IARJEDI
Int'l Academic Research Journals of Education and Digital inclusion
Vol 1 Issue 2. April-M ay, 2025: https://journals.classicmultilinks.com

SCHOOL LOCATION AS CORRELATES OF ACADEMIC ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

OKONKWO, ADA THERESA
CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY, IGBARIAM CAMPUS, ANAMBRA STATE, NIGERIA.

Abstract

The main purpose of the study was to investigate the relationship between school location and academic engagement among students in public secondary schools in Anambra State. Two research questions and two hypotheses guided the study. The study adopted the correlational research design. The population of the study comprised 267 principals in the six Education Zones of 267 public secondary schools in Anambra State. Census sampling was adopted for this study. Two structured questionnaires developed by the researcher was used for data collection. The instrument are titled "School Location Questionnaire (SLQ)" and 'Academic Engagement Questionnaire (AEQ)'.The instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by three experts. The reliability of the instruments were established using Cronbach Alpha with an average reliability co-efficient value of 0.84. The Pearson Product Moment Correlation Coefficient was used to answer research questions and test the hypotheses. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there is a high negative relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State. The findings also revealed that there is a very high positive relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State. Based on the findings of the study the researcher recommended among others that Government at all levels should through the ministries of education and its supervising agencies develop outreach programs to increase parental involvement and community engagement in the educational process.

Keywords: School, Location, Academic Engagement.

Introduction

Education is a useful life preparation tool necessary for personal and social advancement. It helps to bring out the innate potentials in an individual for adapting favourably and contributing meaningfully for the advancement of the society (Ohamobi & Onyekazi;2024) The Nigerian educational system consists of pre-primary, primary, secondary and university levels of education (FRN, 2013). This research focuses on secondary education. The secondary level of education serves as a link between the elementary and tertiary levels of education. The realisation of the goals of secondary education is dependent on how properly students are engaged otherwise known as academic engagement. The term academic engagement is commonly used to describe the level of involvement and investment that students have in their school experience (Abid & Akhtar, 2020). Students' academic engagement is a popular phrase used to characterize a student's relationship with the school (Ohamobi & Ezeaku, 2015). It is one of the concepts and variables used to assess the interactions between students and schools. Ohamobi and Ezeaku further stated that other terms relating to student academic engagement include school connection, school bonding, school atmosphere, school involvement and school engagement.

Academic engagement has been discovered to be a complex construct. Academic engagement is both the amount and the level of participation and effort students put forth in their academic work and other school-related activities, as well as the social and structural supports that go into it. Conner cited in Sengsouliyai et al. (2020) opined that academic engagement can be likened to terms such as involvement, participation, interest, motivation, and exertion. It is a student's commitment to the school and their participation in it. Enwereji et al (2022) maintained that the central aspect of teaching and learning is the students' own perception and experience of the process through their academic engagement. It is students' devotion and commitment towards learning. Garette cited in Sengsouliyai et al. (2020) asserted that academic engagement encompasses active participation in the learning process, including the ability to grasp lessons, stay attentive during learning, engage in cooperative learning, maintain eye contact while thinking and questioning, exchange ideas, exhibit curiosity, seek interaction and analysis, and invest time and effort.

Academic engagement encompasses both the psychological and behavioral aspects of students' connection to the school. Psychologically, engagement refers to students' sense of identification and appreciation for the outcomes of their schooling (Wang et al., 2015). It involves a feeling of belonging within the school community and an acceptance of the values and principles upheld by the educational institution. Students who are psychologically engaged in school tend to have a positive attitude towards their academic pursuits and view their education as meaningful and relevant to their lives .Moreover for learning to be effective and for students to be engaged properly, they need an enabling environment that is both psychologically and physically friendly (Ibitoye;2013 & Onyekazi et al;2022). Behavioural aspect, academic engagement relates to

students' active participation in a range of academic and non-academic activities within the school. This includes involvement in classroom discussions, completion of assignments and participation in extracurricular activities such as clubs, sports, or community service.

Students who are behaviorally engaged demonstrate a proactive approach to their education, seeking opportunities to contribute, learn and grow beyond the confines of the traditional classroom. In the same vein, Ma and Wang (2022) identified the dimensions of academic engagement as affective, behavioural, cognitive and social engagement and concluded that it is a meta-construct. Affective engagement means to learn from experience, behavioral engagement means active participation in activities, cognitive engagement means learning strategies to attain the objective and social engagement means student interpersonal skills

The concept of academic engagement recognizes that student success and well-being go beyond academic achievement alone. It acknowledges the importance of creating an inclusive and supportive school environment that fosters students' sense of belonging and encourages their active participation in various aspects of school life (McFarland et al., 2018). McFarland et al. further noted that when students feel connected to their school, both psychologically and behaviorally, they are more likely to experience positive **educational** outcomes, develop a sense of personal fulfillment and establish meaningful relationships with peers and teachers. Abid et al. (2022) averred that educators and researchers often use the notion of engagement to better understand and enhance students' overall school experience. Amerstorfer and Freiin von Münster-Kistner (2021) identified key components that are essential for academic engagement. They include: cognitive, metacognitive, affective, social, task and communicative engagement.

Cognitive engagement involves all types of thinking activities related to actively participating in academic tasks. It encompasses actions such as paying attention, acquiring, processing, and storing information, as well as retrieving information from memory. Metacognitive engagement refers to the behaviors students employ to manage and reflect on their cognitive actions. This includes both short-term and long-term planning, coordinating learning tasks, evaluating learning progress and outcomes, and compensating for any gaps in their knowledge. Affective engagement focuses on how students regulate their own emotions and those of their peers in the academic context. It involves handling feelings of boredom and curiosity, recognizing and managing anxieties, evaluating, generating, and maintaining interest and motivation, as well as demonstrating empathy toward others. Social engagement encompasses various forms of interaction with fellow students and teachers. It includes activities such as establishing a supportive network of peers and teachers, fostering positive relationships with individuals, contributing to group efforts, and being available to help others in need.

Task engagement relates to how students engage with learning materials in meaningful ways. It is strongly influenced by an individual's level of interest and motivation and can also depend on personal attributes like resilience and endurance. Task engagement includes practicing academic skills, setting achievable goals, and anticipating potential rewards. Communicative

engagement involves the actions students take to effectively communicate with others through writing, speaking, and nonverbal means. This component includes receptive activities such as attentive listening and observing body language, gestures, and facial expressions, as well as productive activities like constructing and presenting arguments, challenging the arguments of others, and expressing agreement or disagreement. Patience and respect play crucial roles in communicative engagement.

Schools may build an engagement culture that supports students' holistic development and maximizes their potential for academic success and personal growth by fostering a sense of belonging, valuing student viewpoints and giving different opportunities for involvement. Sadly, the level of academic engagement in some secondary schools in Anambra State appears to be poor. Poor student academic engagement in some secondary schools in Anambra State can be evidenced by the failure of some public secondary schools to effectively organize activities like prize-giving day, inter-house sports and spelling bees. Anierobi et al. (2022) asserted that public secondary schools have found it very difficult to optimally engage students in academic and non-academic activities. This situation can be attributed to factors like the school's location.

School location describes the precise position of a school in relation to other regions of the surrounding physical environment, whether they are urban or rural (Ntibi & Edoho, 2017). It is the geographical site where a school is sited and runs its operations from. It includes a number of elements of the school's physical location, such as its exact address, the neighborhood or host community, the city or town it serves, and the area or district under which it falls. School location is the specific placement of a school compared to other areas in the surrounding physical environment. School location refers to its geographical position which could be in an urban or rural setting (Ovat et al., 2021).

A rural area refers to a geographic region characterized by a low population density and a focus on agricultural or natural resource-based activities. Rural areas are typically located outside of urban centers and are known for their serene landscapes and a closer connection to nature ((Ntibi&Edoho, 2017). These areas often have a slower pace of life and offer a different lifestyle compared to urban areas. Rural areas have fewer people per square kilometer compared to urban areas. This results in smaller communities and a more spread-out population. Rural areas are often associated with farming, livestock raising and other agricultural activities. The economy of these areas relies heavily on the cultivation of crops or the rearing of animals. Rural areas are known for their serene beauty and natural landscapes (Umar & Samuel, 2018). They are characterized by open spaces, greenery, forests, rivers and other natural features. Umar and Samuel further noted that due to the lower population density and economic constraints, rural areas may have limited infrastructure compared to urban areas. This can include less developed road networks, limited access to public transportation and slower internet connectivity.

Rural areas, are sparsely populated and are distinguished by their natural surroundings, agriculture, and low population density (Wood, 2023). In consonance, Ibrahim (2023) stressed that

rural areas are sparsely populated and typically consist of farmland or rural areas while urban areas refer to the areas that are bordered by cities and are densely populated. Rural areas often foster a strong sense of community and social connections (Okorie&Ezeh, 2016). Residents tend to know each other and engage in close relationships, creating a supportive and tight-knit community atmosphere. Rural areas may face challenges in accessing essential services such as healthcare, education and other amenities due to their remote locations and limited resources (Umar & Samuel, 2018). This can impact the availability and quality of educational facilities and opportunities within rural schools.

In Nigeria, rural areas are characterized by a generally consistent, homogenous and less complicated lifestyle. It is frequently thought that this cultural variety affects students' learning. In terms of the distribution of social amenities like piped water, electricity and healthcare facilities, urban centers often enjoy greater privileges than rural communities. This inequality also affects how instructors and educational facilities are distributed. The distance between the school and students' homes is a major condition for students in rural schools. The long distances students have to walk from their homes to school can result in lateness and fatigue. Walking long distances on an empty stomach can leave students physically exhausted and mentally drained. The physical toll of walking long distances can lead to a considerable loss of energy and may also result in poor concentration on school-related tasks. Furthermore, it can contribute to increased absenteeism and the risk of students dropping out of school (Taiwo, 2019).

Also, the time spent walking long distances to school means that students have less time available for studying and sleeping. Consequently, they may find it challenging to wake up early in the morning and feel fatigued throughout the day. The physical and mental exhaustion from the lengthy walks can make it harder for students to focus on their studies, leading to lower academic performance (Wheaton et al., 2016). The distance from school is particularly challenging for students in rural areas where accessible roads may be lacking (Matingwina, 2018).Thus, students living in these areas struggle to survive in attending school. They often encounter difficulties in learning their subjects, due to less time in studying and being physically tired (Brew et al., 2021). The absence of proper transportation infrastructure exacerbates the difficulties faced by students in accessing education. Apart from poor transportation facilities schools in rural areas lack other forms of physical infrastructure. Rural areas have limited access to infrastructure such as reliable electricity, or high-speed internet connectivity. This can affect the availability of resources and technology within the school. This situation might not be the same for schools in urban areas.

Typically, Urban areas refer to regions characterized by a high population density and extensive human-made infrastructure. These areas are typically associated with cities and towns and exhibit distinct features that differentiate them from rural or suburban environments while urban areas have a large concentration of people living in relatively small geographical areas (Okorie&Ezeh, 2016). This result in more densely populated neighborhoods, with buildings and housing structures often close together (Getachew, 2018). Furthermore, urban areas are known for

their developed infrastructure, including well-maintained roads, public transportation networks, utilities such as electricity and water supply and a wide range of amenities such as shopping centers, healthcare facilities and entertainment venues. They are often characterized by diverse populations from different ethnic, cultural and socioeconomic backgrounds. The presence of diverse communities contributes to a vibrant social fabric, offering opportunities for multicultural interactions and experiences.

Urban areas typically serve as centers of economic activity, hosting businesses, industries and employment opportunities. The availability of diverse job sectors and career prospects tends to be higher in urban areas compared to rural areas. They generally have better access to various services and resources, including educational institutions, healthcare facilities, libraries, recreational spaces and cultural institutions. The concentration of these amenities and services often provides residents with greater convenience and opportunities for personal and professional growth. Urban areas are well-connected through transportation networks, such as roads, highways and public transportation systems, facilitating movement within and between urban centers. This connectivity enhances access to education, employment and other essential services (Matingwina, 2018). However, urban areas may face specific environmental challenges, such as air and noise pollution, due to increased human activity, industrialization and transportation. Therefore,a school located in an urban area refers to a school situated within a town or city, typically in more densely populated areas. Due to the high population density in cities, urban schools can have larger student populations. This may result in crowded classrooms, a lack of resources and difficulty giving each student individualized attention. On the other hand, schools in urban areas are characterized with students from different socioeconomic, linguistic and cultural origins (Matingwina, 2018). Even though resources may be more accessible in urban areas, there may still be large differences amongst schools . Some urban schools could not have the necessary resources, equipment, or curriculum.

Urban schools cater for communities that are part of urbanized and developed regions. Schools in urban areas generally have better access to infrastructure and resources such as well-equipped libraries, laboratories, sports facilities and extracurricular activities. The availability of a wide range of educational programmes and services may be more prevalent in urban areas. Akpancited in Adebayo (2018) opined that schools in metropolitan regions have infrastructure, more teachers, access to power and a water supply. Ronfeldt et al. (2016) stresses that substantial correlations exist between school location and student success, with schools in urban areas outperforming schools in rural areas.

Statement of the Problem

The researcher suspects that some public secondary schools in rural areas in Anambra State seem to face challenges in accessing adequate educational resources. These include textbooks, teaching materials and technology infrastructure. Similarly, the researcher observes that some urban areas may also experience resource disparities, particularly in underprivileged communities.

The researcher wonders if the lack of these essential resources hampers effective teaching and learning as well as students' academic engagement. In another vein, the researcher observes that some schools in rural areas may lack proper classrooms, libraries, laboratories and other essential amenities and even security. This is not only limited to schools in rural areas; the researcher also noticed that some public schools in urban areas may also have schools facing infrastructure challenges, such as overcrowded classrooms, insufficient space and security challenges. A school designed to be a center for learning should be located in a safe, secured and peaceful environment but if located in an unsafe environment students feel reluctant to go to school.(Sherrif.(2020),Manafa & Ohamobi, ;2021)

Considering these issues, the researcher wonders if school location, may be the factor leading to poor academic engagement in both rural and urban areas. In order to answer this, it is important to carry out an empirical investigation such as the one intended by the researcher. Thus, the researcher empirically investigated school location as correlates of academic engagement in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to examine school location and flooding as correlates of academic engagement of students in public secondary schools in Anambra State. Specifically, the study sought to:

1. ascertain the relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State.
2. examine the relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State.
3. determine the relationship between schools in flood-prone areas and academic engagement of students in public secondary schools in Anambra State.
4. examine the relationship between schools located in non-flood-prone areas and academic engagement of students in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State?
2. What is the relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State?
3. What is the relationship between schools in flood-prone areas and academic engagement of students in public secondary schools in Anambra State?

4. What is the relationship between schools located in non-flood-prone areas and academic engagement of students in public secondary schools in Anambra State?

Hypotheses

The following Null hypotheses tested at 0.05 level of significance guided the study:

1. There is no significant relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State.
2. There is no significant relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State.
3. There is no significant relationship between schools in flood-prone areas and academic engagement of students in public secondary schools in Anambra State.
4. There is no significant relationship between schools located in non-flood-prone areas and academic engagement of students in public secondary schools in Anambra State.

Method

Correlational research design was adopted for this study. Ifeakor (2018) defined Correlational research as the type that aims at establishing the relationship that exists between two or more variables. Correlational research design is appropriate for this study because the researcher seeks to collect data from the given population to examine school location and academic engagement among students in public secondary schools in Anambra State. The population of the study comprised 267 principals in the 267 public secondary schools in the six Education Zones of in Anambra State. The sample of the study consisted 267 respondents. census sampling procedure was used to draw the sample for the study. The study was guided by two research questions and two null hypotheses tested at 0.05 level of significant. Data for this study was collected by means of structured questionnaires developed by the researcher titled "School Location Questionnaire (SLQ)" and 'Academic Engagement Questionnaire (AEQ)'.The questionnaires were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face validity of the instruments was ascertained by three experts. The instrument's reliability was established using Cronbach Alpha procedure and an average coefficient value of 0.84 was obtained and the instrument was considered suitable for the study. The instruments were administered to the 267 respondents by the researcher with the help of three research assistants who were briefed on how to administer and retrieve the instrument from the sampled respondents. It was 'on the spot hand delivery' for the administration and collection of the instrument to the principals. The respondents were allowed time to fill the questionnaire away from the researcher or research assistants so as to avoid bias in their responses. However, the researcher or research assistants returned to the schools to collect copies of the questionnaire from those of respondents who were not disposed to fill the questionnaire on the spot. Out of 267 copies of questionnaire administered, 234 copies were returned in good condition. This amounted to 88% questionnaire return rate and 12% lose

rate. Data collected were analyzed using Pearson Product Moment Correlation Coefficient. The Statistical Package for Social Sciences (SPSS) version 27 was used for data analysis.

Results

The results were presented according to the research questions and hypotheses that guided the study

Research Question1: What is the relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State?

Table 1:Summary of Pearson Correlation AnalysisbetweenSchools Located in Rural Areas andAcademic Engagement of Students in Public Secondary Schools in Anambra State

		Schools in Rural Areas	Academic Engagement	Remark
Schoolsin Rural Areas	Pearson Correlation	1	-0.712**	High Negative relationship
	Sig, (2-tailed)		.013	
	N	234	234	
Academic Engagement	Pearson Correlation	-0.712**	1	
	Sig, (2-tailed)	.013		
	N	234	234	

** Correlation is significant at the 0.05 level (2-tailed).

Data in Table 1 revealed that the PearsonsCorrelationCoefficient isr=-0.712.Thisshowsthata high negativerelationshipexist between schools located in rural areas and academic engagement of students.Thisimpliesthatthe when schools are located in rural areas and there is low academic engagement. Thus, there is a high negative relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State.

Research Question 2: What is the relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State?

Table 2:Summary of Pearson Correlation AnalysisbetweenSchools Located in Rural Areas andAcademic Engagement of Students in Public Secondary Schools in Anambra State

		Schools in Urban Areas	Academic Engagement	Remark
Schools in Urban Areas	Pearson Correlation	1	0.835**	Very High Positive relationship
	Sig, (2-tailed)		.000	

	N	234	234
Academic Engagement	Pearson Correlation	0.835**	1
	Sig, (2-tailed)	.000	234
	N	234	

** Correlation is significant at the 0.05 level (2-tailed).

Data in Table 2 revealed that the Pearson Correlation Coefficient is r=0.834.This shows that a high positive relationship exist between schools located in urban areas and academic engagement of students. This implies that schools located in urban areas have higher academic engagement among students. Thus, there is a very high positive relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis1: There is no significant relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State.

Table 3: Test of Significance of Pearson Correlation on the Relationship between Schools Located in Rural Areas and Academic Engagement of Students in Public Secondary Schools in Anambra State

Correlations

		Schools in Rural Areas	**Academic Engagement**	**Remark**
Schools in Rural Areas	Pearson Correlation	1	.-0.712**	Significant
	Sig, (2-tailed)		.013	
	N	234	234	
Academic Engagement	Pearson Correlation	-0.712**	1	
	Sig, (2-tailed)	.013	234	
	N	234		

** Correlation is significant at the 0.05 level (2-tailed).

Data presented on Table 3 indicates the correlation coefficient (r) as -0.712 with a p-value = 0.013. Since the P value of 0.013 is less than .05 (P<.05), which shows that the negative effect of schools located in rural areas on academic engagement is statistically significant. This means that there is a significant relationship between schools located in rural areas and academic

engagement of students in public secondary schools in Anambra State. Thus, the null hypothesis was not accepted.

Hypothesis 2: There is no significant relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State.

Table 4:Test of Significance of Pearson Correlation on the Relationship between Schools Located in Urban Areas and Academic Engagement of Students in Public Secondary Schools in Anambra State

Correlations

		Schools in Urban Areas	Academic Engagement	Remark
Schools in Urban Areas	Pearson Correlation	1	0.835**	Significant
	Sig, (2-tailed)		.000	
	N	234	234	
Academic Engagement	Pearson Correlation	0.835**	1	
	Sig, (2-tailed)	.000		
	N	234	234	

** Correlation is significant at the 0.05 level (2-tailed).

Data presented on Table 4 indicates the correlation coefficient (r) as 0.835** with a p-value = 0.000. Since the P value of 0.000 is less than .05 (P<.05), which shows that thepositive effect of schools located in urban areas on academic engagement is statistically significant. This means that there is a significant relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State. Thus, the null hypothesis was not accepted.

Discussion of the Findings

The findings of this study were discussed in line with the research questions and hypotheses raised in the study. It was carried out under the following subheading:

Relationship between Schools Located in Rural Areas and Academic Engagement of Students in Public Secondary Schools

The finding of the study revealed that there is a high negative relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State. This suggests that students in rural schools may face challenges that hinder their academic engagement compared to their counterparts in urban areas. This is in agreement with Ojadepo and Eze (2016) who reported that teachers reject rural schools due to lack of necessities

of life and social amenities, insufficient teachers are responsible for the academic imbalance in the rural/urban, also students of rural schools eschew hard work.Several studies support this finding. Babawale (2019) found that rural schools often lack resources such as qualified teachers, adequate infrastructure, and extracurricular activities, which can negatively impact student engagement. Furthermore, the findings of our study align with the broader literature on rural education disparities. Babawale (2019) stated that rural schools tend to have higher rates of poverty and lower levels of parental involvement, which can contribute to lower academic engagement among students.

Furthermore, findings of the study revealed that there was a significant relationship between schools located in rural areas and academic engagement of students in public secondary schools in Anambra State. This is in agreement with Ojadepo and Eze (2016) who revealed the challenges faced by rural schools, as including limited resources and lower levels of parental involvement, which can impact student engagement negatively

Relationship between Schools Located in Urban Areas and Academic Engagement of Students in Public Secondary Schools

The finding of the study showed that there is a very high positive relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State. This suggests that students attending urban schools tend to demonstrate higher levels of academic engagement compared to their counterparts in rural areas. This is in agreement with Abamba (2021) who have reported the advantages of urban school environments, includes access to better resources, more qualified teachers and a wider range of extracurricular opportunities. All of which can contribute to increased academic engagement among students. Awodun and Onyeniyi (2018) revealed that there was statistical significant difference in the achievement mean scores of students in urban and rural school located areas. Additionally, Ojadepo and Eze (2016) emphasized that urban school settings has positive impact on student motivation and involvement in academic activities. Overall, these findings underscore the importance of considering the influence of school location, particularly urban environments, on student academic engagement in Anambra State's public secondary schools.

Furthermore, findings of the study revealed that there was a significant relationship between that there is a significant relationship between schools located in urban areas and academic engagement of students in public secondary schools in Anambra State. This is in line with Ojadepo and Eze (2016) who emphasized the challenges faced by rural schools, including limited resources and lower levels of parental involvement, which can impact student engagement negatively.

Conclusion

The finding of the study revealed that schools located in rural areas have high negative relationship with students' academic engagement while schools in urban areas have very high

positive relationship with students' academic engagement. It is therefore imperative that administrators of public secondary schools and other interested stakeholder should put in place measures to help forestall the negative impact of school location on students' academic engagement.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Government at all levels through the ministries of education and its supervising agencies should develop outreach programs to increase parental involvement and community engagement in the educational process. Principals can also implement initiatives to promote student engagement and motivation, such as extracurricular activities, mentorship programs and career guidance services.
2. Alumni in conjunction with ministries of education, the Post Primary Schools Service Commission (PPSSC) should focus on maintaining and enhancing the conducive learning environment. This can be done by continuously investing in urban schools to ensure they remain adequately resourced and equipped to meet the needs of diverse student populations.

REFERENCES

Abamba, I. (2021). The effects of School location on students' academic achievement in senior secondary physics based on the 5E learning cycle in Delta State, Nigeria. *LUMAT: International Journal on Math, Science and Technology Education*, *9*(1), 56–76. https://doi.org/10.31129/LwUMAT.9.1.1371

Abid, N., & Akhtar, M. (2020). Relationship between academic engagement and academic achievement: An empirical evidence of secondary school students. *Journal of Educational Research, 23*(1), 48-61.

Amerstorfer C.M. & Freiin Von Münster-Kistner .C. (2021) Student perceptions of academic engagement and student-teacher relationships in problem-based learning. *Frontier Psychology, 12*,713057. doi: 10.3389/fpsyg.2021.713057.

Anierobi, E.I., Okeke, N.U., Okeke, G.S. &Nnabue, C.I. (2022). Impact of post-covid-19 lockdown on school engagement of secondary school students in Idemili North, Anambra State. *Asian Journal of Advanced Research and Reports, 16*(6), 33-42

Awodun, A. O., & Oyeniyi, A. D. (2018*).* Influence of location on students' academic achievement in junior secondary school basic science in Ekiti State, Nigeria. *Journal of Emerging Technologies and Innovative Research (JETIR), 5*, 125–129.

Babawale, K. O. (2019). School location as a correlate of students' academic performance among senior secondary schools in Isokan Local Government Area of Osun State. *International Journal of Academic Multidisciplinary Research (IJAMR), 3*(11), 5-8.

Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A literature review of academic performance, an insight into factors and their influences on academic outcomes of students at senior high schools. *Open Access Library Journal, 8*, 1-14. https://doi.org/10.4236/oalib.1107423

Enwereji,G.N.Ohamobi,I.N. & Emeka-Nwokeji,N.A.(2022)Assessing the relationship between utilization of computer and academic achievement of postgraduate students in degree awarding institutions in Anambra State. European Journal Research Reflection in Educational Sciences 10(1), 41-51
www.idpublications.org

Federal Republic of Nigeria (2013). *National policy on education*. NERDC Press.

Getachew, S. (2018). Investigation of urban sprawl trends and its impact on socio-economy of peri-urban community in Addis Ababa: The case of Akaki Kality Subcity https://www.academia.edu/37273559/Investigation_of_Urban_Sprawl_Trends_and_its_Impact_on_Socio_economy_of_Peri_urban_Community_in_Addis_Ababa_The_Case_of_Akaki_Kality_Subcity?utm_source=chatgpt.com

Ibrahim, O. (2023). *Facts about the urban and rural education system in Nigeria*. https://www.witspot.org/rural-and-urban-education-facts/

Ma, Q., & Wang, F. (2022). The role of students' spiritual intelligence in enhancing their academic engagement: A theoretical review. *Frontiers in Psychology, 13*(4), 842-857. https://doi.org/10.3389/fpsyg.2022.857842

Matingwina, T. (2018). *Health, academic achievement and school-based interventions*. In B. Bernal-Morales (Ed.), *Health and academic achievement* (p. 147–163]). InTech. https://doi.org/10.5772/intechopen.76431

Manafa,I.F & Ohamob,I.N (2021) Evaluation of security management practices in public secondary school in Anambra state.Unizik Journal of Educational Research and Policy Studies.8 116-139 https://unijerps.org

McFarland, J., Cui, J., Rathbun, A., & Holmes, J. (2018). *Trends in high school dropout and completion rates in the United States: 2018*. Compendium Report. (NCES 2019-117). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

Ntibi, J.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.

Ohamobi, I.N. &Ezeaku, S.N. (2015).Students engagement variables as correlates of academic achievement in economics in senior secondary schools in Anambra State, Nigeria. *International Journal of Science and Research (IJSR), 5*(5), 473-478.

Onyekazi.P.I,;Ohamobi;I.N; &Anyaeche,I.C(2022) Relationship between management of instructional spaces and students academic achievement in public secondary schools in Anambra state in the new normal. Journal of Educational Research (COOUJER)7(1)349-361

Ohamobi,I.N & Onyekazi,P.I(2024) Time Management as Correlates of Teachers'Effectiveness in Public Secondary Schools in Anambra State,Nigeria.Journal of educational research and development.7(1)45-57

Ojedapo,D.O.& Eke,K.C.(2016),Academic imbalance between rural and urban areas in Imo State of Nigera: Implications for educational evaluators and curriculum developers. International Journal of Progressives and Alternative Education 2(1)219-228

Okorie, U. C., & Ezeh, U. (2016*). Influence of gender and location on students' achievement in chemical bonding.* https://www.researchgate.net/publication/303028565_Influence_of_Gender_and_Location_on_Students%27_Achievement_in_Chemical_Bonding?utm_source=chatgpt.com.

Ovat, S.V., Nwogwugwu, C E. &Idika, D.O. (2021). Assessment of school location, class size and academic performance of upper basic students in cross river state, Nigeria. *Global Journal of Educational Research, 20*, 145-151. Https://dx.doi.org/10.4314/gjedr.v20i2.6

Ronfield M, Kwol A., & Reininger M. (2016). Teachers' preferences to teach underserved students. *Journal of Policy Analysis and Management, 51*(9), 995-1030.

Sengsouliyai, S., Soukhavong, S., Silavong, N., Sengsouliya, S. &Littlepage, F. (2020). An investigation on predictors of student academic engagement. *European Journal of Educational Studies, 6*(10), 124-132.

Taiwo, O. R. (2019). Impact of school plants planning on primary school pupils' academic performance. *International Journal of Advanced Academic Research|Arts, Humanities and Education, 5*, 83-90. https://www.ijaar.org/articles/Volume5-Number9/Arts-Humanities-Education/ijaar-ahe-v5n9-sep19-p30.pdf

Umar U. S. & Samuel R. I. (2018). School location as correlate of students' achievement in basic science. *International Journal of Innovative Education Research, 6*(3), 14-17.

Wang, M. T., Chow, A., Hofkens, T., & Salmela-Aro, K. (2015). The trajectories of student emotional engagement and school burnout with academic and psychological development: Findings from Finnish adolescents. *Learning and Instruction, 36*(2), 57-65. https:// doi.org/ 10.1016/j. learninstruc. 2014.11.004

Wood, R.M. (2023). A review on education differences in urban and rural areas. *44International Research Journal of Educational Research, 14*(2) 1-3.