SCHOOL LOCATION AND STUDENTS' ATTITUDE ON ACHIEVEMENT IN BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN PORT HARCOURT CITY, RIVERS STATE

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Abstract

This study investigated school location and students' attitudes on achievement in business studies in junior secondary schools in Port Harcourt City, Rivers State, Nigeria. The study adopted the descriptive research design. The study population included 688 teachers and 16,663 students in the 20 public Junior Secondary Schools in Port Harcourt City Local Government Area. A sample of 224 respondents (56 Business studies teachers and 168 JSC III students) was selected using multistage sampling in 20 public Junior Secondary Schools. A 20-item non-cognitive instrument titled "School Location and Students' Attitude on Achievement in Business Studies Questionnaire" (SLSAABSQ), and a 40-item cognitive instrument "Business Studies Achievement Test" (BSAT), with reliability coefficients of 0.869 and 0.852, were used for data collection. Data collected was analyzed using Pearson Product Moment Corelation (PPMC) to answer research questions 1 and 2, while Multiple Regression Analysis was used to answer question 3. The study revealed Pearson Correlation Coefficients (r) of 0.830, and 0.842, as well as same p-value of 0.000, which indicated a positive, very strong and significant contribution of school location, and students' attitude, respectively to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. The study recommended, among others, that the government should ensure that policymakers and planners focus on effectively addressing environmental and infrastructural disparities, as well as integrate interventions to improve student attitudes and teachers' enthusiasm, which can have a direct and measurable impact on student achievement in Business Studies, irrespective of their school location.

Keywords: School Location, Students' Attitude, Achievement in Business Studies, Port Harcourt City Local Government Area.

Introduction

School location, broadly categorized into urban, semi-urban, and rural environments, significantly impacts educational outcomes due to differences in resource availability, teacher quality, infrastructural development, and exposure to real-world applications of classroom concepts. According to Adeyemi and Adeyinka (2021), students in urban schools tend to have more favorable attitudes towards Business Studies due to better-equipped classrooms, access to ICT tools, and greater exposure to commercial activities in their communities. In a nutshell, students in rural schools often face limited learning resources, outdated instructional materials, and a lack of subject-specialist teachers, which negatively influences both their interest and performance in the subject.

Attitude, defined as a learner's predisposition to respond positively or negatively to a subject, is and remains a strong predictor of academic achievement (Ogunleye & Okeowo, 2020). Students who perceive Business Studies as relevant to their future careers tend to be more engaged, ask more questions, and perform better academically. In urban settings, the visibility of entrepreneurial activities and access to modern business tools (e.g., computers, point-of-sale systems) tend to enhance this relevance, while in rural areas, the abstract nature of some business concepts, compounded by poor teaching methods, can diminish student interest and achievement at any school level (Ezeani & Nwogu, 2022).

Furthermore, research by Nwachukwu and Nwosu (2023) emphasized that school environment factors, such as teacher quality, classroom management, peer influence, and administrative support, are often more developed in urban schools, which helps foster more positive student attitudes and higher achievement levels in Business Studies. These disparities lead to a persistent urban-rural divide in educational outcomes. To address these gaps, scholars recommend improving teacher deployment policies, investing in rural school infrastructure, and implementing context-relevant teaching approaches. For instance, Okeke and Igwe (2021) suggest that using practical, community-based examples when teaching Business Studies in rural areas can enhance student interest and bridge the attitudinal gap caused by location-related challenges.

Building upon the understanding that school location influences students' academic achievement and attitude in Business Studies, it is also important to examine the psychological and social factors associated with students' learning environments. The disparity in socio-economic conditions between rural and urban settings often reflects in students' academic self-concept and motivation. Urban students generally have access to better instructional support, extracurricular activities, and career guidance services, which tend to enhance their interest and performance in Business Studies (Ajayi & Olanipekun, 2022). These factors contribute to a positive attitude toward the subject and greater willingness to pursue business-related careers.

In rural areas, however, socio-cultural factors and limited exposure to real-life business operations may limit students' appreciation of the subject's practical relevance. For instance, Uzoegwu and Onuoha (2023) found that students in rural junior secondary schools often see Business Studies as abstract or unnecessary, due in part to inadequate teaching aids and the absence of local role models in commerce or entrepreneurship. This perception leads to low classroom participation, poor study habits, and ultimately, poor academic performance. Conversely, gender also interacts with school location to influence students' attitudes toward Business Studies. A study by Bello and Adebayo (2022) indicated that female students in urban schools displayed a more positive attitude and higher achievement in Business Studies compared to their rural counterparts, largely because of targeted empowerment programmes, better mentorship, and the influence of female teachers in urban environments. In contrast, traditional gender norms prevalent in rural areas may limit girls' participation in commercial and entrepreneurial activities, thereby reducing their interest in business education.

Technology integration is another dimension where school location has an impact. With the increasing importance of digital literacy in Business Studies, especially in topics such as e-commerce, bookkeeping software, and business communication, students in urban schools benefit from better access to digital tools and internet facilities. According to Ogundele et al. (2021), this access not only improves comprehension but also enhances students' confidence and positive disposition towards the subject. Conversely, the digital divide in rural schools' limits students' exposure to such tools, affecting both their interest and performance. Given this, Okeke and Igwe (2021) suggested the integration of policy reforms and targeted interventions to help promote a

more balanced and equitable learning environment, as well as contextualized teaching strategies for all students in any location to thrive in Business Studies.

Educational policymakers and curriculum planners need to recognize these challenges notably environmental, gender, digital, etc., disparities, and adopt inclusive strategies that support students regardless of their school's location (Uzoegwu & Onuoha, 2023). Accordingly, the inclusive strategies that could be adopted include the provision of adequate instructional materials, teacher training programmes, deployment of ICT infrastructure in rural areas, and contextualizing the Business Studies curriculum to reflect the local realities of students. The study by Nwachukwu and Nwosu (2023) found that the geographical or environmental and infrastructural disparities between urban and rural schools affect students' access to quality learning, motivation, and academic success or achievement.

In a nutshell, school location significantly influences students' attitudes and academic achievement in Business Studies at the junior secondary school level. In summary, students' attitudes and achievements in Business Studies are significantly influenced by the location of their schools. The urban-rural divide manifests in resource availability, quality of instruction, access to technology, socio-cultural influences, and support systems, all of which shape how students perceive and perform in the subject. Addressing these disparities through evidence-based educational interventions is key to promoting equity and sustainable learning outcomes in Business Studies across all junior secondary schools in Nigeria. From the avalanche of literature elucidated here, the location of a school plays a crucial role in shaping students' attitudes, academic experiences, and ultimately their achievement in specific subjects such as Business Studies at the junior secondary school level. This is the crux of the study.

Statement of the Problem

Despite the growing importance of Business Studies in preparing students for entrepreneurship and economic self-reliance, there remains a significant disparity in students' academic achievement and attitude toward the subject across different school locations in Port Harcourt City Local Government Area, Rivers State. Unfortunately, and sadly so, most schools in urban, semi-urban, and rural areas struggle with poor infrastructure, inadequate teaching resources, and limited exposure to real-world business practices, leading to negative student attitudes and low academic achievement in Business Studies.

This gap raises concern about the extent to which school location contributes to unequal learning experiences and outcomes in Business Studies. Moreover, the attitudes students develop toward the subject are often shaped by the quality of their learning environment, which is heavily influenced by geographical and socio-economic factors. If left unaddressed, these disparities could hinder efforts to promote inclusive and quality business education, particularly in the underserved areas of Port Harcourt. Therefore, the problem this study seeks to address is the influence of school location on students' attitudes and academic achievement in Business Studies in junior secondary schools in Port Harcourt City Local Government Area, Rivers State. It is necessary to investigate whether and how differences in school environment, infrastructure, teacher quality, and community exposure to business practices affect students' learning experiences and outcomes in the subject.

This prompted the articulation of the following questions that guided this research.

1. What is the contribution of school location to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State?

2. What is the contribution of students' attitude to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State?
3. What is the relative contribution of school location and students' attitude to achievement in Business studies in Junior Secondary Schools in Port Harcourt City Local Government Area, Rivers State?

Aim and Objectives of the Study

This study aimed to investigate school location and students' attitudes toward achievement in business studies in junior secondary schools in Port Harcourt City Local Government Area, Rivers State. The specific objectives of the study are to:

1. Determine the contribution of school location to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State.
2. Ascertain the contribution of students' attitude to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State.
3. Examine the relative contribution of school location and students' attitude to achievement in Business studies in Junior Secondary Schools in Port Harcourt City Local Government Area, Rivers State.

Significance of the Study

1. The study provides data on how school location influences learning, guiding equitable policies, resource distribution, and targeted interventions to improve academic outcomes in Business Studies.
2. The study offers insights into student attitudes shaped by the environment, helping teachers adapt strategies and informing curriculum planners to design relevant, inclusive, and context-based learning content.
3. By revealing how the school environment affects attitudes and achievement, the study encourages students to adopt positive views and strive for excellence in Business Studies.
4. The study raises awareness of the impact of school conditions on performance, motivating families and communities to support students' education regardless of their geographic or environmental, and socio-economic differences.
5. For Government, Non-Governmental Organizations (NGOs), and researchers, the findings support future research and intervention programmes, providing a foundation for addressing educational inequalities and improving Business Studies outcomes in the underserved areas of Port Harcourt City Local Government Area.

Methodology

Research Design: This study adopted the descriptive survey design. This research design is appropriate because it did not manipulate the variables, since they were studied the way they occur. The research design was used for this study since it did not manipulate any of the variable(s) of interest, as it further seeks to investigate the contribution of school location and students' attitude to academic achievement in Business Studies in pubic Junior Secondary Schools in Port Harcourt City Local Government Area of Rivers State.

Area of the Study: The study was conducted in Port Harcourt City Local Government Area (PHALGA) of Rivers State, Nigeria. Port Harcourt, the capital of Rivers State, is a major urban center in the South-South geopolitical zone of Nigeria and a hub for commerce, education, industry, and oil-related activities. The area is characterized by a high population density, a mix of urban and peri-

urban communities, and a diverse socio-cultural composition. It hosts numerous tertiary institutions, including universities, polytechnics, and colleges of education, both public and private. Port Harcourt City Local Government Area provides a rich context for research on education and technology integration due to its relative infrastructural development, availability of digital networks, and concentration of educational institutions. Despite these advantages, the area still faces challenges such as socio-economic inequality, digital access gaps, and varying levels of institutional preparedness for smart education. These features make it a suitable setting for studying the integration of emerging technologies in tertiary institutions. The findings from this location offer insights that can inform scalable solutions across similar urban educational contexts in Nigeria.

Population of the Study: The target population for the study comprised all 688 teachers and 16,663 students in the twenty (20) public Junior Secondary Schools in Port Harcourt City Local Government Area of Rivers State (Rivers State University Basic Education Board, 2022).

Sampling Technique and Sample: A sample of 224 respondents (comprising 56 teachers and 168 students) from 18 public Junior Secondary Schools in Port Harcourt City Local Government Area (LGA), Rivers State, participated, using a three-phase multistage sampling technique. Firstly, a random sampling technique was used to select fourteen (14) out of the twenty (20) public Junior Secondary Schools in the study area. This represented 70% of the population of the public Junior Secondary Schools in Port Harcourt City Local Government Area. Secondly, the quota sampling technique was used to allocate four (4) Business Studies teachers to each of the fourteen (14) selected public Junior Secondary Schools in Port Harcourt Local Government Area, Rivers State, making a total of 56 Business Studies teachers that were selected from the 14 sampled public Junior Secondary Schools. The justification for assigning or allocating the same number of Business Studies teachers (i.e., 4) in each of the 14 selected public Junior Secondary Schools was for the achievement of even distribution of the sample.

In the third and final phase, a random sampling technique was used to select twelve (12) students in Junior Secondary Class 3 (i.e., JSC III), offering Business Studies in each of the 14 selected public Junior Secondary Schools (totaling 168 students) in Port Harcourt City Local Government Area, Rivers State. Altogether, the sampling comprised 56 teachers and 168 students, totaling 224 respondents who were selected in the study.

Instrument for Data Collection: The two instruments of data collection include the “School Location and Students' Attitude on Achievement in Business Studies Questionnaire” (SLSAABSQ) and “Business Studies Achievement Test” (BSAT). The “School Location and Students' Attitude on Achievement in Business Studies Questionnaire” (SLSAABSQ) was a 20-item self-structured instrument that was administered to the Business Studies teachers and students in the fourteen (14) selected public Junior Secondary Schools in Port Harcourt City Local Government Area. The SLSAABSQ instrument was patterned after a four-point rating scale of “Strongly Agree” (SA, 4 Points), “Agree” (A, 3 Points), “Disagree” (D, 2 Points), “Strongly Disagree” (SD, 1 Point). Furthermore, the SLSAABSQ instrument comprised two sections. Section A elicited the demographic variables of the respondents (i.e., Business Studies teachers and students), while Section B elicited items on variables on contributions of school location and students' attitude to students' achievement in Business Studies.

Equally, the Business Studies Achievement Test (BSAT) was adopted from Inanga and Ojo (2006), and it consisted of 40 items on Business Studies measuring the domains of learning. The

achievement test was administered to the respondents, scored dichotomously, and the performance of the students was recorded and decoded by the researcher. The test items, administered to the 168 selected JSC III students, were scored dichotomously as "2.5" and "0". Specifically, students received a score of "2.5" for any item scored correctly and "0" for any incorrect item.

Table of Specification for BSAT

Content topics	Process Objectives			
	Knowledge (25%)	Comprehension (25%)	Application (50%)	Total
Office Practice (20%)	3	1	1	5
Commerce (20%)	3	4	3	10
Book Keeping (20%)	5	5	5	15
Typewriting (20%)	3	1	1	5
Basic Computer Knowledge (20%)	2	2	1	5
Total (100%)	**16**	**13**	**11**	**40**

Source: Researcher's Compilation, 2023.

Validation of the Instrument: The validation procedure of the instrument ensures that the instrument measures what it is expected to measure in the study. The two (2) instruments were vetted by two Business Studies experts. Firstly, the face and content validity of the SLSAABSQ instrument was undertaken by these validates, who were presented with the topic, objectives, and questionnaire items in this study. The review, feedback, and suggestions of these validates were used to revise and improve the eligibility and propriety of the SLSAABSQ instrument to accurately measure what it purports to measure, as well as align with the study's objectives.

The "Business Studies Achievement Test" (BSAT) instrument that was constructed by the researcher also undergoes some validation procedure as the Business Studies experts ensure that the BSAT instrument covers the domains of learning, which are also in line with the standard curriculum on Business Studies for JSC III. The comments, corrections, and suggestions by the validates were incorporated during the construction of the final version of the BSAT instrument that was administered to the respondents.

Reliability of the Instrument: The reliability and internal consistency of the SLSAABSQ instrument were determined through the use of Cronbach's Alpha. The Cronbach Alpha (r_a) method (which measures the internal consistency of the non-cognitive test) was used for the "School Location and Students' Attitude on Achievement in Business Studies Questionnaire" (SLSAABSQ) instrument. Furthermore, 50 copies of the SLSAABSQ instrument were administered to 50 respondents (comprising 10 Business studies teachers, and 40 Junior Secondary Class III (JSC III) students) in five (5) public Junior Secondary Schools in Etche Local Government Area (which was not used for the study). Upon completion of the pilot or reliability study, the 50 copies of the SLSAABSQ instrument that were administered to the Business studies teachers and students were retrieved, tabulated, scored, coded, and analyzed using the Cronbach Alpha (r_a) method to obtain a reliability coefficient of 0.869. The high reliability coefficient necessitated the use of the SLSAABSQ instrument for the actual study.

The reliability of the "Business Studies Achievement Test" (BSAT) was established using the test-retest method. The copies of the BSAT were administered at two intervals to a sample of 40 JSC III students in two (2) selected public Junior Secondary Schools in Omuma Local Government Area

(which was not used for the study). After the response of the respondents (i.e., Business Studies teachers and students) to the 40 questions in the BSAT instrument, the instrument was retrieved and re-administered to the same students after fourteen (14) days (i.e., two weeks) from the day of the first administration and retrieved on completion. After marking and scoring the first and second sets of instruments, the total scores were computed and correlated using Pearson Product Moment Correlation (PPMC) to obtain a reliability coefficient of 0.852 for the BSAT instrument.

Method Data Collection: Copies of the "School Location and Students Attitude on Achievement in Business Studies Questionnaire" (SLSAABSQ), and the "Business Studies Achievement Test" (BSAT) with an attached letter of introduction explaining the purpose of the study was presented to the school principals before their administration to the respondents (i.e. Business studies teachers, and JSS 3 students) in the 18 selected public Junior Secondary Schools in Obio-Akpor Local Government Area by the researcher and three (3) trained research assistants. Out of the 224 copies of the SLSAABSQ instrument administered to the respondents (i.e., Business Studies teachers and students), only 201 copies (representing approximately 90% retrieval rate) were valid copies used, while out of the 168 copies of the BSAT instrument administered to the Business Studies students, only 151 copies were validly retrieved (representing approximately 90% retrieval rate), and subsequently used for the analysis in the study.

Method of Data Analysis: Data collected were analyzed using Pearson Product Moment Correlation (PPMC) was used to answer research questions 1 and 2, at a 0.05 level of significance. Also, research question 3 was answered using Multiple Regression Analysis at the 0.05 level of significance. All statistical analysis was done using the Special Package for Social Science (SPSS) version 26.0.

Results

Research Question 1: What is the contribution of school location to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State?

Table 1: Summary of Pearson Product Moment Correlations on the contribution of school location to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State

		School Location	Students' Achievement in Business Studies	Decision
School Location	Pearson Correlation	1	.830**	**Very Strong Contribution**
	Sig. (2-tailed)		.000	
	N	201	201	
Students' Achievement in Business Studies	Pearson Correlation	.830**	1	**Very Strong Contribution**
	Sig. (2-tailed)	.000		
	N	201	201	

**. Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: ***VS (Very Strong) r = 0.800-1.000, S (Strong) r = 0.600- 0.799, M (Moderate) r = 0.400- 0.599, W (Weak) r = 0.200-0.399. while VW (Very Weak) r = ≤ 0.199***

Table 1 shows a Pearson Correlation Coefficient (r) of 0.830, which indicates a positive and very strong contribution of school location to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. This means that school location contributed 69.9% to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. In other words, approximately 70% of the observed changes in students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State, were caused by school location, thereby leaving 30% changes to be caused by other variables that are extraneous to school location. This implies that school location was a very strong predictor that would tend to contribute to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. Similarly, the result also shows that the interaction between school location and students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State, is statistically significant at 0.000 (i.e., $p<0.05$ level of significance).

Research Question 2: What is the contribution of students' attitude to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State?

Table 2: Summary of Pearson Product Moment Correlations on the contribution of students' attitude to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State

		Students' Attitude	Students' Achievement in Business Studies	Decision
Students' Attitude	Pearson Correlation	1	.842**	**Very Strong Contribution**
	Sig. (2-tailed)		.000	
	N	201	201	
Students' Achievement in Business Studies	Pearson Correlation	.842**	1	**Very Strong Contribution**
	Sig. (2-tailed)	.000		
	N	201	201	

**. Correlation is significant at the 0.01 level (2-tailed).

Decision Rule: ***VS (Very Strong) r = 0.800-1.000, S (Strong) r = 0.600- 0.799, M (Moderate) r = 0.400- 0.599, W (Weak) r = 0.200-0.399. while VW (Very Weak) r = ≤ 0.199***

Table 2 shows a Pearson Correlation Coefficient (r) of 0.842, which indicates a positive and very strong contribution of students' attitude to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. This means that students' attitude contributed 70.9% to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. In other words, approximately 71% of the observed changes in students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State, were caused by students' attitude, thereby leaving 29% changes to be caused by other variables that are extraneous to students' attitude. This implies that students' attitude was a

very strong predictor that would tend to contribute to students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State. Similarly, the result also shows that the interaction between students' attitude and students' achievement in Business studies in Junior Secondary schools in Port Harcourt City Local Government Area, Rivers State, is statistically significant at 0.000 (i.e., $p<0.05$ level of significance).

Research Question 3: What is the relative contribution of school location and students' attitude to achievement in Business studies in Junior Secondary Schools in Port Harcourt City Local Government Area, Rivers State?

Table 3: Relative contribution of school location, and students' attitude to achievement in Business studies in Junior Secondary Schools in Port Harcourt City Local Government Area, Rivers State

	Unstandardized Coefficients		Standard coefficients		
Model	**B**	**Std. error**	**Beta (β)**	**t**	**Sig.**
(Constant)	17.222	2.722		6.327	.000
School Location	2.670	.520	.207	5.138	.001
Students' Attitude	.010	.025	.015	.381	.703

a. **Dependent Variable:** Students' Achievement in Business Studies

* Significant at $p< 0.05$

Table 3 shows that only school location significantly and statistically contributed to the model; [$\beta = .207$, $t_{(201)} = 5.138$, $p< .05$]. Findings from the results also reveal that students' attitude [$\beta = .015$, $t_{(201)} = .381$, $p> .05$] did not significantly contribute to the students' achievement in Business Studies in Junior Secondary Schools in Port Harcourt City Local Government Area, Rivers State.

Discussion of Findings

The result in Table 1 reveals a very strong positive correlation ($r = .830$, $p < .01$) between school location and students' academic achievement in Business Studies among junior secondary school students in Port Harcourt City Local Government Area, Rivers State. This statistically significant result indicates that school location plays a critical role in shaping learners' academic outcomes, suggesting that more favourable school environments significantly enhance students' academic performance. This finding corroborates recent studies highlighting the influence of physical and environmental factors on academic achievement. According to Akinyemi and Igbokwe (2022), schools located in urban or resource-rich settings tend to provide better learning infrastructure, teacher quality, and access to educational materials, all of which positively impact student performance. Moreover, Olamide and Arinze (2023) found that students attending schools in well-planned, secure, and easily accessible locations show higher motivation and academic engagement compared to those in poorly located schools suffering from environmental stressors such as noise, traffic congestion, or insecurity.

The strength of the correlation observed in this study aligns with the ecological systems theory (Bronfenbrenner, 1979), which postulates that a child's immediate environment, including school location, has a significant effect on developmental and educational outcomes.

In the context of Business Studies, which requires active participation, interaction, and exposure to practical learning materials, the importance of a conducive location becomes even more evident. Thus, the findings have critical implications for educational planning and resource allocation in Rivers State and similar urban settings. The strong correlation suggests that stakeholders should prioritize the siting and upgrading of schools in strategic, learning-conducive environments. Policymakers must ensure that urban planning incorporates educational zoning to prevent the placement of schools in industrial, flood-prone, or high-crime areas.

Furthermore, targeted interventions are needed for schools already situated in disadvantaged locations. As recommended by Uzochukwu and Ayoola (2023), such interventions may include investment in infrastructure, the deployment of experienced teachers, the provision of digital learning tools, and partnerships with local communities to enhance the safety and accessibility of school environments. In addition, the result supports the call for evidence-based educational reforms. The correlation coefficient (.830) suggests that more than 68% of the variance in students' achievement in Business Studies can be explained by school location (since $r^2 = 0.6889$). This emphasizes the need to incorporate environmental data in the development of school improvement programmes and student support services.

The data presented in Table 2 reveal a very strong positive and statistically significant correlation ($r = .842$, $p < .01$) between students' attitudes and their academic achievement in Business Studies. This finding implies that students who exhibit a positive attitude toward Business Studies are more likely to perform better academically in the subject. The strength of this correlation suggests that attitude is a key determinant of academic success in Business Studies among junior secondary school students in Port Harcourt City Local Government Area, Rivers State. This finding is consistent with existing research, which emphasizes the significant role of students' attitudes in shaping their learning outcomes. According to Eze and Nwankwo (2022), students with a positive mindset toward a subject tend to show greater interest, motivation, and engagement, all of which enhance academic performance. Similarly, Adebayo and Ogunleye (2023) assert that attitudes such as enthusiasm, confidence, and a willingness to learn directly influence students' ability to grasp and apply subject concepts, particularly in practical subjects like Business Studies.

Moreover, the finding supports the principles of Bandura's (1997) Social Cognitive Theory, which emphasizes that learners' beliefs, self-efficacy, and attitudes are central to their academic behaviours and achievements. In the context of Business Studies, a subject requiring critical thinking, entrepreneurial orientation, and real-world application, students' positive dispositions are essential to successful learning outcomes. Consequently, the implications of this result are far-reaching for teachers, school administrators, and education policymakers. First, educators must intentionally cultivate positive attitudes among students toward Business Studies through engaging teaching strategies, relevant curriculum content, and practical learning experiences. As noted by Onuoha and Bello (2023), student-centered instructional methods, including group projects, business simulations, and real-life case studies, foster interest and improve students' attitudes and performance.

Secondly, guidance and counseling services in schools should be strengthened to help students develop self-confidence and a growth mindset toward learning. Educators must identify and address negative attitudes early, such as fear of failure or disinterest in the subject,

through personalized interventions and mentoring (Onuoha & Bello, 2023). Thirdly, curriculum developers and education authorities should promote value-based education that enhances students' perception of the importance and relevance of Business Studies in today's economy. Emphasizing the practical and entrepreneurial benefits of the subject can positively shape students' attitudes and increase their academic engagement. Finally, school leaders should invest in teacher training programmes focused on affective teaching skills and motivational strategies. As attitudes are often influenced by the learning environment and teacher-student relationships, equipping teachers to foster positive classroom climates is essential.

Table 3 presents the results of a multiple regression analysis examining the relative contribution of school location and students' attitudes to their achievement in Business Studies. The results show that school location has a statistically significant contribution to students' academic achievement (β = .207, t = 5.138, p = .001), while students' attitude does not significantly contribute in the presence of school location (β = .015, t = 0.381, p = .703). This indicates that although students' attitude showed a strong correlation with achievement in earlier analysis (Table 2), its unique contribution becomes negligible when school location is accounted for in the regression model. These findings suggest that school location exerts a more dominant influence on academic outcomes in Business Studies than students' attitudes when both factors are considered together. This is consistent with recent studies by Okonkwo and Eze (2022), who found that environmental and infrastructural disparities across school locations significantly affect students' learning outcomes, especially in urban educational contexts. Schools located in more conducive environments, characterized by better facilities, safety, teacher availability, and fewer distractions, create conditions that enhance academic success, sometimes regardless of individual student dispositions.

On the other hand, the non-significant contribution of students' attitude in this model does not negate its importance. Rather, it suggests that attitude alone may not strongly predict achievement when external environmental factors like school location are present. A similar conclusion was reached by Adebisi and Lawal (2023), who noted that positive student attitudes may not translate into high performance if the school environment is poorly equipped or not conducive to learning. This result aligns with the socio-ecological perspective on education (Bronfenbrenner, 1979), which emphasizes the nested influence of environmental contexts on human behaviour. Within this framework, school location as part of the ecosystem can shape and even limit the impact of more individual-level variables like student attitudes (microsystem). In Port Harcourt City Local Government Area, where disparities in infrastructure and school safety exist, the physical and social learning environment may overshadow internal motivational factors.

The implications of this finding are substantial for educational stakeholders in Rivers State and similar contexts. First, efforts to improve student academic performance in Business Studies should begin with addressing disparities in school infrastructure, access, and environmental conditions. Government agencies should invest in upgrading facilities, improving safety, and ensuring equitable teacher distribution across schools in different locations. Second, while students' attitudes remain important, interventions to enhance them must be complemented with improvements in school environments. Teachers and administrators should strive to create motivational and supportive learning settings, especially in schools located in disadvantaged areas. Furthermore, educational policymakers must consider school

location as a critical criterion in resource allocation, teacher deployment, and school improvement initiatives. As Uche and Alade (2023) argue, ignoring the environmental context of schools' risks undermining well-intentioned reforms aimed at boosting student motivation and performance.

Conclusion

This study confirms that school location has a significant impact on students' Business Studies achievement, highlighting the urgent need for strategic planning, investment, and policies to ensure equitable access to supportive learning environments for all students. Similarly, the study revealed a strong positive correlation, indicating that students' attitudes play a crucial role in their academic performance in Business Studies, implying the essence of stakeholders' focusing on enhancing students' motivation, interest, and confidence to boost achievement and support future entrepreneurial and economic readiness. Conclusively, school location significantly affects Business Studies achievement, while students' attitude has no independent effect when combined. This, thus, highlights the dominant role of environmental factors and the need for location-sensitive interventions to ensure equitable educational opportunities for all learners, regardless of individual attitudes or aspirations.

Recommendations

Based on the findings of the study, the following recommendations were proffered:

1. The government and education authorities prioritize the equitable distribution of resources and infrastructure across all school locations. Strategic efforts should be made to improve learning environments in underserved areas by enhancing school facilities, ensuring safety, and providing access to teaching materials, thereby creating a more level playing field for academic success.
2. Teachers and school administrators should implement programmes that foster positive attitudes toward the subject. This can include interactive and practical learning experiences, student motivation workshops, and mentorship programmes aimed at building students' confidence, interest, and engagement in Business Studies.
3. The government should ensure that policymakers and planners focus on effectively addressing environmental and infrastructural disparities, as well as integrate interventions to improve student attitudes and teachers' enthusiasm, which can have a direct and measurable impact on student achievement in Business Studies, irrespective of their school location.

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