
RELATIONSHIP BETWEEN SCHOOL LOCATION AND GENDER ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study investigated the relationship between school location and gender on academic achievement of secondary school students. Three hypotheses were raised to guide the study. The population of the study consisted of 9800 senior secondary school two students (SS2) in kwale educational zone of Delta State. A sample of 515 SS2 students' were selected using simple random sampling technique of balloting. Regression statistic was used to test the stated hypotheses. The results of the analysis revealed that location has significant influence on students' academic achievement while gender had no significant relationship with students' academic achievement. It was concluded in the study that gender does not play any significant role on students' academic achievement. Based on the result of the findings, it was recommended among others that Ministry of Education should post more teachers to rural areas and government should also provide infrastructures and learning facilities such as school building, textbooks, laboratories, and library to rural areas so as to improve learning.

Keywords: Academic Achievement, Location and Gender

INTRODUCTION

Education is seen as an instrument for change and national development. Achievement means fulfilment. Wikipedia Encyclopedia (2012) defines achievement as acquirement or accomplishment. Academic achievement is related to gender, location of school, among others. Academic achievement is one of the objectives of educational process; it has been of concern to caregivers, teachers, parents, students and the wider society. Academic achievement is the extent to which a student has completed a given programme. Usman (2000) opined that academic achievement is the measure of examinees learning or acquisition of certain skills at the end of teaching and learning activities. This means that academic achievement is the successful completion of any education programme by students. Academic achievement is the responses gotten in an examination or test or assessment of learning outcome by a student in a given period of time. It reflects in examinations written by students after the process of learning. Chime (2004) sees academic achievement as the end point of an interactional session between the examiner and an examinee. Hence, academic achievement is the result gotten by students or grades awarded to them after series of teaching and learning between teachers and learners. Any programme be it academic or non academic without achievement is regarded as unsuccessful (mission not completed).

Location refers to environment to which an individual dwell or reside. In this study location is seen as the setting within which learning activity take place. This is classified into urban and rural location. There could be variations in education in schools due to location. The emphasis on education and the amount given to student varies from one locality to the other. One of the most important effect of location is the differences in academic attainment of urban and rural dwellers. In a study conducted by Schiff, Duyme, Dumaret, Steward, Tom, Kiewiezes and Feingold (1978) on favourable environmental situations such as better schooling, learning facilities among others. The result revealed was encouraging in relation to academic achievement. The implication is that students that went through better location schools might have advantage over others that had no opportunities of such environment. Student in the rural areas are not acquainted some electrical facilities like computers found in the urban areas, recreational facilities, cinemas, film shows and reading places like public libraries. These are known to enrich the education of students in urban areas and these may influence their academic achievement. There is a general notion that location may predict academic achievement (Eke, 2005). By implication, students from rural schools would have low academic achievement from urban students. Edho (2009) opined that teachers' unwillingness to be posted to rural areas is one constraint that affects the success rate of educational programmes. Abiodogun (2006) observed that rural dwellers experience greater challenges in academic achievement than urban dwellers. Based on this, he reported that many teachers reject posting to rural location while those who accept treat their presence in such places as part time assignment. Their regular absence in school may affect student academic achievement.

Owoeye & Yara (2010) stated that urban students had better academic achievement than rural students. Igbo and Ihejiene (2014) in their study found that location had no significant relationship with academic achievement of secondary school students while gender had significant influence on students academic achievement. Obe (1984) and Owoeye (2012) in their different studies found that there is a significant relationship between location and academic achievement of students in public examinations. While Ajayi & Ogunyemi (1990) and Gana (1997) in their different studies on the relationship between school location and academic performance revealed that there was no significant relationship between academic performance of students in rural and urban students. Ajayi (1999) and Musibau & Tayo (2010) found that school location had no significant influence on the academic achievement of students while Siddi (2013) found a significant relationship between urban and rural dwellers with regard to their academic achievement. Gender is a cultural construct that distinguishes the roles, behaviour, mental and emotional characteristics between females and males developed by a society. Umoh (2013) defines gender as a

psychological term used in describing behaviours and attributes expected of individuals on the basis of being born as male or female. However, the study of gender is not just mere identification of male and female sexes. Scholars have gone further to identify responsibilities assigned to opposite sexes and to analyse the conditions under which those responsibilities are assigned. Gender is a major factor that influences students' academic achievement. The role of gender in students' academic achievement cannot be over emphasized. In the Nigeria society, boys and girls often undergo different socialization experiences and they tend to learn different gender roles and behaviour patterns and hence develop different interests and these roles and interests could later become the dominant factors in the students' academic performance. (Igbinedion, 2011).

He further conclude that in some parts of the country, the cultural roles or expectations of men and women are known to be clearly defined, and some studies have shown significant relationship between gender and academic performance. Ifedili (2012) maintained that gender discriminations which are highly peculiar to girl-child could only be eliminated through education and empowerment; this is because some girls have proved that they could be the best if given a chance academically. On the contrary, Egun and Tibi, (2010) opined that gender differential treatment is extending to classroom lessons, while the boys are expected to do better in mathematics, science and vocational subjects; the girls are expected to do better in home managements and certain art subjects. Egun and Tibi further stated that these girls are brought up to believe that science and vocational subjects are meant for boys and this do not encourage girls who are offering these subjects to work hard in order to get good academic achievement. Lummis and Stevenson (2006) administered mathematical and reading achievement tests that they developed to 1,975 kindergarteners in Minneapolis, Taiwan, and Japan. The researchers found no gender differences on the mathematical achievement tests in all countries studied. When examining reading achievement, however, kindergarten females achieved significantly higher reading scores than kindergarten males across the Minneapolis, Taiwan, and Japan samples (Lummis and Stevenson, 2006). The tests showed that females tend to score higher than males on tests that measure reading, writing, and perceptual speed.

A study carried out by Abosede (2014) found a negative significant relationship between gender and academic achievement. The negative significant relationship showed that boys are better achiever than girls. Faruquhan (1963) observed no significant relationship between academic achievement and sex of XI grade high school students. Manchala (2007) also found that sex has significant influence on the scholastic achievement of B.Ed students and also Abdu-Raheem (2012) found that there is no difference between boys and girls in the achievement of junior

secondary school students in Ekiti State. Habibollah, Rohani, Tengku, Jamaluddin and Kumar (2009) and Siddi (2013) found that gender is a predictor of academic achievement.

HYPOTHESES

Ho₁. There is no significant relationship between location and academic achievement of secondary school students.

Ho₂. There is no significant relationship between gender and academic achievement of secondary school students.

Ho₃. There is no significant relationship among location, gender and academic achievement of secondary school students.

METHODOLOGY

The study used correlation research design to determine the relationship among location, gender and academic achievement of secondary school students. The population of the study comprised of 9800 senior secondary school two (SS₂) students from government owned secondary schools in Kwale Educational Zone of Delta State. A sample of 515 SS₂ students was sampled using simple random sampling technique of balloting. The instruments that were used to collect data for the study were academic achievement tests. The test items were constructed by the Delta State Ministry of Education, Asaba. These tests were administered to all the respondents. The test items were validated by the Examinations and Standard Unit of Delta State Ministry of Education. Thus, the items are considered appropriate in terms of subject contents and instructional objectives. The instrument was deemed reliable. Hence, the reliability of the instrument was not established by the researcher. The regression statistic was used to test the stated hypotheses at 0.05 level of significance.

PRESENTATION OF RESULTS

Ho₁. There is no significant relationship between location and academic achievement of secondary school students.

Table 1: Regression Analysis on the Relationship between Location and academic achievement of Secondary School Students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.113	.013	.011	9.9683

ANOVA						
Model	Sum Squares	of	Df	Mean Square	F	Sig.

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1	Regression	664.776	1	664.776	6.690	.010
	Residual	50974.913	513	99.366		
	Total	51639.689	514			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.360	1.152		48.909	.000
	Location of School	-1.393	.538	-.113	-2.587	.010

Table 1, revealed the regression output that showed a linear relationship between location and academic achievement. The computer $F(1, 513) = 6.690, P < 0.05$. Therefore the null hypothesis was rejected. This indicated that there was significant relationship between location and academic achievement. There R^2 adjusted value of .011 showed that 1.1% of variance in academic achievement was accounted for by location. The unstandardized regression coefficient (B) for predicting academic achievement from location was -1.393; the standardized coefficient (β) was -.113, $t = -2.587$. Hence, location was significant at P- value of 0.05.

Ho₂. There is no significant relationship between gender and academic achievement of secondary school students.

Table2: Regression Analysis on the Relationship between Gender and academic achievement of Secondary School Students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.011	.000	-.002	10.0324

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.640	1	6.640	.066	.797
	Residual	51633.048	513	100.649		
	Total	51639.689	514			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.948	1.409		38.289	.000
	Sex	-.227	.884	-.011	-.257	.797

Table 2 showed the regression output of linear relationship between gender and academic achievement. The computed $F(1, 513) = .066$, $p < 0.05$. Therefore, the null hypothesis was accepted. This indicated that there was no significant relationship gender and academic achievement of secondary school students.

R^2 adjusted value of $-.002$ revealed that 0.2% of variance in academic achievement was accounted for by gender. The unstandardized regression coefficient (B) for predicting academic achievement from gender was $-.227$; the standardized coefficient (β) was $-.011$, while $t = -.257$. Hence gender was not significant at p -value of 0.05 .

H₀₃. There is no significant relationship among location, gender and academic achievement of secondary school students.

Table 3: Regression Analysis on the Relationship between Location, Gender and academic achievement of Secondary School Students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114	.013	.009	9.9774

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	671.018	2	335.509	3.370	.035
	Residual	50968.671	512	99.548		
	Total	51639.689	514			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.693	1.758		32.241	.000
	Location of School	-1.392	.539	-.113	-2.583	.010
	Sex	-.220	.880	-.011	-.250	.802

The result in table 3 showed the multiple regression output which showed linear relationship between location, gender, and academic achievement in. The computed $F(2, 512) = 3.370$, $p < 0.05$. Hence, the null hypothesis was rejected.

This showed that there was significant relationship between location and students' academic achievement.

The R^2 adjusted value of .009 show that 0.9% of the variance in students achievement was accounted for location and gender. The unstandardized regression coefficient (B) for predicting students achievement from location = -.113 and gender = -.220, the standardized coefficient (β) for location = 0.073, $t = -2.583$, gender = -.011 and $t = -.250$. Hence, location was significant while gender were not significant.

DISCUSSION

In this study, location is found to have a significant influence on the academic achievement of secondary school students. The result reveals that students from the urban schools achieved higher than their rural counterparts. This finding agrees with those of Siddi (2013), Owoeye (2012), Edho (2009), Abiodun (2006), Eke (2005) and Obe (1984) whose findings revealed that there a significant relationship between location and academic achievement of secondary school students and that urban dwellers achieved better than rural dwellers. The reason for their better achievement could be as a result of the provision of learning facilities and infrastructures while the findings of this study is in contrast with those of Igbo & Ihejiene (2014), Musibau & Tayo (2010), Gana (1997) and Ajayi & Ogunyemi (1990) whose studies revealed that location had no influence on the academic achievement of students irrespective of the facilities made available to the urban students. The findings of this study also showed that gender had no significant influence on the academic achievement of students, the result of this finding confirm the studies of Abdu-Raheem (2012) and Lummis & Steveson (2006) whose findings revealed that gender is not related to academic achievement of students while the study disagree with the findings of Abosede (2014), Igbo & Ihejiene (2014) and Siddi (2013) whose findings revealed that gender role significantly influenced the academic achievement of students. In their various studies they concluded that male folk achieve better in sciences while females had better achievement in art subjects.

CONCLUSION

Based on the results presented, the following findings emerged. Gender has no significant influence on academic achievement of secondary school students. Location has significant influence on academic achievement of secondary school students.

RECOMMENDATION

Based on the findings, the following recommendations have been made:

- I. Parents in the rural areas should give maximum financial support to their children to enhance their academic achievement.

2. Parents without education and those with low educational qualifications in the rural areas should endeavour to send their children to home lessons after school hours, by weekends and during holidays to improve their academic achievement.
3. Government should provide infrastructural facilities, books and other educational facilities for schools to enable all students to have equal access to academic facilities. This will bridge the gaps between the urban and the rural students academically.

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