

Impact of School Location on Academic Performance of Home Economics Students in Junior Secondary School Certificate Examination

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ABSTRACT

The study examined the impact of geographical school location on academic performance of Home Economics Students in Ekiti State Junior Secondary School Certificate Examination. The design adopted for the study was an ex-post facto of survey type. The targeted population for the study was Junior Secondary III (JSS III) Home Economics students of public secondary schools in Ekiti State, Nigeria. A total of Two hundred (200) Home Economics students were used as samples for the study. The sample consisted of one hundred (100) Home Economics students that were randomly selected from public secondary schools in urban areas of the state (46 male and 54 female) and one hundred (100) Home Economics students that were also randomly selected from public secondary schools in rural areas of the state (36 male and 64 female). Computerized result sheets sent to each school by the Ekiti State ministry of Education for the Ekiti State Junior WAEC results were collected on the 2013-2016 May/June examinations for all the selected schools for the study. The scores of each candidates selected that formed the sample of this study were extracted and grouped as 'Urban scores' and 'Rural scores' and these serves as the academic performance in Home Economics. Three research hypotheses were formulated and analysed using t-Test statistical analysis at $P < 0.05$ level of significant. The findings showed that there was no statistical significant difference in the academic performance mean scores of male and female students in the rural school areas and also there was no statistical significant difference in the academic performance mean scores of male and female students in the rural school areas. The findings further revealed that there was statistical significant difference in the achievement mean scores of students in rural and urban school located areas. Conclusion and recommendations were also made in this paper.

Keywords: school location, academic performance, Home Economics and students.

Introduction

School is one of the institutions that is responsible for the development and training of the mind and skill of man (Joe Project store, 2018). School is also for the preparation of man for the challenges and responsibilities in the society at large. The National Policy on Education (2007) describes a two tier of secondary education lasting for a period of six years. A child is required to spend the first three years of secondary education in junior secondary school (JSS) and another three years in senior secondary school (SSS) if a student's performs well in both continuous assessment (C.A) and terminal examinations (Badmus, 2007). According to NPE (2007), the junior secondary school shall be both pre-vocational and academic. Emphasized among the pre-vocational subjects proposed for junior secondary school is home-economics.

Mugenda (1995) cited by Grace (2005) that in 1959, the American Home Economics Association defined home economics as the field of knowledge and service primarily concerned with strengthening family life through educating individuals for family living, improving the services and goods used for families, conducting research to determine the changing needs of individuals and families, and the means of satisfying those needs, furthering community, national and world conditions favourable to family living.

In addition, Mugenda (1995) as quoted by Grace (2005) that in the late 1970's at the International Federation of Home Economics Council's meeting, the definition of home economics was examined again. The council defined home economics as a discipline that is concerned with using, developing and managing human and material resources for the benefit of individuals and families, institutions, and the community. This involves the study and research in sciences and the arts concerned with different aspects of family life and its interaction with the physical economic and social environment.

Furthermore, Uko-Aviomoh (2005) as cited by Joe Project store (2018), home economics is a skill-oriented field of study that is expected to equip learners with survival skills that make for self-reliance, employment and paid employment. Home-economics is a broad field of knowledge and services concerned with all phases of family life, it's a course designed to promote a healthy home and society.

Home Economics is the only curriculum area that focuses on practical living skills related to family. Junior secondary school (JSS) Home Economics curriculum is designed to provide learners with basic

intellectual and practical education knowledge relevant to Nigeria society. According to Badmus (2007), it is also part of the aim of the curriculum to prepare youth formally for jobs as well.

Location of schools could also be a factor that affects academic performance of students in Home Economics in Junior Secondary schools. Eznendu (2003) in his study on: “classroom environment as correlate of students’ cognitive achievement in senior secondary school geography” stated that school location means urban and rural schools. Similarly, Quirk (2008) asserted that location is a particular place in relation to other areas. Ezike (2001) stated that urban areas are those with high population density, high variety and beauty while rural areas are those with low population, subsistence mode of life characterized by monotony. Similarly, Akpan (2008) indicated that schools in urban areas have electricity, water supply, more teachers, more learning facilities and infrastructure. In their studies on the influence of study interest and school location on the attitude of secondary school students towards Mathematics in Ekiti State, Adebule and Aborisade (2013) opined that students that resided in urban centres especially where there are higher institutions like polytechnics or universities are likely to have inclination for higher education than those in the rural setting. They further asserted that students in urban setting could have more access to libraries, laboratories, etc. than those in rural setting.

Owoeye and Yara (2011) in their studies on school location and academic achievement of secondary school students in Ekiti state, Nigeria asserted that the various review of literature on school location influence on academic performance is not the same. While some maintain that urban students perform better in examinations than their rural counterparts, other found that rural students (in spite of all odds) perform better. Some have submitted in their findings and concluded that no particular set up (urban or rural) can claim superiority over the other because their performances are the same. Alokun (2010) in his studies on the influence of sex and location on relationship between students’ problem and academic performance affirmed that sex and location do not affect the negative relationship between student problems and academic performance. In another development, Considine and Zappala (2002) studied students’ in Australia and found out that geographical location do not significantly predict outcomes in school performance. Conversely, Bosede (2010) stated that sex and location of school influence students’ academic achievement in some areas.

In addition, Adebule and Aborisade (2013) posited that lack of social amenities in rural areas impinges on the education services, such amenities are electricity, pipe borne water, technical resources, safe and secure facilities that are essential to successful educational programmes. Similarly, Ogunleye and Adepoju (2011) contended that the location of a school has an important role to play in the educational attainment of students in the school. Most studies on school location have being carried out with the focus on urban and rural location (NCERT, 2006). However, some areas where schools are located are neither urban nor rural. A peri-urban area is the transition zone or interaction zone where urban and rural activities are juxtaposed and landscape features are subjected to rapid modifications, induced by human activities.

In Nigeria, in spite of the enormous role that home economics plays in human existence and nation development, academic performance of students in junior secondary school is nothing to write home about. Some of the problems identified as responsible for this ugly trend includes; school location and gender inequalities among others. It is against this background that this study examined the impact of school location on academic performance of Home Economics Students in Ekiti State Junior Secondary School Certificate Examination (ESJSSCE).

Research Hypotheses

The following research Hypotheses were formulated and tested at $p < 0.05$:

H_{01} : There is no significant difference in the academic performance mean scores of male and female students in the urban school located areas.

H_{02} : There is no significant difference in the academic performance mean scores of male and female students in the rural school located areas.

H_{03} : There is no significant difference in the academic performance mean scores of students in rural and urban school located areas.

Methodology

The design of this study was an ex-post facto of survey type. The targeted population for the study was Junior Secondary III (JSS III) Home Economics students of public secondary schools in Ekiti State, Nigeria. A total of Two hundred (200) Home Economics students were used as samples for the study. The sample consisted of one hundred (100) Home Economics students that were randomly selected from public secondary schools in urban areas of the state (46 male and 54 female) and one hundred (100) Home

Economics students that were also randomly selected from public secondary schools in rural areas of the state (36 male and 64 female).

Computerized result sheets sent to each school by the Ekiti State ministry of Education for the Ekiti State Junior WAEC results were collected on the 2013-2016 May/June examinations for all the selected schools for the study. The scores of each candidates selected that formed the sample of this study were extracted and grouped as 'Urban scores' and 'Rural scores' and these serves as the academic performance in Home Economics. Three research hypotheses were formulated and analysed using t-Test statistical analysis at $P < 0.05$ level of significant.

Results

Research Hypothesis 1

There is no significant difference in the academic performance mean scores of male and female students in the urban school located areas.

Table 1 : t-Test Analysis of academic performance of male and female students in schools located in urban areas.

GROUP	N	\bar{X}	SD	Df	t- Test value		Remarks
					t-cal.	t- tab	
Male	46	46.65	6.54	98	0.57	1.96	* *
Female	54	45.94	5.86				

* * = Not Significant at $P > 0.05$

The table 1 above revealed that the calculated t-value (t-cal) is less than the tabulated t-value (t-table) at 0.05 level of significant (i.e. $t\text{-cal} = 0.57 < t\text{-table} = 1.96$, $df = 98$; $P > 0.05$). Hence, the null hypothesis is hereby accepted. That is, there is no significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of male and female students in the school located in the urban areas.

Research Hypothesis 2

There is no significant difference in the academic performance mean scores of male and female students in the rural areas.

Table 2 : t-Test Analysis of academic performance of male and female students in schools located in rural areas.

GROUP	N	\bar{X}	SD	Df	t- Test value		Remarks
					t-cal.	t- tab	
Male	36	57.33	5.24	98	1.43	1.96	* *
Female	64	55.83	4.66				

* * = Not Significant at $P > 0.05$

The table 2 above revealed that the calculated t-value (t-cal) is less than the tabulated t-value (t-table) at 0.05 level of significant (i.e. $t\text{-cal} = 1.43 < t\text{-table} = 1.96$, $df = 98$; $P > 0.05$). Hence, the null hypothesis is hereby accepted. That is, there is no significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of male and female students in the rural areas.

Research Hypothesis 3

There is no significant difference in the academic performance mean scores of students in rural and urban school located areas.

Table 3 : t-Test Analysis of academic performance of students in schools located in rural and urban areas.

GROUP	N	— X	SD	Df	t- Test value		Remarks
					t-cal.	t- tab	
Rural	100	64.15	6.15	198	7.94	1.96	*
Urban	100	56.62	7.22				

* = Significant at $P < 0.05$

The table 3 above revealed that the calculated t-value (t-cal) is greater than the tabulated t-value (t-table) at 0.05 level of significant (i.e. $t\text{-cal} = 7.94 > t\text{-table} = 1.96$, $df = 118$; $P < 0.05$). Hence, the null hypothesis is hereby rejected. That is, there is significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of students in rural and urban school located areas.

Discussion

As shown in table 1, there is no significant difference in the academic performance scores (Ekiti State Junior WAEC results) of male and female students in the urban areas. The findings further established the homogeneity of male and female students in terms of academic performance irrespective of school location. In order words, it could be said that the knowledge baseline for the two groups (male and female) are equal. Similarly, the finding also still in line with that of Considine and Zappala (2002) that geographical location do not significantly predict outcomes in school performance. But, at variance with the findings of Bosede (2010) that sex and location of school influence students' academic achievement in some areas..

Furthermore, As also shown table 2, there is no significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of male and female students in the rural areas. The findings established the homogeneity of male and female students in terms of academic performance irrespective of school location. In order words, it could be said that the knowledge baseline for the two groups (male and female) are equal. This finding agreed with that of Considine and Zappala (2002) that geographical location do not significantly predict outcomes in school performance. But, at variance with the findings of Bosede (2010) that sex and location of school influence students' academic achievement in some areas..

Moreover, table 3 showed that there is significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of students in rural and urban school located areas. This means that geographical location of schools has influence on the academic performance of students. This finding agreed with that of Ogunleye and Adepoju (2011) that the location of a school has an important role to play in the educational attainment of students in the school.

Conclusion

The findings revealed that there was no statistical significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of male and female students in the rural school areas and also there was no statistical significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of male and female students in the rural school areas. The findings also revealed that there was statistical significant difference in the academic performance mean scores (Ekiti State Junior WAEC results) of students in rural and urban school located areas.

Recommendations

The following recommendations based on the findings of this study were made:

That government and Home Economics educators should focus more attention in terms of necessary facilities and pedagogy on the schools located in rural areas for them to have the same opportunity like their counterpart in the urban school location areas, and to enhance student's academic performance in Home Economics subjects irrespective of the geographical school location.

Home Economics educator and other stake holders should discourage gender stereotype in teaching and learning of science subjects irrespective of the geographical school location

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