

The Influence of School Location and Teacher Effectiveness on Academic Achievement among Secondary School Students in Kano State.

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Abstract

The main objective of this research was to find out the effect some environmental variables on academic achievement of rural and urban secondary schools students in Kano state. Ex post factor design was used in the study. The population of the study comprised the entire secondary school students in Kano state, with a total population of 178,602 students. A sample of 384 students were randomly selected and used for the study. Questionnaire for students assessment of teachers effectiveness and academic achievement test in three core subjects i.e. Biology, English and mathematics were the instruments used for data collection, the reliability Co-efficient of the instrument for students assessment of teachers effectiveness was obtained using split half method with $r=0.64$ as in the case of academic achievement test in Biology, Mathematics and English the reliability of the test items stand at $r=0.65$, 0.67 and 0.69 . Chi square and T test were used to analyze the data. The result of the analyses indicated that there is a significance difference in academic achievement between rural and urban students in Kano state. Also, the study revealed that teachers in rural areas were not willing to accept responsibilities. From the findings it was concluded that the variation in academic achievement was attributed to improper settlement of schools. Finally, it was recommended that there is the need for government, to provide rural environment with social amenities that boost the social well being of rural dwellers such as road, electricity water supply and provide rural environment with effective teachers that enhance students' academic achievement.

Key words: School location, secondary school students, rural, urban

INTRODUCTION

Background to the study

Kano is one of the most important and influential state not even in Nigeria but in

the whole part of Africa. It is presently witnessing a progressive rate of development more than any other state of Nigeria, and this development is mainly restricted to urban areas of Kano state (Bala Usman 2000) . The areas that are purely

urban compose of Kano municipal, Dala, Tarauni, Gwale, Fagge, Nassarawa, Kumbotso, and Ungoggo. The result of this development paves the way in no small measure for the development of social amenities such as roads, good health care delivery system and the concentration of human and material resources. These help individual to achieve educational potentialities in schools.

The situation in rural areas is sharply polarized. The areas are characterized with certain features that may not be captured by schools such as limited access to student's services and programs, lack of cultural diversity, poor health delivery system, and lower career aspiration because of lack role model and above all, there is still resistance against the western education in rural areas. Any attempts made by the government to convince the rural populace to send their children to schools prove abortive. This is one of the reasons why the teeming population of urban children attending secondary schools outnumbered greatly those that are in rural areas. Nigeria from the perspective of urban dwellers that is only people in the urban centres is entitled to the good things of life while the rural dwellers are left to their harsh and hard living conditions. For example, Agberomode while enumerating the causes of the poor performance of the rural children in examination argues that the harsh condition of their teachers contributes in no small way to the performance of their students.

The Federal Government of Nigeria had adopted education as an instrument par excellence for effecting national

development. If education has been adopted as the only tool that can solve the socio-economic problems of Nigeria then the adequate supply of effective teacher becomes the core of the educational problems because there is a direct link between the quality of education and the quality of teacher.

This view is adequately reflected in the national policy on education in section 9:59 on the purpose of teacher education that:

Teacher education will continue to be given major emphasis in all educational planning because no education system can

rise above the quality of its teachers

The National Implementation Committee for the National Policy on Education commenting on the issue of professional roles of the teacher recommended that:

The status and welfare of teacher is to become

a matter of continuing national concern with

additionally more community participation helping

teachers to relate the school experience (p. 2)

These views seem to suggest that the real value of sound educational policies lies in its effective implementation and it is the teacher in the final analysis who transforms theory into practice and Ukeje (1976) explained that:

-----indeed the quality of the school and that of the teaching

Personnel so permeate each other that a vicious circle is created in analysis their inter-relationship for we cannot have good schools unless we have good teachers (p.309)

Armed with these views, the researcher asserts that the system of training teachers should be the keystone of any national system of education, especially in a rapidly developing country like Nigeria. The effectiveness of teacher training will be the main determining factor in the success or failure of education to meet that country's needs.

Several studies abound that concerned themselves with effect of teacher effectiveness on students' educational achievement such as Schneider (1979), Adeyanju (1980), Abiri (1976), Zaku (1983), Okpala and Onocha (1984), Adewumi (1985), Awoyemi (1986), Danesty (2004), Nulifereb (2004), Rice (2003), Jacob and Lefgnen (2006), Adediwuraa and Tayo (2007) and Agharuwhe and Nkechi (2009). A considerable body of research findings is available to support the contention that in the balance, better qualifications of teachers would lead to better performance of students. Goodman (1959) established that there are links between pupils' performance and teacher effectiveness and between performance and classroom atmosphere. Teachers' experience was measured in terms of the number of teachers in a district with five or more years of employment as a

classroom instructor. Classroom atmosphere was a measure resulting from an observer's rating of the degree to which the teacher attempted to relate the subject matter being considered to the interest and ability levels of students. In a similar study, Thomas (1962) using data from Talent' Project to investigate the influence of a large number of home, community and school found that the initial salaries of teachers, the teacher's experience and the volume of books in the library were significantly related to students' scores. Similarly, Calamine report indicated that teachers' quality is a major determinant of scholastic achievement among students and that feasible change in the level of quality of the teachers of Negro students would bring about significant changes in the achievement levels of these students.

In trying to compare and contrast the academic achievement of urban and rural students in Kano state there is tendency to have variation in their performances in schools, because environmental bearing help to shape an individual ideas, personality, way of thinking, cultural characteristics, ideological orientations of their respective teeming populace. And this remains one of the reasons that motivated the researcher to conduct a research work on "The influence of school location and teachers effectiveness on academic achievement among secondary school students in Kano state.

Statement of the problem

The present study primarily centered on the influence of school location and teachers effectiveness on academic achievement among secondary school students in Kano

state. The variations in academic achievement between urban and rural students emerge as a result of unique nature of rural and urban environment.

The school locations tend to exact a significant role in determining the achievement of student in either urban or rural setting. Therefore, the school's social psychological culture and class size also play role in affecting student's academic achievement. Most of the rural areas characterize with some unfavourable environmental factors that cannot commensurate with learning such as road, isolation, lack of road, isolation, lack of role model and resistance against western education. These rendered the rural schools to have ill-defined classroom structure that created unfavourable atmosphere for reading. The idea that emerges from this scenario was that rural school setting was not conducive for learning and this contributed significantly in poor academic performance in rural location.

These problems seem to be serious in the various rural schools for example while it is not uncommon to find in some of the urban secondary schools an over concentration of qualified graduate teachers, students of the same subject in rural schools are compelled to make do with either unqualified teachers or none at all. It is generally believed to day that students in urban schools perform better than rural counterparts in school certificate examinations. Is the assumption then true that differences in opportunities offered for the teaching and learning in urban and rural environment affect students' performance? What are some of these problems and how

are they likely to be immunized if not eliminated? These and other related issues constitute the focus of the problems that are to be investigated.

Objectives of the study

This study is designed to achieve the following objectives:

- (1) To find out the differences in effectiveness of teaching between urban and rural secondary school teachers in Kano state.
- (2) To find out the differences in academic achievement between urban and rural secondary school students in Kano state.
- (3) To find out the differences in teachers willingness to accept responsibilities in either urban or rural environment of Kano state.

Research questions:

For this particular study, the following research questions are raised:

- (1) Is there any significant difference in teaching effectiveness between urban and rural secondary schools teachers in Kano state?
- (2) Is there any significant difference in academic achievement between urban and rural secondary school students in Kano state?
- (3) Is there any significant difference in teachers' willingness to accept responsibilities between teachers in urban or rural areas of Kano state?

Research hypotheses

For the purpose of this study the following research hypotheses are formulated:

- (1) There is no significant difference in the effectiveness of teaching between urban and rural secondary schools teachers in Kano state.
- (2) There is no significant difference in academic achievement between urban and rural secondary schools students in Kano state.
- (3) There is no significant difference in teachers' willingness to accept responsibilities between teachers in rural and urban areas of Kano state.

Methodology

The design for this study is ex-post facto since it is attempt to determine cause for existing condition and preexisting differences in the groups. The study was carried out among students of both rural and urban areas of Kano state. The target population of this study comprised of the entire government senior secondary schools in the existing forty four (44) local governments in Kano state. A total number of 384 students were selected using Kryze and Morgan table for determining sample size. The selection was based on three senatorial zones that comprise all the existing local governments of Kano state.

Sampling technique used for this study was stage sampling. This sampling technique is a means of obtaining the require sample when enumerating of all members of population to select a sample from among them is extremely difficult or impossible when the population is large or when it is spread over a large area. Therefore, the population of the

entire Kano state students in secondary schools is so large that one cannot list all its members for the purpose of drawing a sample. In this approach the target population is divided into stage or cluster then further sampling takes place within stage and so on until individuals are sampled. For instance the stages in this referred to (3) Senatorial Zones within the zonal areas schools are sampled, classes are sampled within the schools and finally individuals are sampled within classes. According to Bichi enumerating the target population that is diverse and scatter to select a sampled from among them is extremely difficult. And this necessitated the researcher to employ this sampling technique because the population of Kano state students is very large and spread over a large area.

A self developed questionnaire named Questionnaire for the Assessment of Teachers Effectiveness and Academic Achievement Test in three cores subjects i.e. Biology, English and Mathematic was used as instrument for data collection. In an attempt to establish the validity of the data collection instruments that was developed by the researcher. Both instruments the students' Academic Achievement Test in Biology, English and Mathematics as well as the student's Assessment of Teachers effectiveness were presented to expert for face validation. In validating students Academic Achievement Test in Biology, English and Mathematic expert were consulted, who make critical suggestion and recommendation that refined the instrument for use in the study. While student's Assessment for Teachers Effectiveness was

tabled before experts in psychology, test and measurement as well as curriculum planners who scrutinize and made useful observation and correction to make it standard.

The reliability of the two instruments was obtained through a pilot testing using 20 samples. The samples were drawn from both urban and rural location with 10 subjects from each. The instruments were administered once to the two groups after which obtained scores in the Academic Achievement were correlated between

students from the two set of scores using PPM. The result of the analysis revealed that the values of the calculated $r=0.65, 0.67$ and 0.69 as for English, Mathematics and Biology. The reliability of the students' Assessment for Teachers' Effectiveness is 0.65 .

RESULTS

Research Question One

Data relevant for answering research question is presented in table 1:

Table 1: Effectiveness of teaching personnel's

ENV	SA	A	N	D	SD	X ² cal	X ² crit	Df	D
urban	1285(11008)	684(574.3)	273(244.3)	390(606.2)	198(296.8)	271.49	11.020	4	Rejected
Rural	660(837)	324(433.6)	156(184.5)	674(457.7)	323(224.1)				

$P>0.05$

Finding

From the table it be seen that the calculated Chi square is 271.49 which is greater than the critical Chi square 11.020, null hypotheses is therefore rejected which means that there is significance difference in the effectiveness of teaching personnel's between urban and rural environment in Kano state.

Research Hypothesis Two

There is no significant difference in academic achievement between urban and rural secondary schools students in Kano state.

To test this hypothesis the result obtained in academic achievement test were analyzed using t-test and the results are presented in table two (2).

Table 2 Environment and Academic Achievement

	Mean	Std D	pop	Df	T cal	T crit	D
Urban	15.7656	6.1031	192	382	9.389	1.9600	Rejected
Rural	9.8438	6.2560	192				

From the table 2 it can be observed that the obtained t value (9.389) is greater than the critical T value (1.96000).Therefore null

hypothesis is rejected, meaning that there is significant difference in the level of

academic achievement between urban and rural students in Kano state.

Research Hypothesis Three

There is no significant difference in teachers' willingness to accept responsibilities between teachers in rural and urban areas of Kano state.

School location secondary school teachers' willingness to accept responsibility

ENV	SA	A	N	D	SD	X ² cal	X ² crit	Df	D
urban	1386(1200)	1052(800.1)	156(283.5)	320(501.3)	173(303.7)	736	9.488	4	Rejected
Rural	580(767.7)	260(511.8)	309(1814)	502(320.6)	325(194)				

From the above table it can be seen that the calculated X² for H₀³ is 736 which is more than the X² critical value 9.488, null hypothesis is therefore rejected which indicated that, school location does significantly influence secondary school teacher's willingness to accept responsibility in urban areas.

Summary of finding

The findings of this study are summarized below:

- (1) There is a significant difference in the effectiveness of teaching personnel between urban and rural secondary school teachers in Kano state.
- (2) There is a significant difference in academic achievement between urban and rural secondary schools students in Kano state.
- (3) School location does significantly influence secondary school teacher's willingness to accept responsibilities in urban areas at the expenses of rural areas.

School location and teachers served as one of the determinant of Academic Achievement among rural and urban students in Kano state. The achievements of students depend upon some of the environmental variables that encourage or otherwise discourage students to perform academically better in school. The present study has found that there are significant differences between urban and rural secondary students in Kano state. This study was able to discover that urban secondary school students perform better when compared to their counterpart in rural areas. The rural students were intellectually backward and stagnant because of some unfavourable environmental factors surrounding the rural environment. The possible explanation that can be advanced for the disparity or variation in the academic achievement among urban and rural students is that, looking at the nature of rural environment, the areas characterized with some features that were not conducive for schools and all activities that are incline to it such as isolation, limited access to students services and program, lack of cultural diversity, poor health delivery system, and

Discussion on Findings.

lack of social amenities such as electricity and tap water. Agberomode (2009), while enumerating the causes of the poor performance of the rural children in examination argues that the harsh condition of their teachers contributes in no small way to the performance of their students. According to Agberomode. Academically, the village teacher cannot compare favourably with his counterpart in the town the environment in which the works does not favour his advancement in learning there are no refresh courses, no retaining, no seminars, no libraries and other social amenities that help teachers to feel psychologically well being.

Similarly researches conducted to investigate the performance of students revealed that: rural education was found to be one of the causes of slow learning, and this was due to lack of qualified teachers that would focus themselves to discharge their duties effectively. This was supported by three survey studies of the perception of educators and parents in America (Bull et al 1992, Helge 1990, Toronto 1994). Adewale (2002) studied the effect of parasitic infections on school performance among school age children in Ilorin. He found that in rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered Another possible influence on hypothesized gaps in educational achievement between rural and urban populations is a long history of emigration by more educated people to urban areas in search of better job opportunities (DeYoung and Lawrence, 1995; Herzog and Pittman, 1995). Population loss contributes to the educational trend of school consolidation, although recent findings suggest that larger schools do not necessarily improve student

performance (1991; Haller et al, 1993; Plecki)..

In another study Blair (2004), it was found that teachers in Uganda were performing below expectation and most of these teachers were found to be rural school teachers. The result of the investigation revealed that: those that were serving in rural areas failed to discharge their duties effectively as compare with urban secondary school teachers. Therefore, the variation in academic achievement between urban and rural students was attributed to lack of qualify teaching personnel's more especially in rural location. Bashir (2005) agreed that the poor performance of children were attributed to lack of qualify teaching personnel.

In the case of urban areas most teachers prefer to serve there because of the abundance of social amenities that are found to be available in urban location. Therefore, this serve as one of the environmental variable that brought a speedy rate of educational development in the area. Teachers found it easy to move in and outside the school, educational administrators and supervisors found it easy to know what is going on in urban location as compare to rural location.

Isyaku (2000) provided the population of entire teachers serving in the whole federation of Nigeria. The total numbers of those serving in urban areas outnumber greatly those that are in rural areas, and the success of any lesson depend upon the availability of teachers provided.

Critical examines of the whole findings above, one may concluded that the frequent

episodes of underachievement in schools more especially in rural location were attributed to the nature of rural environment. And this made the teachers to develop certain negative attitude toward teaching which resulted in underachievement among rural secondary school students in Kano state

There is strong positive relationship between the teachers' qualification and academic achievement of students. The rural schools faced problem of qualify teaching staff and this is one of the basic reason behind the poor performance of rural students. Isyaku (2000) provide a clear data about teachers with teaching qualification and those without, and most of these teachers who do not possessed teaching qualification were found to be in rural areas teaching in rural schools.

Schools are places where learning is to be fostered, supported and developed. How does the schooling affect underachievement? Mendel and Marcus (1988) report that teachers can have significance impact on a student's success. Teachers gather information on students from files, other teachers, and class room and school activities. Generally teachers begin to form expectation of their students in relation to data they have collected. Other factors like the size of the school and school district the school's social psychological culture and class size also play role in effecting student's achievement (Marcus 1988).

Academic achievement among urban and rural student: Multiple combination of some environmental variables helped to depict the

performance of students in his peculiar environment. Rural or urban areas help to depict the personality, ideological orientation, cultural characteristics and educational ideas of their respective populace.

Conclusions

Multiple combinations of some environmental variables helped to depict the performance of students in his peculiar environment. Environmental bearing help to depict the personality, ideological orientation, cultural characteristics and educational ideas of their respective populace. Academic achievement is affected by cultural background of the home. Difference in expectation for achievement are internalized by the child through identification and set standards for him accordingly. In addition to the many psychological and self factors that contribute heavily to the child ability and readiness, cultural variable contribute their share. Specifically, such factors are number of books in the home and educational levels of parent are definitely and positively related to reading ability. While occupational status of the father show some relationship. The fact that the rural dwellers of Kano state mainly engaged in farming at subsistence i.e. producing food crops for consuming,, there is the possibility of parents in rural areas to see the less value in educating their children. Most, if not all of the educated elite stay mainly in urban areas of Kano state. These groups of people know the value of education because they undergone through it and it is this system of education that raised their social status and prestige. Therefore,

they do all that they can to support and finance their children education.

Recommendations.

Base on the findings of the study, the following recommendations are made:

- There is the need for Kano state government to provide rural environment with social amenities that boost the societal well being of rural dwellers, such as road, electricity, water supply etc. This will encourage teachers from urban areas to come to rural areas to serve as teachers in rural schools. .
- Rural school teachers should be sent to seminars and workshops in order to make them professional like their counter part in urban areas of Kano state. .
- Government should establish schools in areas where there is good communication network for easy supervision, inspection and monitoring the school activities.
- Quality of schools is determined by qualified teaching staff available. It is imperative for government to provide school with effective teachers that are ready to discharge their duties and responsibilities as teachers

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