



School Location and School Type Differentials in Attitude towards Schooling among Primary School Pupils in Oyo State, Nigeria

OPEYEMI SHOAGA, SIMIDELEOLA RASHEED, SESAN MABEKOJE, GOKE JAYESIMI
Olabisi Onabanjo University, Ago-Iwoye, Nigeria

AJASA FOLORUNSHO
Emmanuel Alayande College of Education, Oyo State, Nigeria

Abstract. The attitude of pupils to primary education determines the sustenance of interest in continuation or dropping out of the school system. However, there have been several controversial submissions on the influence of location on the attitude towards schooling. This study examined attitude towards schooling among pupils in rural and urban primary schools as well as attitude towards schooling among pupils in public and private primary schools in Oyo State. A sample size of three hundred and two (302) primary one pupils were used in this study, they were randomly selected from public and private schools of the selected rural and urban areas of Oyo State. Data were collected using Pupils' Attitude Questionnaire (PAQ) and the reliability coefficient of the instrument is 0.85. T-test indicated that there is no significant difference in the attitude towards schooling between pupils in rural and those in urban schools. The study also showed that a significant difference existed in the attitude towards schooling between pupils in public and those in private schools ($t= 2.889$; $df =300$; $p < .05$). It was recommended among others that basic amenities should be provided in the rural areas so as to make the place conducive and make life comfortable for both the teachers and pupils *thereby improving their attitudes towards schooling.*

Keywords: Attitude, Urban, Rural and Schooling.

1. Introduction

The transitioning process from home to school is a critical period in the lives of pupils. Pupils that have hitherto enjoyed the comfort of their homes are made to face the rigours of being separated from their parents and loved ones, hence could be traumatic. They are expected to experience life style change because they are made to attend school punctually and regularly. Pupils enrolled in

primary schools are exposed to some experiences and routines which could be demanding or tasking. This includes meeting with total strangers that could be teachers, care givers and classmates; sitting in a particular position and listening to the teacher for a particular period; engaging in classwork and going home with assignments/homework. All these novel experiences could shape the attitude of children towards schooling. Attitudes have been identified to have either positive or negative effects on pupils' goals and choices hence, the pupils that are able to adjust and develop a positive attitude towards schooling tend to succeed later in life. The attitude of pupils to primary education determines the sustenance of interest in furtherance or dropping out of the school system. This is because primary education is the bedrock on which the other tiers of education are laid.

Researchers have confirmed that the attitude of an individual or a community towards a certain goal or assignment will decide whether that goal or assignment will be accomplished or fruitful (Angrey 2004; Bassey & Iruoje 2016). Attitude refers to a person's opinion, behaviour and conduct. An attitude is a person's mindset towards an idea or entity in daily existence which consistently affects the person's point of view and beliefs. Any person can cultivate a favourable or unfavourable attitude towards any issue or matter. However, for an individual to ensure any particular task is done acceptably, the person requires a positive attitude towards it (Fareo, 2015). It has significant consequences for the teacher, the learner, the direct contemporaries that the learner relates with and the whole school system. Attitudes are outcomes of certain learning experiences that pupils undergo (Mensah, et al. 2013). One's assessment of attitude about matters can be said to be positive, neutral or negative (Fareo, 2015). Attitude of the pupils transitioning from home to

primary schools, the pupils are between six or seven years of age. The six-year-old child feels once again, the difficulties of making up his or her mind, a difficulty experienced earlier at age two-and-a-half, as the child rapidly changes from one alternative to another. The seven-year-old child is calmer with fewer conflicts when compared to the six-year-old. The seven-year-old has better ability to concentrate and his or her attention span has improved. The pupils at this stage are gradually developing the ability to tell the difference between what is right and proper and what is wrong. Pupils who are goal-oriented generally possess positive state of mind regarding their school experiences, they have the attributes of self-control, assiduousness, and ingenuity, they are bookworms and have a habit of dedicating a smaller amount of time towards leisure recreation activities. It is important for the pupils to have a positive outlook as regards their schools, teachers and school subjects. Pupils through positive attitude will be capable of devoting themselves enthusiastically to book learning and bring forth the anticipated learning outcomes (Maina, 2010). Attitude towards schooling can be said to be an individual's way of viewing school and things that pertains to the school system. The attitude that primary school pupils convey to the school setting inspires the significance of education that are evident to all (Angrey, 2004). Scholars in education have discovered that pupils' attitude to schooling can be used to explain pupils' performance. Kubiakto (2013) also emphasized that if attitude towards schooling is positive, the performance of pupils gets better. This was also corroborated by Payne (2003) who stressed that learners who had a positive attitude towards school have the tendency of having high educational ambitions.

Scholars have associated attitude of pupils towards schooling with parental involvement and adequate home to school transition plan (Shoaga, 2019). Supporting and encouraging attitude of family members is believed to be of highest importance in pupils' development of positive attitude to schooling. When parents are encouraging as regards their children and assist them to get educated, then children are inspired to learn. Encouraging mind-set of the parents principally shows as a basis of motivation and creativeness (Kapur, 2018). In the same vein, parents' educational background, parents' socio-economic status, the kind of environment: rural/urban, gender and age, learning, motivation and age has also been found to be related to pupils' attitude towards schooling (Linnehan, 2001). Parent's socio-economic status consist of parents' educational background and licensed qualification, income and professional affiliation. It is apparent and factual that the yardstick for classifying socio-economic criterion in various nations are not the same, they

are subject to the customs and ethics of distinct nations. Escarce (2003) averred that the decisive factor for low socio-economic rank for industrialised nation will be poles apart from the bench mark of evolving countries and the situation of emerging and under developing nations will be similar. The aggregate revenue of family units, month-long or yearly and their expenses likewise has a huge influence on the learning and educational opportunities available to children and their prospects of academic attainment. Moreover, Escarce (2003) stated that due to housing social stratification and segregation, the pupils from low-take-home pay social class generally attend schools with poorer funding levels and these circumstances lowered pupils' enthusiasm for accomplishment and great possibility of learning deficiency in future life endeavours. In the submission of Considine and Zappala (2002), they said that pupils belonging to low-income families show signs of low reading ability level, low retention rate, more struggle in their studies and difficulties in school behaviour and above all exhibit negative attitude towards learning and school. The assertion of Considine and Zappala is corroborated by Eamon (2005) who stated that pupils that generally belong to low socio-economic background or region demonstrate low accomplishment in studies and attained low results when weighed against the other pupils or their contemporaries. In addition, it is believed that youngsters' academic accomplishment and learning outcome are greatly influenced by the model and type of educational institution in which pupils acquire their education. The learning environment of the school an individual attends establishes limits of pupils' learning outcomes.

Sparkles (1999) revealed that teachers' expectations from their learners and the school environment have great impact on learners' accomplishment. Most of the teachers working in poor schools or schools having run low of essential resources frequently have low performance expectancies from their pupils and when pupils realize that their teachers have low performance expectancies from them, hence pupils exhibit negative attitude towards school and learning and this results to poor performance by the pupils. Kwesiga (2002) affirmed that the school in which pupils studied affects the attitude of pupils towards schooling and he also stated that the number of amenities and resources a school offers more often than not influence the quality of the school, which in turn determines the attitude and achievement of the learners. Ojoawo (1990) reported that the location of a school has a strong influence in the allocation of learning resources. Owoeye and Yara (2011), also reported that geographical location of schools is a determining factor in the scholastic

attainment of pupils. From the foregoing, it could be seen that literature affirmed the fact the location of schools has a great impact on attitude of pupils towards school and educational achievement of learners. Learners from high-quality schools are likely to have outstanding result because they attend high-quality schools and this is due to the fact that these schools are generally rich in facilities and resources. Some scholars are of the opinion that school proprietorship and the finances available in schools do have an effect on the learning outcome of the pupils (Crosne, et al., 2004; Ali, et al., 2013).

However, this study investigated attitudes of pupils towards schooling in rural and urban primary schools. Primary schools in Nigeria are situated in both rural and urban locations. Unfortunately, pupils attending schools in rural environment do not have access to some basic social facilities and services that are easily accessible in urban setting. Pupils in rural settings are plagued with these attendant problems which ranges from lack of electrical power supply, inaccessible to good drinking water, inaccessible to hospitals, lack of libraries and functional laboratories, problem of refusal of qualified teachers to work in rural area, lack of resource centres, inaccessible to banks and other social services that are necessary for attainment of educational goals (Adelabu, 2008; Ibudeh 1990; Ntibi & Edoho, 2017). Adelabu (2008) asserted that lack of basic social facilities affects schooling and thus, affect attitude towards schooling. This is unlike their counterparts, that is, those that attend primary schools in the urban setting.

Interestingly, findings of previous studies on influence of school location on attitudes of learners toward schooling have been inconsistent. For instance, Ahiaba and Igweonmu (2003) and Obe (2004) reported that learners that attended schools in the urban community performed better than their counterparts in the rural community. Owwoye and Yara (2011), in their study also have similar result which revealed that learners in rural areas had low academic achievement compared to their counterparts in urban areas. However, the study of Rasheed and Fasasi (2017) and that of Axtell and Bowers (2002) revealed that the learners in rural setting excelled in their performance compared to their counterparts in the urban setting. While certain studies revealed that the location did not influence the attitude of learners because there was no difference in academic performance of the learners in both rural and urban areas (Adebule & Aborisade, 2013; Bosede, 2010; Ezeh, 1998; Gana & Levi, 2007; Ntibi & Edoho, 2017; Okafor, 2021). Contrastingly, the study conducted by Ahiaba and Igweonwu (2003) revealed that school location had significant influence on the student's attitude towards schooling in urban and rural

schools in Dekina Local Governemnt Area of Kogi State. In the same vein, the studies of Nwogu (2015) and Arop and Owan (2018) revealed that school location influences learners' attitudes to schooling. Due to the inconsistency in the research findings, there is need to ascertain if location influences attitudes of pupils to schooling. Moreover, the respondents used in the past studies were secondary school students or young adults none of the studies used primary school pupils. It is against this backdrop that this study investigated primary one pupils' attitude towards schooling in rural and urban primary schools in Oyo state.

Another area of interest is the attitude of pupils towards schooling in private owned primary schools and public primary schools. The involvement of private proprietorship in the education industry started during the early missionary era in 1843 by Methodist Church. The Methodist Church founded the first primary school in Badagry-Lagos. Subsequently, other missionaries, communities, individuals, and government across the country established some primary and secondary schools until 1970 when government took possession of all schools from private proprietary and free universal primary education (UPE) was declared for the whole country by the government (Fasuba, 2019). The UPE programme resulted in a rapid rise in school enrolment and this brought about the fall in the standard of education in both primary and secondary schools. The fall in standard of public primary school is as a result of poor funding, inadequate instructional materials and resources, these therefore, necessitated the demand for private involvement in the provision of education (Kalama et al., 2011; Ogbiji & Ogbiji, 2014; Fasuba 2019). The intention of the government to involve the private sector in the education industry was documented in the National Policy on Education (NPE 2014), where the minimum standards and conditions are laid down for private proprietorship of primary schools.

Consequently, many private primary schools were established and licensed to function in the country (Kalama et al., 2011). Enrolment in these school is not restricted to the well-to-do or people in the urban areas. It is interesting to observe that in spite of the great expenses poor parents incur to send a child to a private school, they still prefer to send their child/wards to private school. In a private school, parents pay money virtually for all the services rendered which ranges from payment of different fees, textbooks and uniforms, all of which are almost free in a public or government school. Besides, private primary schools in Nigeria enjoy a good clientele by parents because of the poor quality of education in public schools (Fasuba, 2019; Kalama et al., 2011). This probably could be

as a result of the fact that teachers are answerable to the school administrator, who can terminate their appointment. The teachers are also accountable to the parents because they can withdraw their children/wards once they are not pleased with the services rendered. Hence, a lot of parents have a preference for private schools for the education of their children. Meanwhile, in public schools the reverse is the case, the degree to which teachers are accountable in public primary schools is feeble compared to private primary school. This is due to the fact that teachers in public primary schools have a permanent job with remunerations and promotions unconnected to performance. Moreover, lots of studies in Nigeria revealed that academic performance of learners in public schools surpass the academic performance of learners in private schools (Ajayi, 2006; Badau, 2015; Fasuba, 2019; Figlio & Stone, 2006; Lubienski, Lubienski, & Crane, 2008; Olasehinde & Olatoye, 2014; Okon & Archibong, 2015; Uyi, 2012). However, public schools employ teachers with more qualification and experience than their counterparts in the private sector. And this avails the learners to study core subjects which may not be possible in private schools because of insufficient teaching staff (Yusuf & Adigun, 2010). From the foregoing, it could be observed that there is a contention between public schools and private schools and this may influence the attitude of pupils towards school. However, this study in order to ascertain and verify this, examined the influence of school type on attitude of learners towards schooling. Thus, this study investigated the school location and school type differentials in attitude towards schooling among primary one pupils in Oyo State, Nigeria.

This research hypothesis was formulated to guide the study:

H₀₁: There is no significant difference in attitude towards schooling among pupils in rural and urban primary schools in Oyo State.

H₀₂: There is no significant difference in attitude towards schooling among pupils in public and private primary schools in Oyo State.

2. Research Methodology

2.1 Participants

A sample size of 302 Primary one pupils was used in this study. Meanwhile, four (4) local governments out of thirty-three were selected using simple random sampling technique. Pupils were selected from public and private schools of the selected rural and urban areas of Oyo State in form of rural-public, rural-private, urban-public and

3. Results

In analyzing the result, T-test was used. The hypothesis was tested at 0.05 level of significance.

urban-private. Four schools were randomly selected in each local government area making the total number of sixteen schools. The selection cut across both male and female pupils.

2.2 Instrument

This questionnaire was created to measure students' attitudes toward school and was derived from Şeker's (2011) School Attitude Questionnaire. The 22-item six-factor instrument was deemed to have dimensions that were appropriate for this study. Nevertheless, eight additional items were added to bring the total to thirty. The factors and sample items are teaching (4 items e.g., "Students are provided help in learning activities"), school image (6 items e.g. "I adequately make use of the services given at school"), loneliness at school (5 items e.g. "I am not able to have a healthy communication with my teachers"), testing and feedback (4 items e.g., "Opportunities for questioning and criticizing are provided"), reluctance (7 items e.g., "Negative attitudes of the people in my close circle towards school negatively affect my eagerness"), and belongingness (4 items e.g. "I do not feel that I belong to this school").

Responses on the original measure were scored using a 5-point Likert scale, with 1 denoting that I strongly agree and 5 denoting that I strongly disagree. Although it was administered to primary one school pupils, who cannot be compared to elementary class five, the original items were altered to 1= Yes and 0= No format for the sake of this study and clarity. Forty (40) primary one pupils who were not part of the study sample were used to test the instrument's dependability using the Cronbach Alpha formula, the generated data were examined for validity and internal consistency. The derived Standardized Alpha value was 0.85.

2.3 Procedure

Permission was sought for and obtained by the researchers from the authorities of the selected primary schools used; while the consent of the selected pupils' parents were also sought through their class teachers. This was done to investigate pupils' attitude towards schooling in rural and urban areas of both the selected public and private schools.

Meanwhile, a day was fixed for four schools in each local government area by the head teachers and with the cooperation of the teachers handling the pupils' classes throughout the sixteen schools selected.

Table 1: Differences in attitudes towards schooling between pupils in rural and urban primary schools

School Location	N	Mean	Std. Deviation	Mean Difference	df	t	Sig. (2-tailed)
Rural	139	14.5036	5.80277	.48519	300	.750	.454
Urban	163	14.0184	5.43250				

Results in Table 1 indicated that there is no significant difference in the attitude towards schooling between pupils in rural and those in urban schools ($t=.750$; $df =300$; $p > .05$). In effect, pupils from rural and those from urban schools have similar attitude to schooling. The hypothesis of no significant difference in attitude towards schooling among pupils in rural and urban primary schools in Oyo state was therefore accepted by the findings of this study.

Table 2: Differences in attitudes towards schooling between pupils in public and private primary schools

School Type	N	Mean	Std. Deviation	Mean Difference	Df	t	Sig. (2-tailed)
Public	160	13.3750	5.56918	1.84331	300	2.889	.004
Private	142	15.2183	5.49547				

Results in Table 2 revealed that a significant difference existed in the attitude towards schooling between pupils in public and those in private schools ($t= 2.889$; $df =300$; $p < .05$). Pupils from private schools had more positive attitude towards schooling than those pupils from public primary schools. The hypothesis of no significant difference in attitude towards schooling among pupils in public and private primary schools in Oyo state was therefore rejected by the findings of this study.

4. Discussion on Findings

The result of the first hypothesis revealed that there is no significant difference in attitude towards schooling among pupils in rural and urban primary schools in Oyo State. This implies that the environment in which the school is situated notwithstanding, rural or urban does not influence the attitude of pupils towards schooling in Oyo State. This result agreed with Adebule and Aborisade (2013) that indicated no significant difference amongst the attitude of secondary school students from rural and urban setting towards mathematics. This result is also in consonant with the study of Omirin (1999) who showed no significant difference in the assessments of students in the science-oriented scale with reference to urban and rural community. Similarly, the studies of Bosede (2010) and Ezeh (1998) revealed no difference in academic achievement of students because of the school location. Related opinion was articulated by Gana and Levi (2007) in their study on the effect of using designed visual teaching models on the learning of mathematics and basic science at Junior Secondary level of Niger State, they established that there was no significant difference in mathematics and basic science achievement grades of students in rural and urban settings.

In contrast, the study of Nwogu (2010) revealed that location was significant in learning features of mathematics and basic science that involve angles; the students from the rural community displayed more problems in learning than their equivalents in the urban community. In the same vein, Ahiaba and Igweonu (2003) examined the impact of school location on the performance of mathematics and basic science students in urban and rural schools at the Senior Secondary School Examination and established that mathematics and basic science students in urban schools achieved better with higher scores than their rural peers that had greater percentage of failure in the rural schools. Also, in the scholastic aptitude test study conducted by Obe (2004), he found a significant difference in rural-urban performance of 480 primary six school pupils on the aptitude sub-tests of the (Nigeria) National Common Entrance Examination (NCEE) into secondary schools. He established that children from urban schools were better than their rural counterparts.

From the different review of literature on locational influence on attitudes towards schooling their submissions are not the same. Although some uphold that urban learner achieve better in examinations than their rural peers, others have established that rural pupils despite all the inadequacies in their location still have better result than their urban contemporary. For instance, Rasheed and Fasasi (2017) examined the effect of ethnoscience instruction and intervening effects of school location and parental educational status on students' attitude to science; the study revealed that the students in rural schools had better achievement than students in urban schools. Similarly, Axtel and Bowers (2002) established that learners from the rural areas had superior results than their urban peers in English Language, verbal aptitude and the entire result of the National Common Entrance. In the same vein, researchers at University of Aston

documented numerous studies that established that learners from rural schools did not only have better achievement in school than their urban counterparts but they usually have enhanced disposition to work.

The result of the second hypothesis revealed that pupils from private schools had more positive attitude towards schooling than those pupils from public primary schools. This is in consonance with the result of Salem (2017), who investigated the attitudes of pupils towards the learning of English as a foreign Language (EFL) in both public and private schools. He reported that the aggregate mean of attitudes of pupils towards learning in EFL was positive in both public and private schools; moreover, the results showed that pupils of private schools have more positive attitude towards learning EFL than pupils of public schools. In the same vein, the study of Okafor (2021), revealed that the attitude of pupils in upper basic schools in Ilorin South Local Government Area, Kwara State, Nigeria was positive. Similar results were found by Verešová and Malá (2016), their study revealed that the secondary school students' attitude towards schooling in Nitra, Slovakia was positive

Furthermore, the findings of this study revealed that there is significant difference in attitude towards schooling among pupils in public and private primary schools in Oyo State. This finding negates the results of Indrastuti and Prasetyo (2020); and the findings of Okafor (2021) whose study showed that school type had no significant influence on the attitude of students towards schooling in upper basic schools in Kwara State, Nigeria. From the foregoing, it could be seen that the results are conflicting, and there may be need for further studies in this area.

6. Conclusion

The conclusion originating from these findings is that the environment in which a school is situated notwithstanding, urban or rural, this does not affect the attitude of pupils towards schooling. Moreover, it is concluded that pupils from both government owned schools and privately owned schools have a positive attitude towards schooling and there will be no difference in the attitudes of pupils if the basic infrastructure, facilities and learning resources are adequately provided in both public and private primary schools.

7. Recommendations

- Government should ensure that efficient supervisors are employed to monitor the teachers in rural and urban areas in order

to detect and sanction teachers that are not complying.

- Basic amenities should be provided in the rural areas so as to make the place conducive and make life comfortable to both the teachers and pupils.
- The public schools should be equipped with stimulating and attractive learning materials so as to cover up for the differences between public and private schools.

References

- Adebule, S. O., & Aborisode, O. J. (2013). Influence of Study Interest and School Location on the Attitude of Secondary School Students towards Mathematics in Ekiti State, Nigeria. *Greener Journal of Educational Research*, 3(6), 229-232.
- Adelabu, M. A. (2008). Making education services work for rural population: A case study of Egbedore Local Government Area of Osun State, Nigeria. *Journal of International Social Research*. 1(4), 37-61.
- Ahiaba, J. & Igweonwu, R.N. (2003). A comparative study of the performance of boys and girls in SSCE science subjects in Dekina L.G.A. of Kogi State. Unpublished Bachelor of Science Education (B.Sc. Ed) project. Department of Science Education, Faculty of Education, University of Nigeria, Nsukka.
- Ajayi, A. (2006). The Influence of School State Type and Location on Resource Availability and Pupils Learning Outcome in Primary Schools in Ekiti State, Nigeria. *Educational Thought*, 5(1), 170-176.
- Ali, S., Zubair, H., Hamid, K. & Awais, A., (2013). Factors contributing to the students' academic performance: A Case Study of Islamia University Sub-Campus. *American Journal of Educational Research* 1(8), 283-289. doi: 10.12691/education-1-8-3.
- Angrey, N., (2004). *Learning Readiness*. Lagos: Macmillan.
- Arop, F. O., & Owan, V. J. (2018). Institutional variables and the supervision of security in public secondary schools in Cross River State. *International Journal of Innovation in Educational Management (IJIEM)*, 2(1), 1-12.
- Axtell, B. and Bowers J. (1972). Rural Urban Effects on the Common Entrance Examination. Tedro Rp, 104.
- Badau, K. M. (2015). A comparative analysis of the contributions of private and public primary schools to educational

- development in Nigeria. *Merit Research Journal of Education and Review*, 3(11), 304-309.
- Bassey, B.A. & Iruoje J. (2016). Test Anxiety, Attitude to Schooling, Parental Influence, and Peer Pressure as Predictors of Students Edo State, Nigeria. *Global Journal of Social Sciences* Vol 15, 2016: 39-46.
<http://dx.doi.org/10.4314/gjss.v15i1.4>
- Bosede, J. O. (2010). Sex Difference in Verbal Performance Discrepancies.
- Considine, G. & Zappala, G. (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148.
- Crosnoe, R., Monica, K. J & Glen, H. E. Jr. (2004). School size and the interpersonal side of education: An example of Race/Ethnicity and organizational context. *Social Science Quarterly*, 85(5).
- Eamon, M.K (2005). Social demographic, school, neighbourhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163- 175.
- Escarce, J. J (2003). Socioeconomic status and the fates of adolescents. Retrieved on September 27 2022 from <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid>
- Ezeh, G. A. (1998). Urban and Rural Differences in Creativity Talents among Primary School Pupils in Lagos *Journal of Mathematics Education*, 2(2), 147- 164.
- Fareo, D. O. (2015). Attitude Of Teachers to Students with Special Needs in Mainstreamed Public Secondary Schools in Southwestern Nigeria: The Need for a Change. *European Scientific Journal* .11, 1857 – 7881.
- Fasuba, A. F. (2019). Proliferation of Unwholesome Private Primary and Secondary Schools and Quality Education in Nigeria: Implications for National Development. *Case Studies Journal* 8(2), 13- 19.
<http://www.casestudiesjournal.com>
- Figlio, D. N., & Stone, J. A. (2006). School choice and students' performance: Are private schools better? (Discussion Paper No. 1141 – 97), Madison, WI, Institute for Research on Poverty.
- Gana F.O. & Levi, S (2007). Location and Resource Factors in the Development of the Nigerian Army Schools 1980-1984. Unpublished Ph.D. Thesis, University of Ibadan.
- Ibudeh, N. M. (1990). Adolescent and adjustment to school life. Ibadan: University Press.
- Indrastuti, L., & Prasetyo, B. (2020). Environmental Protection in Pancasila Perspective. *ANP Journal of Social Science and Humanities*, 1(1), 7-10.
<https://doi.org/10.53797/anpjssh.v1i1.2.2020>
- Kalama, J., Etebu, C.E., Charles, A., & John, S.M. (2011). Impact of unregulated privatization of education in Nigeria: An appraisal of the Lead City University-National universities commission dispute. *Mediterranean Journal of Social Sciences*, 2 (7)117-121.
- Kapur, R. (2018). Factors Influencing the Students' Academic Performance in Secondary Schools in India. Retrieved 5 September from <https://www.researchgate.net/publication/324819919>.
- Kubiatko, M. (2013). The Comparison of Different Age Groups on the Attitudes toward and the Use of ICT. *Educational Sciences: Theory and Practice*. 13. 1263-1272.
- Kwesiga, C.J. (2002). Women's access to higher education in Africa: Uganda's experience. Kampala: Fountain publishers Ltd.
- Linnehan, F (2001). "Examining racial and family educational background differences in high school student beliefs and attitudes toward academic performance", *Social Psychology of Education*, 5, Springer, pp. 31–48.
- Lubienski, S. T., Lubienski, C., & Crane, C. C. (2008). Achievement differences and school type: The role of school climate, teacher certification and instruction. *American Journal of Education*, 115, 97-138.
- Maina, M.J. (2010). Strategies Employed by Secondary School Principals to Improve Academic Performance in Embu West District. Kenyatta University. Retrieved April 25, 2018 from <http://irlibrary.ku.ac.ke/bitstream/handle/123456789/930/Mwaura%2C%20James%20Maina.pdf?sequence=3>
- Mensah, J. K., Okyere M. & Kuranchie, A. (2013). Student attitude towards Mathematics and performance: Does the teacher attitude matter? *Journal of Education and Practice*. 4(3), 132-139.
- Ntibi, J.E.E. & Edoho E. A. (2017). Influence of School Location on Students Attitude Towards Mathematics and Basic Science. *British Journal of Education*. 5(10), 76-85, (www.eajournals.org)
- Nwogu, G. A. I. (2015). Barriers to Equality of Access to Educational Opportunity in Nigeria: A Philosophical Perspective.

- Journal of Education and Practice*, 6(4), 148-152.
- Obe, S. C. (2004). Spatial Distribution and Locational Planning of Secondary Education reform in Imo State of Nigeria 1980-1990. Unpublished Ph.D Thesis University of Ibadan. Paper Presented at the Faculty of Education, University of Ibadan.
- Ojoawo, A.O. (1990). An Empirical Study of Factors Responsible for poor Academic Performance in secondary Schools in Oyo State. *AJEM*, 4 (1 & 2) 140-148.
- Okafor, P. I. (2021). Influence of School Variables on Students' Attitude Towards Schooling in Upper Basic Schools in Ilorin South LGA, Kwara State. *Asian Pendidikan*, 1(2), 73–81. DOI: <https://doi.org/10.53797/aspn.v1i2.12.2021>
- Okon, C., & Archibong, U. (2015). School type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE). *American Journal of Interdisciplinary Studies*, 4(2), 421-426.
- Olasehinde, K. J., & Olatoye, R. A. (2014). A comparative study of public and private senior secondary school students' science achievement in Katsina State, Nigeria. *Nigerian Journal of Educational and Social Research*, 4(3), May 2014, 203 – 207.
- Omirin, M. S. (1999). Construction and validation of science-oriented attitude scale for Nigerian schools. An unpublished Ph.D. thesis; University of Ado-Ekiti, Nigeria.
- Owoeye, J. S. & Yara, P. O. (2011). School location and academic achievement of Secondary School in Ekiti State, Nigeria. Published by Canadian Center of Science and Education. *Asian Social Science*, 7(5), 170-175. www.ccsenet.org/ass
- Payne, J. (2003). Choice at the End of Compulsory Schooling: A Research Review.
- Rasheed, A., & Fasasi (2017). Effects of ethnoscience instruction, school location, and parental educational status on learners' attitude towards science, *International Journal of Science Education*, 39(5), 548-564.
- Salem, S. K. I. (2017). Attitudes of Public and Private Schools' Students towards Learning EFL. *International Journal of Education*, 9 (2), 70-83.
- Seker, H. (2011). Developing questionnaire on attitude towards schooling. *Learning Environments Research*. 14 (3), 241-261.
- Shoaga, O. (2019). Effective and Smooth Transition from Home to School: A Panacea for School Readiness. *International Journal of Multi-Disciplinary in Educational Research and Development (IJMERD)*. 1(2). 200-207.
- Sparkes, J. (1999), Schools, Education and Social Exclusion, CASE Paper 29, Centre for Analysis of Social Exclusion, London School of Economics, London
- Uyi, K. E. (2012). Private Sector Participation in Secondary Education in Nigeria: Implications for National Development. *International Journal of Development and Sustainability*, 1(3), 1062-1074
- Verešová, M. & Malá, D. (2016). Attitude toward School and Learning and Academic Achievement of Adolescents. 7th International Conference on Education and Educational Psychology
- Yusuf, M. A., & Adigun, J. T. (2010). The Influence of School Sex, Location and Type on Students' Academic Performance. *International Journal of Education and Science*, 2(2), 81-85