

INFLUENCE OF SCHOOL TYPE AND LOCATION ON STUDENTS' ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOL IN ANAMBRA STATE

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Abstract

This study investigated the influence of school type and location on students' academic achievement in public senior secondary schools in Anambra state. Five research questions and five null hypotheses tested at 0.05 level of significance guided the study. Descriptive survey research design was adopted for the study. The population of the study was 9,304 SS II students of 267 public secondary school students (5621 females and 3683 males; 6251 urban based and 3053 rural based students; 2831 male school, 3294 female school and 3179 mixed sex school students). A sample of 587 students was selected using proportionate stratified sampling technique. One instrument was used to obtain data of the respondents while academic achievement was measured using the students' cumulative (Average) scores for three years in two subjects namely English and Mathematics. Mean and standard deviation were used to answer the research questions and the hypotheses were tested using t-test at 0.05 level of significance. The study found that male school and female school have a high influence on students' academic achievement in public senior secondary schools in Anambra state. The study also found that mixed sex school, urban school and rural school have a high influence on students' academic achievement in public senior secondary schools in Anambra state. The results further indicated that male school and female school do not significantly influence students' academic achievement in public senior secondary schools in Anambra state. Similarly, mixed sex school, urban school and rural school were found to significantly influence students' academic achievement in public senior secondary schools in Anambra state. Based on the foregoing, the study concluded that school type and location have influence on students' academic achievement in public senior secondary school in Anambra state. Based on the findings, it was recommended among others that the school management should not only monitor students through academic achievement, but they should also concern themselves with providing enabling environment and facilities that will enhance student academic achievement.

Key Words: School Type, School Location, Students Academic Achievement.

INTRODUCTION

The importance of students' academic achievement cannot be overemphasized. Academic achievement is an important parameter in measuring success in students. The issue of students' academic achievement is very crucial in the sense that the quality of school, teacher and every other input determines the output which is students' academic achievement. Education has recently been included among the basic needs of individuals. This was why the government of Nigeria in 1999 declared education as basic, free and compulsory for its entire citizen. In addition, individuals and organizations have made concerted efforts to ensure that the best is derived as output from the educational system. Academic achievement refers to the height of formal education successfully attained by an individual in the course of pursuing a career. It involves a product of effort or series of efforts.

Academic achievement is a test for the measurement and comparison of skills in various fields of academics or study. Stiggings cited in Soliu et al (2017) saw academic achievement as something a learner does or achieves at school, college, or university, in class, in a laboratory or field work. Academic achievement refers to achievement of individuals' objective to various types of knowledge and skills. The objectives are established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualifications.

Omeh (2017) identified academic achievement as what learners are able to accomplish through the execution of class work. Some of the purposes of academic achievement according to Omeh include: To determine the relative effectiveness of a programme in terms of students behaviour output, to identify students growth or lack of growth in acquiring desirable knowledge of their teaching technique and learning material, to help motivate students to learn as they discover their progress or lack of progress in given tasks, to encourage students to develop a sense of discipline and systematic study habits, to acquaint parent or guardians with their children's achievement, to predict the general trend in the development of teaching and

learning process, to make reliable decision about education planning and to provide educational administrators with adequate information about teachers effectiveness and school needs.

In recent times, educators in Nigeria have been increasingly concerned about the need to improve on the academic achievement of students (Akubuiro, 2018). In the same vein, Akomolafe (2019) asserted that parents, teachers and society in general are worried and apprehensive about the best way to improve academic standards, achievement and performances. Moreso, Soyinka cited in Essien (2017) observed that the educational system in Nigeria needs restructuring. He further stated that, academic standard has fallen drastically and the quality of graduates produced is subject to re-examination. Observations and reports have shown that success or high academic achievement has become a Herculean task to accomplish by students in recent times. Students' poor performances in school have continued to pose a serious concern to government agencies, parents and the students themselves (Usoro 2017). Most studies in the past had tended to attribute this problem to factors that are extraneous to the learner, such as poor physical facilities, school environment, school type and school environment.

A critical look at the achievement of the students in West African Senior School Certificate Examination (WASSCE) and NECO 2021/2022 academic session indicates dismal achievement of students. Generally, Anambra State children in the last few years have demonstrated improvement in their performance at WAEC and NECO examinations. However, the improved performance is not uniform across the State. The recent result of WAEC, NECO, and JAMB in 2021/2022 revealed poor students' performance in some education zones in Anambra State as less than 50% of students credited English and Mathematics. Odikpo and Ejide (2021) noted that students are required to obtain five credits in relevant subjects including English and Mathematic and have a minimum aggregate of JAMB score, before they can be admitted into Nigerian Universities. Any performance below the benchmark is not good academic achievement. This can be attributed to a number of factors which include teachers' factors (low qualification, lack of experience, poor salaries and allowances, poor supervision), students' factors (poor ability of students, under age, unwillingness to learn, bad peer groups influence) and environmental factors (school location, school type, facilities). Furthermore, other factors such as attitude of students and teachers, study habit, teaching methods, school environment, government policy, family types, school location, students' gender have been identified in several studies as factors influencing students' academic achievement (Akissani & Ahmed, 2019). But this study will concentrate on school type and school location.

School type refers to the conglomerate of students whether the school is for females alone, males alone or mixed school; public, private and/or mission schools. Adedapo et al (2018) noted that in Nigeria, there are different categories of secondary education: we have single sex schools where the school population is made up of either male or female students and mixed sex school where the school is made up of both male and female students. There are also Day schools where students come from their various homes to the school every day, and Boarding schools where students live within the school premises in dormitories. Private schools are owned and operated by private individuals and organizations while public schools are owned and operated by various government arms and agencies. The goal of each school type varies and efforts are always geared toward meeting these goals. The major idea behind mixed gender schools is to promote harmonious, healthy learning environment among different sexes of students and to encourage healthy competition which could motivate the female students for greater academic accomplishments, especially in male dominated societies. Most times, the purpose of boarding schools centered around the need for students to concentrate on their studies and be insulated from home and family environments distractions. Public schools are mostly set up to promote access to education by citizens and as a weapon to fight poverty and promote development, most private schools are set up to meet double goals of providing alternatives to public education and also widen access to education where limited opportunities abounds in public schools (Eme, 2014). This study concentrated on single sex schools and mixed sex schools.

Single-sex school environment meets the needs of boys and girls, allow them to mature at their own pace, makes greater provision for gender role modelling, and address the unique learning styles and interests (Miliband, 2014). As boys and girls are biologically different, they learn differently, need significantly different teaching methods, and therefore they need single-sex classes if they are to learn effectively (Murphy, 2018). Competition between girls and boys is more evident in the mixed-gender classrooms and there is the tendency to prove the advantage and supremacy of gender identity (Jackson & Bisset, 2015). On the other hand, Tyre (2015) noted that sepearate classrooms are the best way to teach children, with decreased and fewer distractions to learning. Moral and character education is more effective in a single-sex-environment (Murphy, 2018). Girls felt more confident, exercise leadership, experienced freedom from the caustic screening of the other sex, benefiting academically. Spielhofer et al, 2014) explored wide range of

interest in reading, sports, mathematics, and science and improve self-confidence and performance particularly with high ex-ante ability.

Mixed sex school is considered a healthy environment, the reality of the world, more enriching educational experience where students learn and work together productively. Mixed sex school prepares students for the future, provides countless activities to satisfy diverse interests, enjoys the friendly atmosphere, make the classes more academically competitive, creating global citizens who know how to collaborate in solving problems (Okon & Archibong, 2015). Boys learn to listen and respect the intellect of girls who feel comfortable speaking up in front of boys. In academic terms, neither gender is disadvantaged by the others, both are enhanced by the presence of the others. There are excellent single sex schools and excellent mixed sex schools (Guest, 2014). Single-sex schools are popularly viewed as advantaging girls and coeducational schools as advantaging boys (Daly & Deffy, 2014). While the single-sex/coed question raises plenty of issues for parents and students, no one answer is right or wrong. It is very much an individual differences phenomenon. Evidence regarding benefits and advantages of single-sex and mixed-education suggest that both schooling provide holistic formation though implicitly reflected in some schools' vision, mission, and thrusts (Miliband, 2014).

Furthermore, school location (urban/rural) has also been linked to academic achievement of secondary school students. The influence of school location on the overall educational and behavioural outcomes of students cannot be overemphasized. Ntibi and Edoho (2017) noted that school location refers to the particular place, in relation to other areas in the physical environment (rural or urban), where the school is sited. Ezike in Nwankwo, et al (2015) conceptualized urban environment as those environment which have high population density containing a high variety and beauty and common place views. The author further identified the rural environment as being characterized by low population density containing a low variety and isolated place views. Lipton in Owoeye and Yara (2011) noted that "rural community is characterized by low population, subsistence mode of life, monotonous and burdensome" citing hotels, recreational centers, markets, banks and good road network as being present in their urban environment. Akinyele (2011) stated that the immediate environment of a child plays a major role in his socialization. According to him, the area in which a school is located can affect the academic achievement of a student. In the same vein, Akpan cited in Abamba (2021) has stated that school location is one of the major factors that affect students' academic achievements. A school located in a rural area is usually faced with problems like shortage of teachers, lack of laboratories, poorly equipped laboratories, among others in Nigeria. These shortcomings negatively affect both students' motivation and achievement.

Adesoji and Olatunbosun (2018) have pointed out that the relationship between the location of a school and students' academic achievements have been reported. Urban students perform better than their counterparts in semi-urban and rural schools (Adepoju, 2015). Corroborating this, Hu (2013) said that, compared with urban students, rural students tend to have lower educational aspiration, place less values on academics, and have lower academic motivation. Owoeye (2012) found a significant difference between the academic performance of students in rural areas and that of their urban counterparts. Students in urban areas are better. On the other hand, Ajayi (2019) studied the relationship between academic achievement and school location and found that there is no significant difference between academic achievement of students in urban students and that of students in rural students. Yusuf and Adigun (2017) also observed that whether a student attends a rural or urban secondary school does not make any difference in his academic achievement. Owoeye and Yara (2011) posit that in Nigeria, education in rural areas is usually full of difficulties. This implies that there is still controversy on the relationship between school location and academic achievement. The results obtained in other areas might not be applicable to Anambra State, hence the need for this study.

Another variable of interest in this study is gender. Gender is important when considering the influence of school type and school location on the academic achievement of senior secondary school students. Gender is an important variable in the school system. The importance of gender in educational achievement of students cannot be sidelined. Gender refers to the condition of being male or female. According to Kanno (2018), gender is an analytic concept that describes sociological roles, cultural responsibilities and expectations of men and women in a given society or cultural setting. Ezech (2013) explained that 'gender describes the personality traits, attitudes, behaviours, values, relative power, influence, roles and expectation that society ascribes to the two sexes on a differential basis'. Therefore, gender is a psychological term and a cultural construct developed by society to differentiate between the roles, behaviour, mental and emotional attributes of males and females (Eugene & Ezech, 2016). Hence, Okeke (2018) described the males' attributes as bold, aggressive, tactful, economical use of words while the females are fearful, timid, gentle, dull, submissive and talkative. This may be the reason Umoh (2013)

asserted that more difficult works are usually reserved for males while the females are considered feminine in a natural setting. Gender is a major factor that influences career choice and subject interest of students. Thus, in schools, males are more likely to take to difficult subject areas like mathematics while the females take to career that will not conflict with marriage chances, marriage responsibilities and motherhood (Okeke, 2018).

Gender role differentiations are also encouraged in pictorial illustrations in textbooks which usually portray males as doctors, lawyers, engineers, professors while the females are seen as nurses, cooks and mothers. This creates mental picture in the mind of the readers of the role expectation from the society (Babajide, 2010). Furthermore, Ezeudu and Obi (2013) stated that teachers also encourage gender stereotype by giving different treatment to males and females in class. Teachers go further to give different career guidance to males and females. In the home, they said responsibilities are assigned differently to males and females; the society frown at seeing a male cooking or a female climbing a tree. The males are also assigned leadership positions and the females are to assist or to follow. However, it is expected that the learning experiences offered to students in schools should not discriminate against males and females. There is the need to see that both male and female students are given equal access to education especially in mathematics.

The gender concept seeks to distinguish between the social and historical construction of male and female on the one hand and sex on the other, as well as to explain power relationships between men and women and how they relate in and with society. Gender constitutes a structure of social practice that establishes relations of power, attitudes and hierarchies, not only among people, but also among groups and institutions, which would simply overcome the analysis or individual perception of being female or male. This category permits an understanding of socially predefined roles for men and women as perpetrators of unequal hierarchical relations (Steinfeldt, et al 2012). Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity.

Udry in Oriakhi and Ujoro (2015) noted that depending on the context, the gender may refer to biological sex (the state of being male, female or intersex), sex based social structure (including gender roles and other social roles) or gender identity. Gender issues are currently the main focus of discussion in research all over the world, Nigeria inclusive. The question of gender is a matter of great concern especially among academics and policy formulators. For instance, Arigbabu and Mji in Alordiah et al (2015) stated that, in Nigeria, and perhaps the whole of Africa, gender bias is still very prevalent. The ultimate of all teachers should be to provide equal opportunities for every student (boy or girl) in the classroom (Ofodu & Lawal, 2010). Nevertheless, research evidences and experiences have shown that gender is a significant factor in determining the performance of students in learning tasks. Research findings have been inconclusive as to whether boys (males) achieve higher than girls (females). Jiboku (2011) reported that female subjects performed better than their male counterparts.

Therefore, it could be inferred from the literature that students' academic achievement is a function of varieties of factors which include school types and location among others. Whereas, there was no consensus in the literature as per the effect of school types and location on students' academic achievement, while attention has not been fully tailored towards examining the students' academic achievement between single/mixed sex and urban/rural based schools especially on the basis of gender. Hence, the study filled the identified gap in the literature and at the same time make empirical contributions to ongoing debate.

Statement of the Problem

The academic achievement of senior secondary students seem to be dwindling over time. Secondary school students in Anambra State in the last few years have demonstrated improvement in their academic achievement at WAEC, NECO and JAMB examinations. However, the high level of academic achievement is not uniform across the State as some education zone recorded poor performance. An analysis of the results showed that less than 50% of students credited English and Mathematics which is a major requirement for virtually all courses in the university as any performance below the benchmark is not good academic achievement. Also, the rate of examination malpractices in the country do not allow for proper assessment of students' academic achievement. The resulting implications of poor academic achievement are tension, depression and social maladjustment among secondary school students. Although, it is a fact that not all the times are students themselves responsible for this poor performance. School variables such as availability of instructional materials, school location, school type and even school environment have all been considered to influence students' academic achievement.

In Anambra State, it appears that most secondary schools are faced with the issue of lack of social amenities in rural areas impinging on the education services, such amenities are electricity, pipe borne water, technical resources, safe and secure facilities that are essential to successful educational programmes.

Teachers' distribution to rural schools cannot be compared to urban schools. The number of teachers in rural schools is usually low because teachers may not readily accept postings to rural areas, because rural communities are characterized by low population, monotonous and burdensome life. Most teachers prefer to stay in schools located in urban areas because of the benefits and comforts of the city which include good roads, satisfactory means of communication, availability of books and teaching materials, etcetera. Qualified teachers also prefer to stay in city schools. This however affects the schools in the rural areas.

Although, there have been studies that investigated the influence of school type and school location on students academic achievement. However, there have been inconsistencies in their findings and none of these studies covered senior secondary school students in Anambra State. This therefore necessitated the researcher to find out the influence of school type and school location on students' academic achievement in senior secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions;

1. What is the influence of male schools on students' academic achievement in public senior secondary schools in Anambra state?
2. In what ways does female schools influence students' academic achievement in public senior secondary schools in Anambra state?
3. What is the influence of mixed sex schools on academic achievement of male and female students in public senior secondary schools in Anambra state?
4. In what ways does urban based school influence academic achievement of male and female students in public senior secondary schools in Anambra state?
5. What is the influence of rural based schools on academic achievement of male and female students in public senior secondary schools in Anambra state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. Male schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.
2. Female schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.
3. Mixed sex schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.
4. Urban schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.
5. Rural schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

METHOD

Descriptive survey research design was adopted in this study. The study was carried out in Anambra State. Anambra state has 267 public secondary schools located in urban and rural areas. Anambra state was selected for the study due to low academic achievement of some students in some education zones. The population of the study consisted of 9,304 SS II students of 267 public secondary school students (5621 females and 3683 males; 6251 urban based and 3053 rural based students; 2831 male school, 3294 female school and 3179 mixed sex school students) (Post Primary Schools Service Commission Headquarters Awka, 2022).

The sample for the study is 587 students, comprising 232 males and 355 females; 354 urban based and 233 rural based students; 151 male school, 243 female school and 198 mixed sex school students drawn from the population. Three education zones were selected for the study and they include Onitsha, Nnewi and Ogidi Education zones. This was done using simple random sampling technique. Proportionate stratified and purposive random sampling technique were employed to select five (5) schools from Onitsha Education Zone (comprising of three urban, two rural, two male only, two female only and one mixed school), 4 schools from Nnewi Education Zone (comprising of two urban, two rural, one male only, one female only and two mixed school) and 4 from Ogidi Education zone (comprising of two urban, two rural, two male, one female and one mixed school). Thereafter, 10% of the students in each of the sampled schools in the education zones were selected using stratified random sampling technique.

One instrument was used for data collection. The instrument is personal data of the respondents (comprising of gender, age, school location and school type) which were obtained from the students' academic records. Academic achievement was measured using the students' cumulative (Average) scores for 3 years in two subjects namely English and Mathematics. The two subjects were selected for the study because all the SS II students take these subjects. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at .05 level of significance.

PRESENTATION AND ANALYSIS OF DATA

In this section, the data generated were presented in tables and analyzed using appropriate statistical tools. The analyses were done in accordance with the research questions and hypotheses. The first section dealt with the answering of the research questions followed by the testing of hypotheses while the last section covered the summary of findings.

Research Question One: What is the influence of male school on students' academic achievement in public senior secondary schools in Anambra state?

Table 1: Mean and Standard Deviation of the influence of Male School on Students' Academic Achievement

	N	\bar{x}	SD	Remark
Academic Achievement	151	46.0674	13.50731	High

Table 1 revealed the means and standard deviation of academic achievement of male school. The mean score of 46.0674 and standard deviation of 13.50731 indicates that the influence of male school on academic achievement is high. This implies that the academic achievement of students in male schools is high.

Research Question Two: In what ways does female school influence students' academic achievement in public senior secondary schools in Anambra state?

Table 2: Mean and Standard Deviation of the influence of Female School on Students' Academic Achievement

	N	\bar{x}	SD	Remark
Academic Achievement	243	49.0777	18.01065	High

Table 2 revealed the means and standard deviation of academic achievement of female school. The mean score of 49.0777 and standard deviation of 18.01065 indicates that the influence of female school on academic achievement is high. This implies that the academic achievement of students in female school is high.

Research Question Three: What is the influence of mixed sex school on academic achievement of male and female students in public senior secondary schools in Anambra state?

Table 3: Mean and Standard Deviation of the influence of Mixed Sex School on Academic Achievement of Male and Female Students

	N	\bar{x}	SD	Remark
Male	94	64.0674	13.50731	High
Female	104	68.0777	18.01065	High

Table 3 revealed the means and standard deviation of male and female students on the influence of mixed sex school on academic achievement. The mean score of 64.1 and standard deviation of 13.5 for male students and mean score of 68.1 and standard deviation of 18.0 for female students indicates that the influence of mixed sex school on academic achievement is high. This implies that the academic achievement of male and female students in mixed sex school is above average.

Research Question Four: In what ways does urban school influence academic achievement of male and female students in public senior secondary schools in Anambra state?

Table 4: Mean and Standard Deviation of the influence of Urban School on Academic Achievement of Male and Female Students

	N	\bar{x}	SD	Remark
Male	148	61.1255	16.58707	High
Female	206	63.7161	15.24423	High

Table 4 revealed the means and standard deviation of male and female students on the influence of urban school on academic achievement. The mean score of 61.1 and standard deviation of 16.6 for male students and the mean score of 63.7 and standard deviation of 15.2 for female students indicates that the influence of urban school on academic achievement of male and female students is high. This implies that the academic achievement of male and female students in urban school is high.

Research Question Five: What is the influence of rural schools on academic achievement of male and female students in public senior secondary schools in Anambra state?

Table 5: Mean and Standard Deviation of the influence of Rural School on Academic Achievement of Male and Female Students

	N	\bar{x}	SD	Remark
Male	98	52.2707	16.23527	High
Female	135	59.2617	16.53350	High

Table 5 showed the means and standard deviation of male and female students on the influence of rural school on academic achievement. The mean score of 52.3 and standard deviation of 16.23527 for male students and the mean score of 59.3 and standard deviation of 16.53350 for female students indicates that the influence of rural school on academic achievement of male and female students is high. This implies that the academic achievement of male and female students in rural school is high.

Hypothesis One: Male schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.

Table 6: T-test on the influence of Male School on Students' Academic Achievement

N	\bar{x}	SD	df	t-cal	P-value	Decision
151	46.0674	13.50731	151	-4.962	.174	Accept Ho

The independent t-test on the influence of male school on academic achievement of students in Table 6 reveal that $t(151) = 4.962$, $p\text{-value} = 0.174$. The p-value of 0.174 is greater than .05 alpha level, hence the null hypothesis is accepted. Therefore, male schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.

Hypothesis Two: Female schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.

Table 7: T-test on the influence of Female School on Students' Academic Achievement

N	\bar{x}	SD	df	t-cal	P-value	Decision
243	49.0777	18.01065	243	-2.055	.140	Accept Ho

The independent t-test on the influence of female school on academic achievement of students in Table 7 reveal that $t(243) = 2.055$, $p\text{-value} = 0.140$. The p-value of 0.140 is greater than .05 alpha level, hence the null hypothesis is accepted. Therefore, female schools do not significantly influence students' academic achievement in public senior secondary schools in Anambra state.

Hypothesis Three: Mixed sex schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

Table 8: T-test Comparison on the influence of Mixed Sex School on Academic Achievement of Male and Female Students

Source of variation	N	\bar{x}	SD	df	t-cal	P-value	Decision
Male Students	94	64.0674	13.50731	198	.781	.005	Reject Ho
Female Students	104	68.0777	18.01065				

Table 8 showed that independent t-test of the influence of mixed sex school on academic achievement of male and female students is $t(198) = .781$, $p\text{-value} = 0.005$. The p-value of 0.005 is less than .05 level of significance, hence the null hypothesis is rejected. This indicates that mixed sex schools significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

Hypothesis Four: Urban schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

Table 9: T-test Comparison on the influence of Urban School on Academic Achievement of Male and Female Students

Source of variation	N	\bar{x}	SD	df	t-cal	P-value	Decision
Male Students	148	61.1255	16.58707	354	1.068	.000	Reject Ho
Female Students	206	63.7161	15.24423				

Table 9 showed that independent t-test of the influence of urban school on academic achievement of male and female students is $t(354) = 1.068$, p-value = 0.000. The p-value of 0.000 is less than .05 level of significance; hence the null hypothesis was rejected. This indicates that urban schools significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

Hypothesis Five: Rural schools do not significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

Table 10: T-test Comparison on the influence of Rural Schools on Academic Achievement of Male and Female Students

Source of variation	N	\bar{x}	SD	df	t-cal	P-value	Decision
Male Students	98	52.2707	16.23527	233	1.068	.001	Reject Ho
Female Students	135	59.2617	16.53350				

Table 10 shows that independent t-test of the influence of rural school on academic achievement of male and female students is $t(233) = 1.068$, p-value = 0.001. The p-value of 0.001 is less than .05 level of significance; hence the null hypothesis is rejected. This indicates that rural schools significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state.

DISCUSSION OF FINDINGS

The findings of this study were discussed in line with the research questions and hypotheses that guided the study. The findings of the study as shown in Table 1 indicated that male school has a high influence on students' academic achievement in public senior secondary schools in Anambra state. The result of the corresponding hypothesis indicated that male school do not significantly influence students' academic achievement in public senior secondary schools in Anambra state. This implies that male school do not affects students' academic achievement in public senior secondary schools in Anambra state. This agrees with the findings of Yusuf and Adigun (2010) that school type, sex and location had no significant influence on students' academic performance.

The findings of the study as shown in Table 2 indicated that female school has a high influence on students' academic achievement in public senior secondary schools in Anambra state. The result of the corresponding hypothesis indicated that female school do not significantly influence students' academic achievement in public senior secondary schools in Anambra state. This indicates female school do not affect academic achievement in public senior secondary schools in Anambra state.

The findings of the study as shown in Table 3 indicated that mixed sex school has a high influence on academic achievement of male and female students in public senior secondary schools in Anambra state. The result of the corresponding hypothesis indicated that mixed sex school significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state. This implies that mixed sex school affects the academic performance of students. This agrees with the position of Okon and Archibong (2015) that mixed sex school prepares students for the future and make the classes more academically competitive.

The findings of the study as shown in Table 4 indicated that urban school has a high influence academic achievement of male and female students in public senior secondary schools in Anambra state. The result of the corresponding hypothesis indicated that urban schools significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state. This shows that urban school affects the academic performance of male and female students. This agrees with the findings of Mehmet et al (2019) that school type has significant impact on student achievement. This disagrees with the findings of Essien (2017) that school location does not significantly relate to academic achievement in Social Studies.

The findings of the study as shown in Table 5 indicated that rural school has a high influence on academic achievement of male and female students in public senior secondary schools in Anambra state. The result of the corresponding hypothesis indicated that rural schools significantly influence academic achievement of male and female students in public senior secondary schools in Anambra state. This shows that rural school affects the academic performance of male and female students. This agrees with the findings

of Babawale (2019) that school location occupied a prominent position when academic performance of the students is to be taken into consideration. This disagrees with the findings of Igwebuike and Ikponmwosa (2013) that school location did not significantly influence academic performance.

Conclusion

The study examined the influence of school type and location on students' academic achievement in public senior secondary school in Anambra state. The data generated were subjected to statistical analysis. The study found that male school and female school have a high influence on students' academic achievement in public senior secondary schools in Anambra state. The study also found that mixed sex school, urban school and rural school have a high influence on students' academic achievement in public senior secondary schools in Anambra state. The results further indicate that male school and female school do not significantly influence students' academic achievement in public senior secondary schools in Anambra state. On the other hand, mixed sex school, urban school and rural school were found to significantly influence students' academic achievement in public senior secondary schools in Anambra state. Based on the foregoing, the study concluded that school type and location have influence on students' academic achievement in public senior secondary school in Anambra state.

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

1. The school management should not only monitor students through academic achievement, but they should also concern themselves with providing enabling environment and facilities that will enhance student academic achievement. This can be achieved by designing policies that will help engage their students academically no matter their school type and location.
2. An intervention program should be provided for schools by government especially in providing state of the art academic facilities and teachers with top notch knowledge and skills in order to enhance student's academic achievement.
3. Government and other stakeholders in education through relevant agencies should equip rural schools with facilities that are available in urban schools to improve students' academic achievement in rural schools. That is government should bridge the gap between the rural and urban locations by providing the rural dwellers the social amenities which will enhance better academic performance of students.
4. Students should be encouraged by their teachers and parents irrespective of their school type and location to meet with the school guidance counsellors to discuss their difficulties in school especially in relation to their academic achievement. This will help the counsellors to discern the area that students needs improvement and how best to improve on it.
5. The government should organize workshops and trainings for the school management teams and teachers to make them understand the how school type and location affects students academic achievement in order to be exposed to better ways of managing peculiar factors inherent in their school that can affect students academically.

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