



Correlation Between School Location and Student Performance in Kasese District

Busingye Judith¹, Dr. Shira Tendo Namagero²

¹MELPS, Mountains of the Moon University

²Faculty of Science and Education, Busitema University

ABSTRACT

The major goal of education is to provide high quality education experiences in all schools irrespective of their location. The study sought to establish the factors affecting school establishment and the relationship between school location and student academic performance. A mixed research design was employed using both quantitative and qualitative methods. The study findings revealed that major factors like land resource, communities, government and religious bodies determined the establishment of secondary schools in their locations in Kasese District. The study exposed that the value 0.002 less than 0.05 implied that there is significant relationship between determinants of school establishment and location of school; the significance value 0.029 less than 0.05 implied that there is a relationship between school location and students' academic performance. The study recommended that government should focus more attention in facilities located in peri-urban and rural areas in order to improve nationwide student academic excellence.

ARTICLE INFO

Article history:

Received 29 Sep 2021

Received in revised form
30 Sep 2021

Accepted 03 Nov 2021

Keywords: School location, student academic performance

© 2021 Hosting by Research Parks. All rights reserved.

I. Introduction

School location refers to the community in which the school is located. OECD, Paris, (2002) glossary. (J.M.Carasco, J.C.Kasente, M.Odada, 1996) defined location as the environment conditions around a school which could be urban or rural. (F.O.Odur, H.Kibuuka, 2000) attributed students' academic performance to social environment and argue that schools located in rural areas will have characteristics

of rural environment. Similarly an urban school will have an environment based activities peculiar to its environment but different from a rural location. Thus, this would suggest that as the school environment differs, the level of academic performance may also differ and quality of education may not be even.

Academic performance is the scholastic standing of students at given moment. This scholastic standing is explained in course or groups of courses (J.Hylden, 2004). (J.Hallak, 1977) supported this argument by saying that performance is a level of attainment of a person in an examination. According to (A.Ajayi, 2006) a school with high academic mean scores is considered more efficient than one with low examination scores.

Globally, educating a nation remains the most vital strategy for the development of society throughout the developing world. Studies on human capital development concur that it is the human resource of a nation and not its capital or natural resource that determines the pace of its economic and social development (G.Tumushabe, J.A.Makaaru, 2013). The principle institutional mechanisms for developing human capital are through formal education systems including secondary education. Since education is an investment, there is a significant positive correlation between education and socio-economic productivity. (G.Tumushabe, J.A.Makaaru, 2013) The straight linkage of education is through improvement of labor and skills which in turn increase opportunities for well-paid productive employment which may enable citizens of any nation to fully exploit their potential resources (Y.K.K.Nsubuga, 2003).

In Uganda there are disparities in the distribution of facilities partly because the first schools set up by government were for the children of administrators and chiefs around urban areas and in addition geographically poor areas in terms of soil and climate tend to have fewer schools than the relatively rich areas. Save for a few districts in the country, secondary education in Kasese District is a recent development. The first secondary school was established on 14/April/1974, the remaining ones commenced after 1980 (Y.K.K.Nsubuga, 2003) . The sector was marred by ethnic tension that characterized the region, as well as poor planning of the existing governments and organizations that concentrated many social services including education in a few districts, leaving others without. Thus, this can partly suggest infrastructure, academic performance and enrolment disparities between schools in the district as well as many schools in the same docket across the country owing to location imbalances.

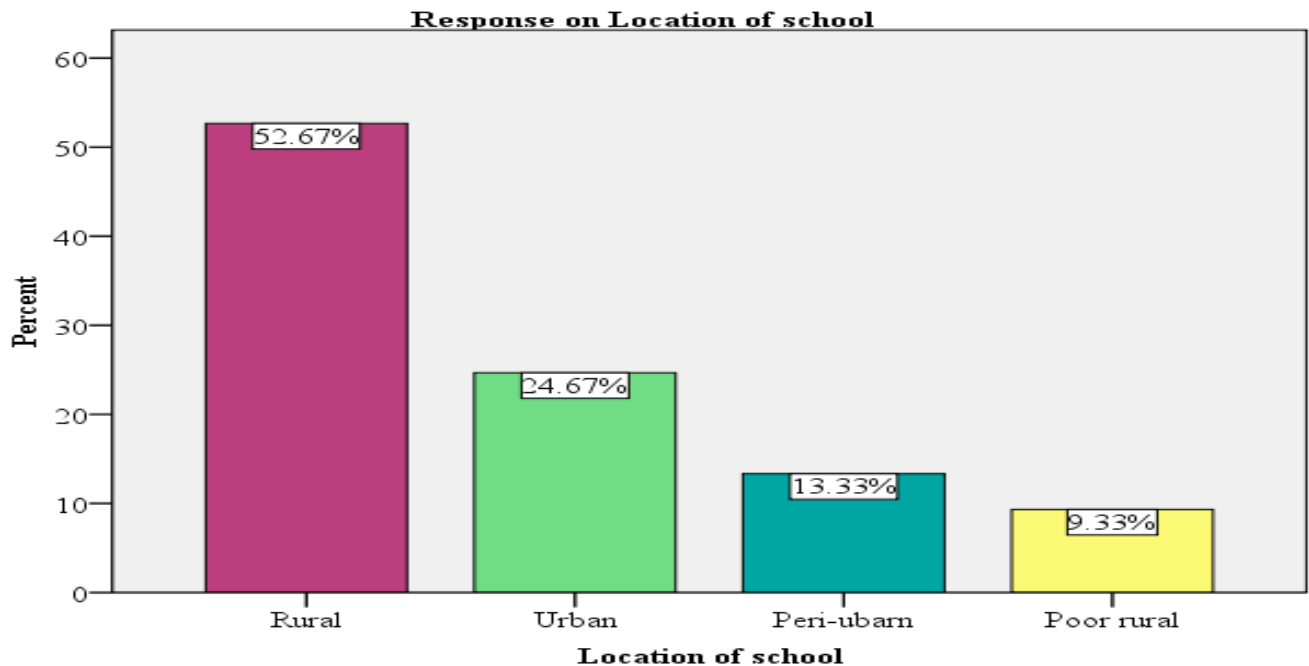
Currently, Kasese district has twenty two government aided secondary schools and fifty two private owned. Majority of these secondary schools are located in hard to reach and stay, mining camps, around factories, markets, slums, lakeshore, national park and mountainous areas (S.Hu, 1977). Most of them encourage teacher attrition, absenteeism and student truancy; (L.Orneal, D.Cox, 2002) this could suggest poor academic performance in Kasese district. It is upon this background that a study on school location and student academic performance among selected secondary schools in Kasese District was sought to be pertinent to fill up the gap.

II. Methodology

The researcher used a cross section survey with both qualitative and quantitative techniques for data collection and analysis. The research design helped in examining relationships among the variables to obtain a representative sample of the population. Surveys are designed to provide a snapshot of how things are at a specific time. In a survey research independent and dependent variables were used to define the scope of the stud. Data analysis was done using the Statistical Package for Social Scientists (SPSS) for quantitative data and a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified.

III. Findings and Discussion

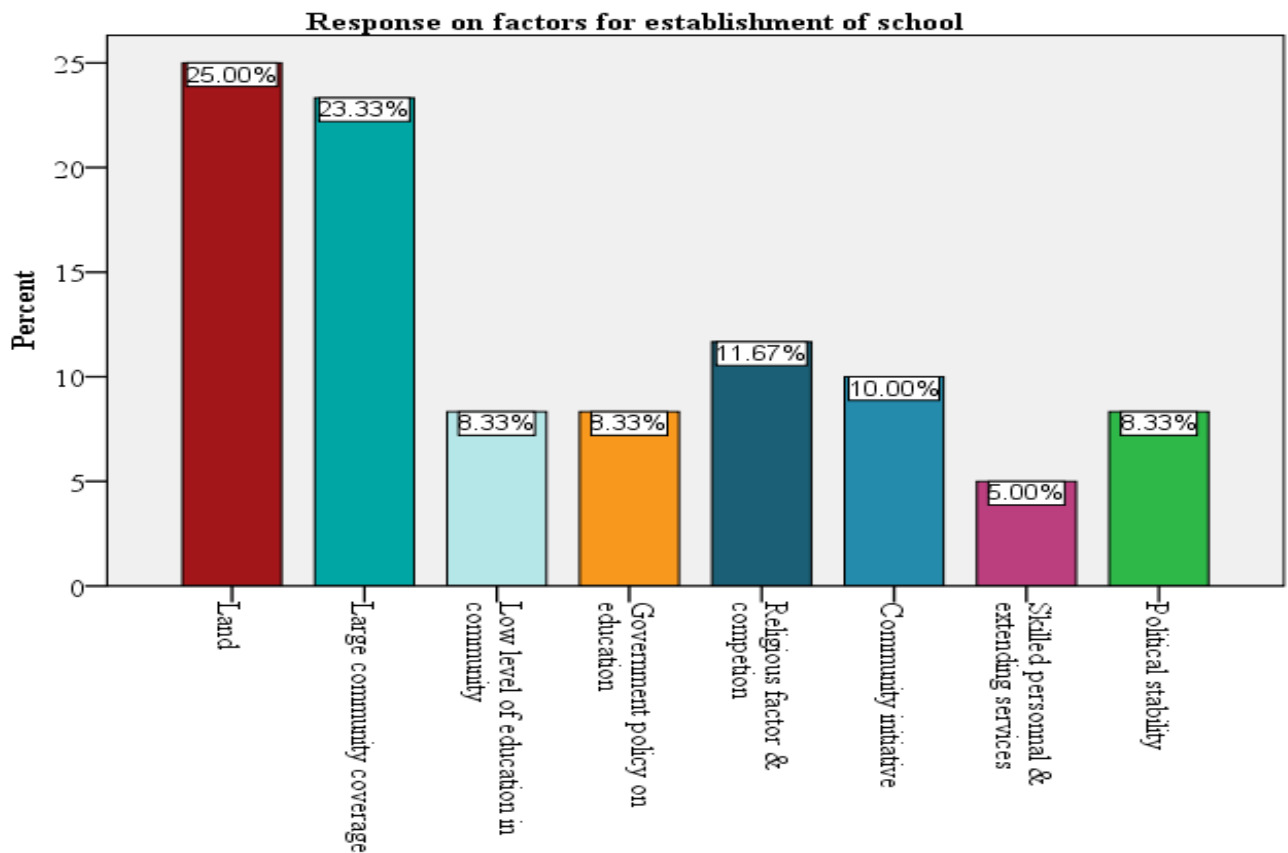
Figure 1: School location in Kasese District



According to the statistics indicate 80(53.0%) of the respondents revealed that location of schools is rural, followed by 37(24.5%) revealed that it is urban, while the other 20(13.2%) and 14(9.3%) revealed Peri-urban and poor rural respectively. Therefore, basing on statistics, the majority of the respondents put it that the locations of schools in Kasese are in the rural.

Basing on the statistics of 60 teachers who are part of the total sample size, it was revealed that school establishment is a result of a number of factors that includes; land, large community coverage in terms of population, low level of education in the community, government policy on ensuring that all natives acquire education, religious factor and competitions, community initiative, existence of skilled personnel/creating employment opportunities & extending services, political atmosphere in an area

Figure 2: Responses factors for establishment of school.



Source: Primary data from the field study, 2017.

Figure 2 above, shows that the major factors for establishment of school includes availability of land, large community coverage without a school & religious factor among other factors.

Table 1: Spearman’s correlation on reasons for school establishment, and location of selected school in an area

Location of selected schools in their selected area.		Government	Presence of school going children	Existence of economic activities.
	Correlation coefficient	0.462	0.650	0.032
	Sig (2-tailed)	0.033	0.044	0.034
	N	90	90	90

Source: Primary data from the field study, 2017

Table 1 above shows that Spearman’s correlation coefficient is 0.462 between school location in an areas and government influence means that the two variables are positively related. And the significance value 0.033 is less than 0.05 hence significant, it implies that there’s relationship between school location and government influence.

Table 2: The Relationship Between Predictors (Community Around School, Government, Economic Activity, Presence.) and Location of School.ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.285	5	3.857	4.084	.002 ^a
	Residual	79.338	84	.944		
	Total	98.622	89			

a. Predictors: (Constant), Community around school had initial support for school, Government lead to establish of school, Economic activity lead to establish of school, Presence of school going children.

The correlation coefficient 0.650 (65%) between location of selected school and presence of school going children, implies that presence of school going children in an area will lead on average by 65% for a location of a school in that community. The significance value of 0.044 is less than the tested value 0.05 hence significant.

b. Dependent Variable: Location of school

The correlation coefficient 0.32 (32%) between location of school and existence of economic activities, implies that the existence of economic activities in area will lead on average by 32% chances of a school in an area. The significant value 0.034 is less than 0.05 hence significant, means that there is significant relationship between economic activities and school location.

Table 3: Founding body of the schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Catholic Church	24	40.0	40.0	40.0
	Government	19	31.7	31.7	71.7
	Community	8	13.3	13.3	85.0
	Private	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Source: Primary data from the field study, 2017.

The statistics above indicate that out of 60 participants (Teachers) from the total sample size of 151, 24(40.0%) of the respondents revealed that their school was catholic founded, followed by 19(31.7%) of the respondents whose schools were Government founded, while 8(13.7%) founded by the community and 9 (15.0%) founded by private individuals in Kasese District.

Table 4: Students Grades from five selected school in different location for year 2015 UCE (Ex post facto).

SCHOOL	2015					Total
	Location	Div I	Div II	Div III	Div IV	
Kuruhe High School	Rural	2.5%	11.3%	17.5%	68.7%	100%
Kasese Secondary school	Urban	11.5%	40.9%	23.8%	23.8%	100%
Mahango Seed Secondary School	Rural	0.0%	7.9%	23.7%	68.4%	100%

Mount Rwenzori Girls	Peri-urban	0.0%	5.9%	17.6%	76.5%	100%
Celak Vocational School	Urban	0.0%	1.9%	17.0%	81.1%	100%

Source: Secondary data from the field study, 2017

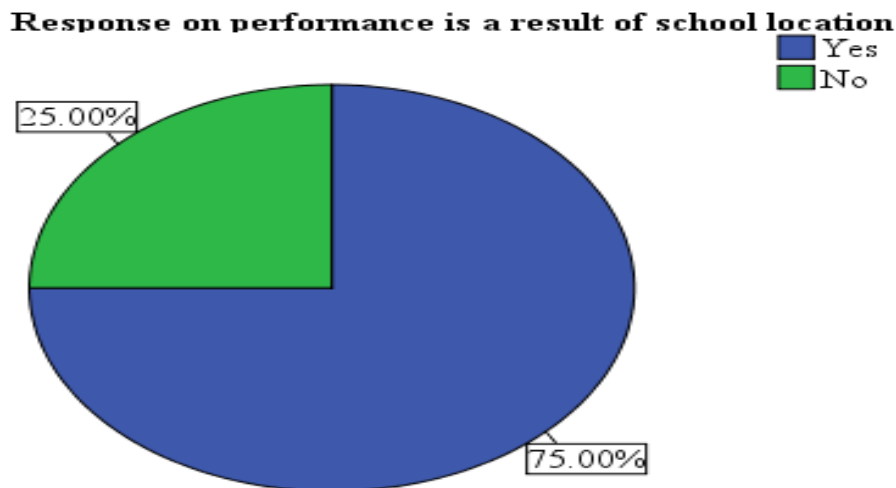
Statistics from table 4 above indicate that 11.5% and 2.5% of students passed in division one (Div I) for Kasese Secondary school in urban and Kuruhe High School in rural respectively, while the three schools Mahango Seed SS in rural, Mount Rwenzori Girls in peri-urban and Celak Vocational School in urban had no student passing in division one, followed 40.9% and 11.3% of students passed in division two from Kasese Secondary school and Kuruhe High School respectively, 7.9% and 5.9% of students from Mahango Seed SS and Mount Rwenzori Girls, while 1.9% students only passed in division two (Div II).

For Division Three (Div III) Kuruhe High School and Kasese SS had 17.5% and 23.8% students respectively, Mahango Seed SS and Mount Rwenzori Girls with 23.7% and 17.6% students respectively, while Celak Vocational School with 17.0% students.

For Division Four (Div IV) Kuruhe High School and Kasese SS had 68.7% and 23.8% respectively, Mahango Seed SS and Mount Rwenzori Girls with 68.4% and 76.5% students respectively, while Celak Vocational School with 81.1% students.

The table shows that those schools in urban areas like Kasese SS have conducive environment and availability of supportive items necessary for learning and get students with better academic performance compared to those in the rural schools like Mahango Seed SS with inadequate supportive items necessary for learning.

Figure 3: Teachers Responses to Students Academic Performance vs School Location.



Source: Primary data from the field study, 2017

Figure 3 above, given the sample size of 60 teachers who were part of the total sample size, statistics indicate that 45(75.0%) of the respondents revealed that performance of students is as result of school location and the remaining percentage 25(25.0%) disagreed with the statement. This shows that the location of school in terms of accessibility, development in infrastructure and school facilities greatly influence the performance of student. However, 25(25.0%) of the respondents revealed the poor performance of students is not as a result of school location.

The research findings revealed that there is a relationship between school location and students academic performance. Basing on the results, three indicators measuring the relationship between school location and students academic performance were in agreement that poor performance of students is a result of school location. Basing on the findings, the significance value 0.029 less than 0.05 hence significant, implies that there significant relationship between school location and students' academic performance at in the district

It was revealed that 24.4% of the respondents strongly disagreed to the statement and 27.8% disagreed that students find it easy to reach this school with average responses score of 3.32 and a standard deviation of 1.42. Implying that on average respondents strongly disagreed that students find it easy to reach the schools, they move a long distance while footing to reach the school and this could perhaps lower their performance as they even miss early lessons. Also the results revealed that students in rural areas do not revise with their teachers the tests given, which greatly lowers the academic performance. The findings revealed that ; poor motivation of staff in terms of payments and other string benefits like accommodation, feeding allowances; admission criteria; absenteeism of learners and the teachers, and also poor management styles.

It was observed that urban and rural poor environments influenced negatively on school performance in day secondary schools compared to rural and urban affluent day secondary schools. They identified poor facilities and indiscipline as being causes of disparity in performance between schools located in poor urban/rural areas, this was due to having fewer role models to emulate, their parents are unable to pay fees regularly resulting in irregularly attendance to school, fewer teachers in these schools have extra time for their students, hence perform poorly unlike those in the affluent urban/rural areas that have enhanced performance.

Highly qualified teachers prefer to serve urban rather than rural areas because their conditions are not up to the expected standard, as their social life in the areas are virtually restricted as a result of inadequate amenities, play grounds are without equipment, libraries are without books while laboratories are glorified ones, this perception of teachers to rural schools accounts for the inadequate staffing in rural schools and lowers learner attainment. These conditions lead to negative attitudes towards school location and results in high teacher turnover and absenteeism, truancy and dropout of learners which inevitably affects student academic performance (S.Hu, 1977).

IV. Conclusion

There is a significant relationship between school location and students academic performance. The three indicators out of four measuring the relationship were in agreement that poor performance of students is a result of school location. Basing on the findings, the significance value 0.029 less than 0.05 hence significant, implies that there significant relationship between school location and students' academic performance at UCE in the district.

There is a need by the government to improve on infrastructure development, and additional benefits to students who study in hard to reach areas by deliberately address the pertinent issues in peri-urban and rural schools. This will in-turn lead to the achievement of the national development goals that have hither to eluded the nation because the education sector is not at the same level countrywide.

References

1. A.Ajayi. (2006). The influence of school type and location on resource availability and pupils learning outcome in primary schools in Ekiti State of Nigeria. *Educational Thought* , 170-176.

2. D. Warwrzuta, M. Jaworski, J. Gotlib, M. Panczyk. (2021). What arguments against COVID-19 vaccines run on Facebook in Poland: content analysis of comments. *MDPI* , 481.
3. F.E.Mbakwe. (1986). Location and resopurse factors in the development of Nigerian Army schools1980-1984. *unpublished thesis* . University of Ibadan.
4. F.O.Odur, H.Kibuuka. (2000). *Education Administration*. Kampala: Makerere University Press.
5. G.Tumushabe, J.A.Makaaru. (2013). Investing in our nation's children: reforming Uganda's education system for Equity, Quality, Excellence and National Development. *Policy Briefing Paper Series* (p. No. 27). ACODE.
6. J.Hallak. (1977). Planning the location of schools: An instrument of Educational Policy. *UNESCO-HEP* , 33-39.
7. J.Hylden. (2004). *What is so big about small schools. The case for small schools nationwide and in North Dakota*. Cambridge: Harvard University.
8. J.M.Carasco, J.C.Kasente, M.Odada. (1996). *Factors affecting school effectiveness in Uganda. A baseline study*. Kampala: UNEB.
9. L.Orneal, D.Cox. (2002). *Then now: Small Rural schools revisted*. Boone: Appalachian state university.
10. S.Hu. (1977). Education aspirations and post secondary access and choice: Students in urban, suburban and rural schools compared. *Education Poilcy Analysis Achives* , 13-19.
11. Vanlier, L. (1996). *Interaction in the language curriculum: awareness, autonomy and authenticity*. New York: Longman ltd.
12. Y.K.K.Nsubuga. (2003). Development of secondary education in Uganda: prospects and challenges. *SEIA*. Kampala: SEIA.