

Exploring Learner Subpar Performance in Linear Programming at Munkuye Secondary School in Zambia: Hermeneutic Perspective: A Glance on Distance as a Promoter

Chrispine Mulenga Mwambazi*

Munkuye Secondary School, Nkeyema, Zambia

*Corresponding Author

DOI: <https://doi.org/10.51584/IJRIAS.2024.90331>

Received: 08 February 2024; Revised: 23 February 2024; Accepted: 29 March 2024; Published: 16 April 2024

ABSTRACT

This paper aims to investigate the impact of distance on learners; linear programming performance, employing a qualitative approach. The author argues that effective learning of linear programming requires an accommodation for tardy learners and consideration of their physical distance from school. To reduce absenteeism, math teachers should motivate tardy learners to put extra effort into their studies rather than penalizing them. Additionally, the school administration can arrange transportation for students who face difficulties commuting to class through providing a bus service. Such measures will encourage active participation in class activities and instill positive attitudes towards education among students. Furthermore, relevant parties need to work together to purchase a school bus that facilitates the transportation of learners efficiently. The study concludes by recommending the establishment of more residential schools near communities offering competitive bursaries as it inspires parents and students to support each other.

Keywords: Linear Programming, Distance, stakeholders, Learner, performance, administration

INTRODUCTION

Learners' attendance is a very significant factor in academic performance. Learner absence has been connected to low academic achievement. When a learner is absent, it is usually very difficult to catch up the next time they return to class. School absenteeism harms more than the individual and his or her prospects. Learning can be substantial and subject to variation based on physical distance to educational institutions (Hallo et al., 2020). Long distances may require significant time and resources for commuting, potentially affecting a pupil's ability to attend classes or engage in extracurricular activities (NCES, 2019).

Psychological distance can lead to feelings of isolation, which can negatively affect learning outcomes (Silva et al. 2019). Learning is multifaceted and depends on the type of distance (physical, psychological, or digital), the educational context, and the support systems in place. Scholars and educators are still investigating strategies to improve inclusive and productive learning settings and lessen the difficulties that come with remote learning (Anderson & Dron, 2011).

Statement of the Problem

Constant learner mastery of linear programming may be detrimental to both national and individual academic results for learners. Despite a high failure rate, it is unknown what the cause among learners is.

Aims

The aim was to explore Learner subpar at Munkuye secondary school in Zambia with a Glance on distance as a Promoter.

Objectives

To explore how learners' are affected by distance and means to enhance learner performance.

Significance

Teachers everywhere should give advice to learners who delay class. The research may also help policymakers with measures related to academic performance. The study may also assist the government in constructing more day schools and boarding schools closer to local communities, as well as in purchasing school buses for transportation. Furthermore, the study might add new information to the body of current literature.

METHODOLOGY

Research Design

The nature of this investigation was wholly qualitative. Shava & Nkengbeza (2020) define qualitative research as a phenomenological study that uses a naturalistic approach to understand events under specific circumstances. Qualitative research may also be defined as an approach to understanding the importance that individuals or groups place on a social or human issue (Creswell, 2014). In view of this, the study employed a hermeneutic phenomenological design. Guimond-Plourden (2009) asserts that this approach centers knowledge production on subjectivity. The study, which was qualitative as well, aimed to assess participants' comments, corroborate evidence, confirm interpretations, and assess the internal consistency of the data (White, 2018).

This is because of its stringent adherence to particular procedures, such as sampling protocols and data analysis approaches (Mulenga, 2015).

Research Sites

An investigation was carried out at Munkuye Secondary School in Zambia's western province's Nkeyema region.

1. Study Population

Munkuye, grade twelve, is the study's target population.

2. Sample Size

There were 12 participants in the study: 7 girls and 5 boys.

3. Sampling Procedure

The researcher used a homogenous purposive sample technique to choose study participants who could provide in-depth knowledge about the issue. According to Denzin & Lincoln (2017), the learner's degree of familiarity with the necessary material serves as the foundation for this decision. Put another way, purposive sampling makes it easier for the researcher to use judgment to select the participants who will best help the study reach its objectives. Hence, rather than generalizing results to a

larger group, the researcher should fully comprehend the phenomenon (Makondo & Makondo, 2020).

Research Instruments

The instruments utilized were the focus group discussion guides and the semi-structured interview guidelines, which encourage participant interaction. When many approaches are employed to collaborate and integrate the facts, the study conclusions are more believable.

In-depth Interviews

Extensive interviews were conducted with the intended audience while the researcher took notes. An in-depth interview was used to obtain an understanding of the problem. There are various advantages to using this equipment. Benefits include increased confidentiality and privacy due to in-depth interviews; participants were able to clarify any doubts they had by asking questions; and a plethora of insightful information was gathered.

Group Discussions

There was division among the focus group participants. Conversations encourage communication and understanding among people, especially when discussing difficult subjects. It enables the examination of experiences' similarities and strategies for fostering understanding and common viewpoints. The benefit of focus groups is that they enable participants, which in and of itself gives them a sense of empowerment.

In order to allow participants to go into further detail about topics that came up in the one-on-one conversations, the researcher played a moderate role. The instruments utilized encouraged communication and interaction.

Data Analysis

The research was fully qualitative; themes were created by organizing participant ideas that were similar and then undergoing a thematic analysis.

Ethical Considerations

In order to maintain learners' anonymity, the participants gave the researcher their consent. All participants were also given the assurance that the information collected would be handled strictly, with the utmost confidentiality, and used only for that reason. This was made possible by adhering to the ethical standards put forth by Kimmel (2014), which include obtaining ethical clearance, getting participants' agreement, ensuring their anonymity, and assigning them pseudonyms. As previously mentioned, Kimmel's (2014) highlighted ethical norms were fully taken into account.

FINDINGS AND DISCUSSION

Distance, or spatiality, is a crucial element. *Nande* blamed his poor academic performance on the distance [*spatiality*] he was covering. He noted that in the past, he had to travel a great distance [*spatiality*] to get to school and that this had left him exhausted [*corporeality*]. His performance suffered from his lack of focus. Sometimes he would go to school without eating. He found it hard to concentrate and learn more, especially when it came to a subject like linear programming. Reiterating what *Kande* had said, *Kakumba* predicted that he would return home weary and late.

He would get up at 4:30 the following morning and not even try to finish his schoolwork or any other assignments that were given to him. According to *Langi* and *Mawi*, some learners who traveled great

distances to rent homes ended up doing evil things. They frequently abandon their education to join undesirable groups. The claim agrees with Mwambazi et al (2023) study findings, which stated that some learners who traveled from other places rented thatched cottages in the neighborhood and spent time shopping. The distance has a part in pupils being absent and being late to class (Pizza et al., 2019).

This vice raises a girl's risk of STDs and pregnancy in addition to having poor academic performance. Unintentionally, learners were exposed to peer groups and the community that engaged in risky activities, like engaging in sexually explicit behavior.

The findings came to light during the interviewing of twelve (12) learners.

For example, Dzao specified that:

"I miss class because of the distance. I sometimes travel a great distance to get to school on break. This interferes with my academic performance and makes it harder for me to understand the material because I'm exhausted. I go to and from school a lot (Dzao, 10.02.2024).

Similar to this, Zubrick (2019) notes that low academic accomplishment is often caused by low attendance rates and higher percentages of unexcused absences.

Nande said that.

"I was missing classes due to distance; I am not at all excellent at attending.

Although the school is far from where I live, I have a strong desire to learn." (Nande, 10.02, 2024).

According to Zubrick (2019), there are a few factors that may be utilized to classify learners who are missing from school, including tardiness, giving up on their education, mobility, absenteeism, and discipline. Every one of these aspects of missing school addresses a distinct emphasis area brought on by distance.

Minga, a distinct participant, said that:

"For transportation, I use my bicycle. I have problems with it because it is out dated. I remember arriving at school late one rainy day because the chain kept falling. The trip from home to school is quite far. I get demotivated from this and it affects how well I perform in class" (Minga, 18.02.2024).

This is consistent with Attendance Works (2014), which restates the benefits of persistent low academic advancement and repeating classes in high school. The academic degradation brought on by the rising rates of school dropout owing to distance will probably make completion more difficult. Similar to this, Zubrick (2019) notes that low academic accomplishment is often caused by low attendance rates and higher percentages of unexcused absences.

Further, Mbango said,

"I was not going to school regularly because of distance" (Mbango, 25.02, 2024).

According to Taiwo's (2019) research, students' academic performance is negatively impacted by traveling great distances to and from school every day. This is because walking can lead to higher absenteeism and weariness, which can hinder concentration and enthusiasm in class activities.

Long walks might also have indirect negative impacts, including delinquency and a lack of discipline.

Depending on their preferences for schools and their level of travel readiness, parents may or may not choose a faraway school (He & Giuliano, 2018).

The idea of pursuing and penalizing latecomers also surfaced. Bika made the following observation:

“I don’t go to school when I oversleep since the teachers chase us and punish late comers. The other day, when I went to school, the teacher is unable to make up lost time, which results in subpar work” (Bika, 2024; 22.02).

Once again, learners who are expelled experience emotional difficulties and persistent misconduct that may impair their cognitive ability (Ehrlich et al., 2013).

Furthermore, according to Nolo,

“Distance made it difficult to interact with other pupils at higher level of engagement and discuss with others the majority of the class issues” (Nolo, 17.02.2024).

Distance from school has a bad effect on learners’ academic achievement (Creswell & Creswell, 2017). The amount of time apprentices spent traveling was connected with their academic performance. When learners have a longer walking trip to school than a shorter one, their performance suffers.

The theme of travel time to school was also evident in the data. The twelve (12) participants were all honest enough to acknowledge that they suffered because of the struggle to get to school.

Shima, said:

“Distance affects my study time. I’m constantly exhausted, so I didn’t have enough time. My teacher’s effectiveness and efficiency in the classroom were the reason for this. In an exam, I am unable to recall information if I have not studied” (Shima, 30.02.2024).

The previously stated point of view is supported by the findings of Ng, Zakaria, Lai, and Confessore (2016), who discovered a significant positive correlation between study time and academic achievement.

Giuliano (2018) asserts that a learner’s chances of leaving on time decrease with the amount of time it takes them to actually get from home to school. This demonstrates that the distance to educational institutions affects both learner attendance and the outcomes that follow. Camello (2014) discovered that when learners were grouped according to the distance between their place of residence and their school, there was no appreciable variation in their performance. A learner achievement is adversely affected by long-distance (Thomas, 2016).

Another concern that emerged from the data was learner tardiness and non-attendance. All twelve (12) of the participants acknowledged that missing or being late to school had a detrimental effect on them.

Shima said,

“Every school day, I miss learning opportunities because I skip school or arrive late for school. I do this so often that it negatively impacts both the learning environment at school and me” (Shima, 10 February 2024).

The information above backs up Gottfried’s (2017) assertion that learners who skip class or arrive late do so because they lack motivation for their studies, feel unwelcome, lack sleep, or are simply needed at home.

Urban schools are more likely than rural ones to experience learning obstructions due to truancy issues (Echazarra & Radinger, 2019). Additionally, compared to their rural counterparts, urban learners reach school early (OECD, 2016). Frequent absences from school may have negative effects on pupils. Smerillo et al. (2018) state that truants have a variety of negative outcomes, including dropping out of school, falling behind academically, landing in low-paying jobs, accidentally getting pregnant, and maltreatment. According to Gershenson, Jackowitz, & Brannegan (2017), chronic absenteeism from disadvantaged families encounters some of these unfavorable outcomes.

MEANS FOR IMPROVING LEARNER EFFICIENCY IN LINEAR PROGRAMMING

Schools To Be Nearby

Schools that are located close to learners' houses make transportation issues less of an issue and guarantee that learners can get to their classes quickly and safely. Research showing a favorable association between attendance rates and proximity to schools lends support to this (Glickman et al., 2010). Over the years, a number of studies have examined how far learners commute. These studies indicate that there are certain negative effects of students' treks on their general well-being. The two types of learner commutes that exist globally are active and passive, both of which are enhanced by schools' physical proximity to communities. Parent-teacher conferences, extracurricular activities, and volunteer opportunities are just a few of the school-related activities in which parents, teachers, and learners can participate more actively. This creates a conducive learning environment by fortifying the ties that bind the school to the community.

Furthermore, the ease of access to local schools can enhance learner achievement. Shorter commutes free up more time for schoolwork and interests for learners. According to a study by Chetty et al. (2011), proximity can greatly improve educational performance by facilitating both class size reduction and instructional time extension.

The benefits of having schools close by are demonstrated by their favorable community involvement and attendance rates. This closeness helps to establish a favorable learning atmosphere that is advantageous to the community at large.

The layout of schools near a community can have a big influence on children's learning outcomes and overall educational experiences. One obvious advantage of having schools close to a community is that education is more easily accessible. When school is closed, learners often show up for class. Nearby schools provide the people with a sense of ownership.

Less stress and time spent traveling can make it easier for learners to arrive at school more refreshed and ready to study. Schools are frequently centers of social interaction because of their close proximity to communities. Schools that are adjacent to communities may have better access to extracurricular activities and local support networks, leading to higher-quality education and extracurricular activities. Take, for example, partnerships between schools and community organizations (DeLuca & Rosenblatt, 2010). It enables communities to be more watchful and allows local law enforcement to be more present, which decreases violent and bullying occurrences. Schools close to a community might benefit from the needs and values of the locals and be more culturally appropriate, which makes the classroom more welcoming and productive. Learners' safety and security may be improved.

Constructing schools in accessible areas promotes cultural relevance, community involvement, shorter travel times, more social contact, eases resource availability, increases safety, and all have positive effects on education. These elements, which are backed by research, demonstrate how school settings are taken into

account while developing educational infrastructure.

Less travel time is required of the learners. Most participants thought more government-run schools should be constructed close to the villages. The participants also stated that since crowded classes demotivate certain teachers, new classrooms had to be constructed. According to Kenney (2020), teachers can effectively guide, mentor, and overcome their own learning obstacles.

According to Mandic et al. (2017), attending the closest secondary school is linked to shorter travel. In order to reduce the distance that learners must travel in order to acquire an education, the government ensures that additional schools are built.

Dismissing and Penalizing Tardy Learners

Depending on a number of variables, including the harshness of the fines, the causes of the tardiness, and the general atmosphere of the classroom, penalizing tardy learners can have both beneficial and negative consequences for their academic achievement.

Learners who receive severe penalties for tardiness may become less motivated and engaged in the learning process. Over time, students' academic performance may suffer due to feelings of resentment or discouragement (Büyüköztürk et al., 2016).

Learners' stress levels might rise when they live in constant fear of being punished for being late, which can impair their ability to concentrate and perform well in class. Learners who might struggle with things like family obligations or transportation problems may be especially affected by this (Miller et al., 1996). Overly harsh consequences for tardiness may even cause some students to avoid class entirely, which can seriously harm their academic performance (Ehrenberg & Ehrenberg, 2002).

There are ways to improve learners' punctuality and instill a sense of accountability. Some strategies include isolating tardiness with warnings or minor consequences. The learning environment may become more structured and effective (Cook & Campbell, 1979).

Regular implementation of tardiness policies can help improve classroom management, which will benefit every learner's educational experience (Brophy, 1988). Academic institutions should mandate punctuality because it is an important life skill that learners will need to prepare for their future academic and professional goals. Learners should also adhere to timetables and finish tasks on time (Raby & Frey, 2018).

It is imperative that teachers enforce promptness and comprehend tardiness. Flexible policies, coupled with support and understanding for learners facing challenges, can promote positive academic outcomes while still maintaining order in the classroom.

To enhance successful learning, math teachers in schools must avoid dismissing and penalizing. Asking latecomers to be on time and encouraging them to not report to school late is one technique to assist them.

Constructing Boarding Schools

Learners set aside time for academics, and boarding institutions frequently offer both regular study hours and supervised study sessions. The balance between one's personal and academic lives can be preserved with the aid of this arrangement. It is no secret that education involves more than just information acquisition; it also involves developing social skills. Therefore, parents must select one of the top residential schools in the nation. A learner's formative years are those they spend in school.

They can be shaped however one pleases, much like clay. Boarding schools excel in this area because they

allow learners to explore new opportunities while developing their character. As everyone knows, boarding schools are places where learners develop habits. They get knowledge about social and interpersonal skills there.

Because boarding schools place a strong emphasis on discipline, their pupils frequently acquire moral principles and character traits. For instance, pupils should abide by the policies and procedures of the institution. They have an obligation to adhere to the guidelines established by the organizations. They acquire social skills and responsibilities in this way. Being in social situations all the time tends to change a person's attitude and mind set, which in turn helps them grow as a person.

Indian residential schools instill a number of principles in their learners to help them develop as individuals and prepare for a brighter future. Compared to learners attending regular schools, those who attend the top residential schools have a significantly higher level of responsibility. Since they have to find time for everything, they typically have the best time management skills. They learn to manage their time better and become more responsible. As a result, individuals start to use time more carefully.

Depending on a number of variables, the effect of building boarding schools on learner achievement can change. Learners who reside on campus at boarding schools enjoy a distinctive educational setting that fosters a community of learners around the clock. Boarding schools frequently provide a more disciplined and focused atmosphere that reduces distractions. This may help with increased focus and enhanced academic achievement.

They offer superior extracurricular activities, facilities, and resources that improve well-equipped sports facilities, labs, and libraries that may be available to learners.

Living in school creates tight-knit communities that encourage peer cooperation and interaction. Better social skills, teamwork, and general personal growth can result from this, and improved academic success can follow.

Learners may have more access to teachers after regular class hours because many teachers live on or close to the campus. This accessibility may result in more individualized care and assistance with academic difficulties.

Learner's backgrounds are frequently drawn to boarding institutions. A learner's perspective can be expanded, and their learning experience can be made more engaging by being exposed to many cultures and viewpoints. Living away from home promotes responsibility, independence, and self-control. A learner's morality and work ethic may benefit from these attributes. It's important to remember, though, that building boarding schools can have different effects and that success is dependent on a number of school's rules, their leadership, and the unique needs of each learner. Furthermore, not every learner succeeds in a boarding school setting, and some cannot adjust.

The Ministry of General Education (MoGE), parents, teachers, administrators, and other stakeholders must work together to develop boarding schools. The government ought to construct schools in close proximity to residential areas in order to minimize the commute time for learners.

Acquiring School Bus

Active forms of transportation include walking, bicycling, skating, and even just walking. Nonetheless, the school bus is necessary for the education sector to guarantee that students get to school in a safe and reliable manner, which is essential for their academic success. With the aid of the bus, learners who may reside far from school can now benefit from an education. The school bus contributes to a consistent learning

environment by establishing a dependable and uniform transportation system (Thapa, 2015).

In addition, bus travel isn't a waste of time. Consider all the friendships made, the lessons learned, and perhaps even the occasional assignment completed along the way. It can be an extension (Hallo, 2020).

By guaranteeing that learners arrive at school and go without any delays, school buses contribute to the effectiveness of the educational system. School buses should be provided by the school administration to facilitate learners' transportation to and from classes. School buses prevent tardiness and encourage learners who have invested a lot of time and energy in their studies to learn more. Long walking distances are a common experience for learners, and they pose health hazards in addition to detrimental psychological and physical effects (The New Times, 2016).

According to studies, learners who are traveling often feel worn out and depressed, which can cause them to stop going to school or pay less attention in class (Marique, Dujardin, Teller, & Reiter, 2013). When learners get up early and return home late, their time for solitary study is severely limited. Furthermore, the length of their journey has a big influence on the sleep habits of teenage learners (Pradhan & Sinha, 2017). Additional proof that students' journeys to school affect their performance is provided by the research (Easton & Ferrari, 2015). Getachew (2018) claims that learners' performance is greatly impacted by how far they live from school.

Learners' commutes to and from class will be shorter, attributable to school buses (Idowu, 2016). Learners' performance is negatively correlated with both the distance they travel and the amount of time they spend studying after school. According to recent studies, the number of study hours has a favorable effect on learners' academic performance (Pizza et al., 2019).

Rodríguez et al. (2018) found no connection between learners' reading hours and academic proficiency. As a result, different empirical research looking at hours and learner performance has produced different results (Tixi Torres, Piñas, & Zhining, 2019). The current state of knowledge about the effects of commuted school performance, after-school study sessions, and commute time on learner performance is still lacking (Thomas, 2016). It is unclear how a student's academic performance may be impacted by a lengthy journey (Hallo, 2020).

CONCLUSION

The fact that most learners come to school exhausted illustrates how distance affects learning. This makes learning difficult for learners. Learning is infused into new minds. Furthermore, when learners actively engage, learning happens most efficiently. This, in turn, results in learners gaining the anticipated learning outcomes or competences listed in the mathematics curriculum, which is dependent upon a number of parents, teachers, administrators, and other Ministry of General Education employees. Furthermore, it is imperative that schools be constructed near the villages. If the previously mentioned components are ignored, the learning process may suffer depending on how the subject is taught, how well learners perform academically, and how easily they apply pertinent linear programming concepts—which are vital tools and essential for their survival. Stakeholders need to collaborate for the good of society and learners. According to the survey, learners at Munkuye Secondary School have subpar performance records due to distance.

RECOMMENDATIONS

The recommendations that follow are founded on the researcher's conclusions:

1. To enhance successful learning, math teachers in schools must avoid dismissing and penalizing students who arrive late.

2. Boarding schools must be established in partnership with parents, educators, administrators, and other stakeholders.
3. To reduce the distance learners must travel, the government should build schools close to the neighborhoods.
4. School officials ought to supply school buses to make it easier for students to get to and from class.

REFERENCES

1. Bhattarai, N. K. (2017). What factors affect school attendance? Quantitative and Qualitative Study of Evidence from Nepal. Unpublished PhD dissertation. Colorado State University. Fort Collins, Colorado, USA. <https://mountainscholar.org/handle>.
2. Brophy, J. (1988). Classroom management techniques. *Education and Urban Society*, 20(2), 171–194.
3. Büyüköztürk, Ş., Çakmak, E. K., Özçakar, N., & Yılmaz, R. (2016). The effects of teacher immediacy, classroom justice, and punitive justice on classroom misbehavior. *Procedia: Social and Behavioral Sciences*, 235, 93–101.
4. Camello, N. C. (2014). Factors affecting the engineering students' performance in the OBE assessment examination in mathematics. *International Journal of Academic Research in Progressive Education and Development*, 3(2), 87–103. Available at: <https://doi.org/10.6007/ijarped/v3-i2/913>.
5. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood. National Bureau of Economic Research.
6. Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design & analysis issues for field settings*. Houghton Mifflin.
7. Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed-methods approaches*. Lincoln: Sage Publishers.
8. Creswell, J. W., & Creswell, J. D. (2017). *Research design: qualitative, quantitative, and mixed-method approaches*; Sage Publications.
9. Denzin, N. K., & Lincoln, Y. S. (2017). *The SAGE Handbook of Qualitative Research*. Thousand Oaks: Sage.
10. Easton, S., & Ferrari, E. (2015). Children's travel to school—the interaction of individual, neighborhood, and school factors. *Transport Policy*, 44, 9–18. Available at: <https://doi.org/10.1016/j.tranpol.2015.05.023>
11. Ebinum, U. S., Akamagune, N. E., & Ugbong, B. I. (2017). The relationship between school distance and academic achievement of primary school pupils in Ovia North-East LGA, Edo State, Nigeria. *International Journal of Advanced Research and Publications*, 1(5), 427–435.
12. Echazarra, A., and T. Radinger (2019), *Learning in rural schools: Insights from PISA, TALIS, and the Literature*, OECD Education Working Papers Series, No. 196, OECD Publishing, Paris, <https://doi.org/10.1787/8b1a5cb9-en>.
13. Ehrenberg, R. G., & Ehrenberg, R. A. (2002). Class size and student achievement. In *What's the Good of Education? The Economics of Education in the United States* (pp. 119–147). Princeton University Press.
14. Examinations Council of Zambia. (2017). *ECZ in Perspective*. News about the Examinations Council of Zambia, Issue No. 10. Lusaka: ECZ.
15. Gershenson, S., A. Jackowitz, and A. Brannegan (2017), Are student absences worth the worry in U.S. primary schools? *Education Finance and Policy*, Vol. 12/2, pp. 137–165, https://doi.org/10.1162/EDFP_a_00207.
16. Getachew, B. (2018). Factors affecting student's academic performance in Ahuntegen general secondary school, North Wollo Zone, Ethiopia. *Journal of Education and Learning (EduLearn)*, 12(2), 198–206. Available at: <https://doi.org/10.11591/edulearn.v12i2.8404>.
17. Glickman, D., Servon, L., & Hamilton, E. (2010). Main Street for Kids: The Promise of Place-Based Community Schools. In T. B. Rogers & C. R. Buss (Eds.), *Center for Local, State, and Urban Policy*. University of Michigan.

18. Gottfried, M. (2017), Does truancy beget truancy? Evidence from elementary school, *The Elementary School Journal*, Vol. 118/1, pp. 128–148, <https://doi.org/10.1086/692938>.
19. Guimond-Plourde, R. (2009). A Hermeneutic Phenomenological Approach to Understanding Stress: Coping as an Existential Phenomenon Lived by Healthy Adolescents. *The Indo-Pacific Journal of Phenomenology (IPJP)*, vol. 9, 2nd ed., 1–13.
20. Hallo, M. D., Tixi Torres, D., Piñas, L. F., & Zhining, C. J. E. (2020). The relationship between study and sleep hours and the academic performance of university students. *Contemporary Dilemmas: Education, Policy, and Values*, 7(2), 1–14.
21. He, S. Y., & Giuliano, G. (2018). School choice: Understanding the trade-off between travel distance and school quality. *Transportation*, 45(5), 1475–1498.
22. Hinckson, E. A., McGrath, L., Hopkins, W., Oliver, M., Badland, H., Mavoa, S., & Kearns, R. A. (2014). Distance to school is associated with sedentary time in children: Findings from the Urban Study. *Frontiers in Public Health*, 2(151), 1–8.
23. Kenney, R., A.m. T., Kim, S. H., Uhan, N. A., Yi, J. S., and Shamsul, A. (2020). Linear programming models: identifying common errors in engineering students' work with complex word problems. *Int J Sci Math Educ* 18(4), 635–655. <https://doi.org/10.1007/s10763-019-09980-5>
24. Kimmel, J. A. (2014). *Ethical Issues in Behavioral Research: Basic and Applied Perspectives*. India: Blackwell.
25. Makondo, P. V., & Makondo, D. (2020). Causes of Poor Academic Performance in Mathematics at Ordinary Level: A Case of Mavuzani High School, Zimbabwe. *International Journal of Humanities and Social Science Invention (IJHSSI)*, 9(6), 10–18.
26. Mandic, S., Sandretto, S., Bengoechea, E. G., Hopkins, D., Moore, A., Rodda, J., & Wilson, G. (2017). Enrolling in the closest school or not? Implications of school choice decisions for active transport to school. *Journal of Transport & Health*, 6, 347–357.
27. Marique, A.-F., Dujardin, S., Teller, J., & Reiter, S. (2013). School commuting: the relationship between energy consumption and urban form. *Journal of Transport Geography*, 26, 1–11. Available at: <https://doi.org/10.1016/j.jtrangeo.2012.07.009>.
28. Mulenga, I. M. (2015). *English Language Teacher Education Curriculum Designing: A Mixed Methods Analysis of the Program at the University of Zambia*. PhD Thesis. The University of Zambia.
29. Mwambazi, C. M., Mubanga, L., & Francis, S. (2023). Disablers Affecting Pupils Academic Performance in Linear Programming at Nkeyema Secondary School in Zambia: A Hermeneutic Perspective. *American Journal of Multidisciplinary Research and Innovation*, 2(3), 1–8. <https://doi.org/10.54536/ajmri.v2i3.1454>
30. Nelson, D., Misra, K., Sype, G. E., & Mackie, W. (2016). An analysis of the relationship between distance from campus and the GPA of commuter students. *Journal of International Education Research*, 12(1), 37–46. Available at: <https://doi.org/10.19030/jier.v12i1.9565>.
31. OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264267510-en>.
32. Onderi, H., Kiplangat, R. K., & Awino, J. (2014). Factors contributing to poor academic performance in the Kenya certificate of secondary education in public secondary schools in Kericho-Sub-county, Kericho County, Kenya. *Kenyan Journal of Educational Planning, Economics, c and Management*, 7(2), 1-14.
33. Piza, C., Alexis, I., Galarza, P., J. L., Barahona, T., L. I., & Nivela, Z. W. V. (2019). Estimation of the level of influence and impact that study hours and self-esteem have on the academic performance of the students of the regional autonomous University of the Andes. Babahoyo headquarters. *Contemporary Dilemmas: Education, Politics and Values*, 7(1), 1-16
34. Pradhan, R. K., & Sinha, N. (2017). Impact of commute distance and school timing on the sleep of school students. *Sleep and Biological Rhythms*, 15(2), 153–158. Available at: <https://doi.org/10.1007/s41105-017-0091-0>.
35. Raby, R., & Frey, P. (2018). A Qualitative Analysis of the Relationship Between Employee Punctuality and Performance in a Higher Education Context. *Journal of Education for Business*, 93(4), 145–152.

36. Rodríguez Tapia, C., Caguanco Almeida, G., Portilla, S. R., & Coca Freire, D. (2019). Analysis of the incidence on the academic performance of the scholarship students, taking into account the hours of study and the qualifications of a group of the Autonomous Regional University of the Andes. *Contemporary Dilemmas: Education, Policy, and Values*, 7(1), 1–17. Available at: <https://doi.org/10.46377/dilemmas.v28i1.1666>.
37. Shava, G. N., & Nkengbeza, D. (2020). Qualitative Research Paradigm: A Design for Distance Education Researchers. *Namibia CDP Journal for Educators*, 237–258.
38. Silva, M. O. F., Hidalgo, R., M. R., Garcés, M., D. V., & Riofrio, M. C. A. (2019). The determination of the extent to which the hours spent studying and the hours spent sleeping determine the academic performance of students. *Contemporary Dilemmas: Education, Politics, and Values*, 7(1).
39. Smerillo, N. et al. (2018), Chronic absence, eighth-grade achievement, and high school attainment in the Chicago Longitudinal Study, *Journal of School Psychology*, Vol. 67, pp. 163–178, <https://doi.org/10.1016/J.JSP.2017.11.001>.
40. Taiwo, O. R. (2019). Impact of school plant planning on primary school pupils' academic performance. *International Journal of Advanced Academic Research | Arts, Humanities, and Education*, 5(9), 83–90.
41. Thapa, A. (2015). Public and private school performance in Nepal: an analysis using the SLC examination. *Education Economics*, 23(1), 47–62. Available at: <https://doi.org/10.1080/09645292.2012.738809>.
42. The effects of availability and distance from school on children's time allocation in Ghana and Guatemala. Working Paper May 2007, Understanding Children Work (UCW) Project, University of Rome, Rome Tor Vergata.
43. The New Times. (2016). Rwanda's leading daily (6 July 2016). Performance: Why distance to school matters. 1. Thomas, C. A. (2016). Going the distance!: How distance to school relates to student education Doctoral Dissertation, University of California, Los Angeles.
44. Unameh, M. A. (2011). A survey of factors responsible for students' poor performance in mathematics in the senior secondary school certificate examination (SSC) in the Idah local government area of Kogi State, Nigeria. Unpublished M. Ed. Thesis, University of Benin, Benin City.
45. UNESCO. (2015). Education for all national review reports. Gaborone: Government Printers. Waswa, A. W. (2015). Factors affecting girl-child progression rates in primary schools in ASAL areas: A survey of West Pokot Sub County in West Pokot County, Kenya. Doctoral Dissertation, Moi University.
46. Wells, A. S., Warner, M., & Grzesikowski, C. (2013). The story of meaningful school choice: lessons from interdistrict transfer plans. In G. Orfield, E. Frankenberg & associates (Eds.), *Educational delusions?: Why choice can deepen inequality and how to make schools fair* (pp. 187–218). Oakland: University of California Press.
47. White, L. (2018). Combining qualitative and quantitative research: semiotics, structuralism, and content analysis. In R. Nunkoo (Ed.), *Handbook of Research Methods for Tourism and Hospitality Management* (pp. 373–383). Edward Elgar. <https://doi.org/10.4337/9781785366284>
48. Yemi, T. M., & Adeshina, A. N. G. (2013). Factors influencing effective learning of mathematics at senior secondary schools within Gombe Metropolis, Gombe State, Nigeria. *International Institute for Science, Technology, and Education*, 4(21), 61–66.