ambiguous. School location, in the opinion of Dudek (2000), is one of the systemic externalities that might affect kids' academic achievement regardless of their IQ. Because of its capacity to host many forms of social and

effective learning, its ability to facilitate change, its promotion of choice activities, and the positive relationships it may foster among students of varying ages, a school's physical site might be considered a second teacher.

According to Okeke (2001), most people agree that a child's life and talents are shaped by their environment, including their location, genetics, and the quality of their education. Hereditary factors provide a person's innate tendencies, while environmental factors open doors to new chances for education. Whether a school is located in a rural or urban area may have an impact on how its students learn. Electricity, sufficient faculty, library services, pipe burn water, greater instructional resources, and physical buildings are all hallmarks of metropolitan schools. School infrastructure and amenities in rural locations may be inadequate, according to Olutola (2017), and this seems to have an effect on students' academic achievement. Students in urban areas outperform their rural counterparts in science, according to Onah (2011). Students from urban schools outperform their rural school counterparts on the WASSEE multiple choice biology exam, according to Olutola (2017). The primary goal of every school or university is to facilitate student learning. A learner's education should equip them to face the problems and fulfil the obligations of a more complex and interconnected society. There is a lot of discussion over where schools fit into society as a whole because of their uniqueness as an institution.

Schools may be located in either rural or urban areas, depending on factors such as the population density, accessibility of services, and cultural diversity. Various places inspire education in their own unique ways. (Mbipom and Mkpugbe in Uduak) The extent to which the element impacts the student's performance (2018). Academic performance is higher among urban students compared to rural students. According to Akubue and Ifelunni (2016), there are several issues plaguing rural educational settings, including a shortage of graduate instructors, an inadequate reading culture, and restricted access to reading resources for kids. Denga (2012) argues that students in metropolitan areas have an edge over their rural counterparts due to the availability of resources such as radio, television, a well-stocked library and laboratory, and power. This may lead one to believe what Effiong (2001) said: that two people with similar IQs who grow up in very different settings might end up with quite different levels of intelligence.

The impact of the school's atmosphere on Calabar secondary school pupils' academic achievement was investigated by Okoi, Okoi, and Eteng (2022). The purpose of the research was to find out how much of an impact students' physical environments and classroom settings had on their academic achievement. Field surveys, which included the administration of questionnaires, were used to gather data for the research. Each of the schools that were part of the sample received 200 questionnaires. Noise, ventilation, and the distance from house to schools were the criteria utilised to measure location. The physical facilities variables included things like libraries, scientific labs, classroom appropriateness, and information and communication technology labs. The research found that most schools were placed quite a distance away, and that the areas around these schools are quite vulnerable to pollution and noise. It was also observed that most of the pupils were studying in classrooms with inadequate ventilation. In addition, the survey found that schools lacked sufficient resources and that information and communication technology (ICT) labs were underequipped. Students' academic achievement is jeopardised by all of them. For example, most pupils' academic performance is below average. From a more holistic perspective, students struggle to achieve

their academic objectives and do well in school when the physical facilities are inadequate and the atmosphere is unfriendly.

Researchers Yakubu, Uwaleke, and Emakpor (2022) looked at how students' surroundings affected their grades at public secondary schools in Nigeria's Federal Capital Territory (FCT) Abuja. Researchers used a descriptive survey for this investigation. Of the 3,515 educators working in the Federal Capital Territory (FCT) of Abuja, Nigeria, 352 participated in the survey, making up 10% of the total. The study's research tool was the Evaluation of Environmental Factors' Impact on Academic Performance in Public Secondary Schools in the Federal Capital Territory of Abuja, Nigeria (IOEFOSAP). In order to answer the study questions, we used mean and standard deviation in our statistical analysis, and chi-square was the technique of choice for data analysis. Among other things, the study's results showed that students' academic achievement was strongly correlated with school facilities and that environmental influences had a substantial impact on students' academic performance. There was a significant relationship between the students' academic performance in Maths and the distance to school, according to Peteros et al. (2022), who also studied the school proximity and the academic performance of seventh graders at a public national high school in Pinamungajan, Cebu, Philippines. Nevertheless, there were no discernible correlations between the student's mobility method, the proximity of their home to the road, and their mathematical achievement.

According to Adamu (2015), who studied the effects of the learning environment on student performance in public secondary schools in Taraba State, Nigeria, a well-designed classroom with sufficient furniture, a manageable student body, and relevant instructional materials all contribute to better student performance in junior highs. The primary goal of the study by Odeh, Oguche, and Ivagher (2015) was to examine how students' school environments affected their academic performance in secondary school. Secondary school pupils' academic performance in Benue State, Nigeria is significantly affected by school environment, discipline, and physical facilities, according to the study's conclusions. If schools do not have enough learning spaces and do not foster an environment that is favourable to teaching and learning, then it is very unlikely that their pupils will perform to their academic potential.

In a study conducted by Akpan (2020), the focus was on secondary school Biology students in the Ukanafun Local Government Area of Akwa Ibom State and how their school environment affected their academic performance. Class size, instructional facilities, student-teacher relationships, school location, and biology test scores were among the factors considered. Students' Biology grades were significantly affected by factors pertaining to the school's academic climate, according to the results. According to the author, public and private school managers should keep an eye on school climates to make sure kids are doing well in class. Schools should also try to make students feel comfortable learning there.

The impact of school location on physics students' academic progress in secondary school was investigated by Abamba (2021) using the 5E learning cycle. A quasi-experimental design with a pre-test and a post-test control group was used for the investigation. Sixty-6.345 people made up the study's population. We took a random sample of 243 kids from 6 different schools. A significance threshold of 0.05 was used to test four hypotheses. The hypotheses were tested using the statistical methods of mean, standard deviation, and Analysis of Covariance (ANCOVA). Fcal. (113) = F crit (0.005), $p>0.05$) shown, among other things, that there is no

statistically significant difference in the accomplishment of urban and rural students when taught utilising the 5E learning circle.

The results of the senior school certificate exams reveal a notable disparity between rural and urban secondary schools, as shown by Oworye (2011). Schools' locations, in his view, significantly impact kids' academic performance. He went on to list a number of reasons why rural and urban secondary schools are so different, including an imbalance of resources, inadequate school mapping and facilities, a shortage of qualified teachers who are either unwilling or unable to work in isolated villages, bad communication, a lack of good roads, and a casual attitude towards education on the part of some communities. There is a severe shortage of competent educators in rural school districts. This is due to the fact that educators are reluctant to work in remote locations that lack basic services. Urban schools tend to retain more of their teaching staff. Another interesting observation is the amount of coaching that urban students get in order to be ready for public exams. This coaching helps foster a healthy dose of competitiveness and rivalry, which may be absent in rural students due to a lack of exposure and experience. Students in urban regions outperformed their rural counterparts in terms of academic attainment, according to the survey. Students in metropolitan areas, it would seem, benefit from a more conducive learning environment, which boosts their academic achievement.

Statement of the problem

Students, parents, and teachers alike seem to be somewhat worried about the current condition of the school environment factor in the research area's public secondary schools. It seems that this element is not adequately provided for. It seems that some of the current structures are in a very bad condition, while others either haven't been maintained properly or may not even work. In addition, the high enrolment rate gives the impression of a larger student body. A thorough evaluation of the secondary school pupils' work suggests that there is a deficiency in both the personal qualities and the educational setting that would inspire them to do their best. It seems that pupils adopt a carefree approach towards studying in areas where these educational resources are absent. In light of this, a number of studies have shown that factors such as a school's location, physical amenities, building design, and staff level may have a negative impact on kids' health and, by extension, their ability to learn. So, the issue statement focusses on how pupils' academic performance in Bayelsa State's public secondary schools is impacted by their school's location.

Purpose of the study

The research team in Bayelsa State set out to determine if there was a correlation between pupils' academic achievement and where they attended public secondary school. This study's overarching goal is to ascertain if and to what degree students' academic performance in Bayelsa State's public secondary schools is influenced by their physical location.

Research Question

This investigation was based on the following research topic. In Bayelsa State's public secondary schools, how strongly does the location of the school correlate with students' academic achievement?

Hypothesis

This is the notion that the researchers have come up with: Students' academic performance is not significantly related to the location of their public secondary school in Bayelsa State.

Methodology

The correlational survey design was used as the research strategy for this investigation. According to Nworgu (2006), this research design is suitable for this investigation as it exposes the preexisting connection between the study's independent and dependent variables. But, as said before, it demonstrates the presence of a link between the dependent and independent variables; still, it cannot prove a cause-and-effect relationship between the two. According to Johnson and Christensen (2004), the study's design was chosen because it is well-suited for quantitative independent and dependent variables. In this research, the dependent variable is students' academic achievement, while the quantitative independent variable is their school location. During the 2021–2022 school year, 18,140 students from 88 public secondary schools in three chosen LGAs of Bayelsa State made up the study's target population. In Bayelsa State, the population was split among three local government areas: Ogbia (1680), Sagbama (5211), and Yenagoa (11229). Using a proportional stratified random selection approach, 880 pupils, representing 4.85% of the total population, were chosen from among the public secondary schools in three chosen Local Government Areas of Bayelsa State, Nigeria, for the 2021/2022 school year. Ogbia (81 participants), Sagbama (253) and Yenagoa (546) were the three LGAs in Bayelsa State that made up the sample. Table 1 shows the sample frame and how the sample was distributed across the three (3) chosen LGAs.

Table 1 Sample frame and distribution of sample into the three (3) selected Local Government Areas

S/N	Name of Local Government Area	Population of Students'	Sample size of Students'
1	Ogbia	1680	81
2	Sagbama	5211	253
3	Yenagoa	11249	546
4	***Total***	***18140***	***880***

The research included a ten-item questionnaire called the School Location and Students' Academic Performance Questionnaire (SLSAPQ). The following things were evaluated on a 4-point scale:

1. Strongly Agree (SA) 4-points;
2. Agree (A) 3-points
3. Disagree (D) 2-points and
4. Strongly Disagree (SD) 1-point

Two measurement and assessment specialists from Niger Delta University's Department of Counselling and Educational Psychology on Wilberforce Island in Bayelsa State, as well as the study's supervisor, checked the instrument's validity. The final version of the instrument made careful and genuine use of all the helpful feedback, comments, revisions, and ideas provided throughout the validity process. Ten questions out of twelve were ultimately accepted for inclusion in the study's instrument based on feedback received throughout the validity procedure. Applying Cronbach's Alpha approach yielded the dependability of the instrument's

internal consistencies of different variables. Thirty students from public secondary schools in the Kolokuma/Opokuma Local Government Area of Bayelsa State who were not initially included in the research were given the questionnaire once. For pupils' academic achievement, the dependability coefficient value was.760, and for school location, it was.740. By confirming the reliability coefficient strength of the data collecting apparatus, the acquired results validated the research. Using two research assistants to help with distribution and retrieval, the study scientists directly administered the instrument.

In order to distribute and retrieve the questionnaire instruments, the researchers individually administered each copy to the respondents. The distribution and retrieval of the instrument copies were aided by two research assistants who had been trained to make the procedure more efficient. However, 880 (98%) of the 900 instruments handed out were correctly administered by the respondents. In addition, this indicates that 20 (2%) were given in the wrong way. The whole procedure of distributing and retrieving the data gathering device took twelve (12) weeks. SPSS software version 26 was used to analyse the data. For demographic data, simple percentage analysis was applied. For research questions and hypotheses, PPMC analysis was used.

Results

Analysis of Demographic Data

Table 2: Percentage Distribution of Respondents by Gender

S/N	Gender	Frequencies	Percentage (%)
1	Male	562	64
2	Female	318	36
3	**Total**	**880**	**100**

Table 2 displays the results, which show that out of the total number of respondents, 562 (or 64%) were male students and 318 (or 36%) were female. This clearly indicates that there were more male students than female students in the research.

Table 3: Percentage Distribution of Respondents by Age

S/N	Age	Frequencies	Percentage (%)
1	11-13 years	271	31
2	14-16 years	468	53
3	17-19 years	141	16
4	**Total**	**880**	**100**

Table 3 shows that out of the total respondents, 271 (or 31% of the total) were in the 11–13 age range, 468 (53% of the total) were in the 14–16 age range, and 141 (16%) were in the 17–19 age range. This simply means that there were more students in the 14–16 age group compared to the other groups in the research.

Table 4: Percentage Distribution of Respondents by School Location

S/N	School Location	Frequencies	Percentage (%)
1	Urban location	518	59
2	Rural location	362	41
3	**Total**	**880**	**100**

A total of 518 respondents (or 59% of the total) were from urban school locations, while 362 (or 41% of the total) were from rural school locations, according to the statistics shown in Table 4. This simply means that there were more pupils in the study attending schools in urban areas compared to those in rural areas.

Table 5: Percentage Distribution of Respondents by Local Government Area

S/N	Local Government Area	Frequencies	Percentage (%)
1	Ogbia	81	9
2	Sagbama	253	29
3	Yenagoa	546	62
4	**Total**	**880**	**100**

Table 5 shows that out of the total number of respondents, the following were from different Local Government Areas: Ogbia (81, or 9%), Sagbama (253, or 29%), and Yenagoa (546, or 62%). What this means is that there were more pupils from the Yenagoa Local Government Area compared to the other groups in the research.

Research Question

In Bayelsa State's public secondary schools, how strongly does the location of the school correlate with students' academic achievement?

Table 6: Model summary of simple regression analysis of the extent of relationship between school location and students' academic performance

Variables	N	R	R^2
School location	880	.416	.173
Students' academic performance	880		

A correlation coefficient (R) of.416 and a correlation coefficient square (R2) of.173 are shown in Table 6's data. There is evidence that students' school locations explain 17.3% of the overall variation in their academic achievement. The PPMC analysis was conducted to determine the significance of the association between the two variables, as shown in Table 7.

Hypothesis One

Students' academic performance is not significantly related to the location of their public secondary school in Bayelsa State.

Table 7: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the extent of relationship between school location and students' academic performance

		School location	Students' academic Performance
School Location	Pear Corr	1	.416*
	Sig.		.000
	N	880	880
Students' academic	Pearson Cor	.416*	1
Performance	Sig.	.000	
	N	880	880

* = Significant at .05 alpha level; Degree of Freedom (df) = 878; N = 880

The PPMC analysis is significant at the p <.05 alpha level, according to the data in Table 7. This is due to the fact that the computed p-value of.000 is lower than the criteria p-value of.05 alpha level, which is supported by the 878 degrees of freedom and correlation coefficient r-value of.416. Consequently, we reject the null hypothesis that public secondary school students' academic performance in Bayelsa State is unrelated to their school's location. This finding lends credence to the alternative hypothesis, which posits that, in Bayelsa State's public secondary schools, pupils' academic performance is significantly impacted by their school's location.

Summary of Finding

Students' academic achievement at Bayelsa State's public secondary schools is significantly correlated with the school's location.

Discussion of Findings

A good association between school location and pupils' academic achievement is shown by the result in Table 6, which indicates a correlation coefficient r-value of.416. We are seeing a little yet good hint here. Given the positive correlation between school location and students' academic achievement, it follows that students' academic performance improves in direct proportion to the school location score, and the reverse is also true.

A statistically significant r-value of 0.416 was obtained at the 0.05 alpha level when PPMC analysis was used. Students' academic performance is positively and significantly correlated with the location of their school, according to the study. Oworye (2011) also found that the location of schools significantly affects kids' academic success, which is consistent with the results of the current research. The results of the current study contradict those of Okoi, Okoi, and Eteng (2022), who investigated the impact of the school's physical location on Calabar secondary school students' academic performance and found no significant correlation between the two.

In Bayelsa State's public secondary schools, researchers discovered a.416 degree of link between school location and pupils' academic achievement. A value of.909 was determined for the alienation coefficient. This result disproves the hypothesis that pupils' academic achievement is correlated with their school's location. Thus, the research found a degree of.416 for the degree of connection and a degree of.909 for the degree of absence of relationship. A correlation coefficient (or degree of connection) of 17.31% was calculated. This demonstrates how strongly kids' academic achievement is correlated with the location of their school. This result shows that the correlation between the two research variables is rather weak. R2, which measures the relationship between school location and pupils' academic achievement, was found to be 17.31 percent. This usually means that knowing the school's location scores will decrease the prediction error of kids' academic performance scores by 17.31% and the opposite is also true. This further indicates that knowing students' school locations can only predict their academic success to a 17.31% degree. The little correlation between pupils' academic achievement and their school's location is further supported by this finding.

On the other side, 82.69% of the time, the accuracy of predicting a student's academic achievement based on their school location was incorrect. Thus, when looking at the relationship between the two variables, we can see that only 17.31% of the variance in school location scores could be explained or predicted using information about students' academic performance scores, and conversely, 82.69% could not be explained or accounted for using information about students' academic performance scores. It is crucial to note that although there was a statistically significant association between students' academic achievement and

their school's location, the relationship was weak and the proportion of variables that could be predicted from each other was low.

Conclusion and Recommendation

The results show that there is a strong correlation between secondary school students' school location and their academic achievement. Consistent with the findings, it was suggested that children should prioritise their school's location since it might impact their academic success in secondary school.

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