

School Location as Correlates of Students' Academic Achievement in Public Secondary Schools in Ebonyi State.

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Abstract: The study investigated school location as correlates of students' academic achievement in Public Secondary Schools in Ebonyi State. The need for this study was as a result of the persistent poor achievement of students in Public Secondary Schools in both internal and external examinations for some years now. The study became imperative with the view to identify the correlating factors to students' poor achievement. Two research questions and two hypotheses guided the study. The population of the study was 11,609 Senior Secondary School Three Students in all the Public Secondary Schools in Ebonyi State. The sample of the study was 375 Senior Secondary School Three Students. The study adopted a correlational survey research design method with the adoption of multi stage sampling technique. The research instruments were researcher structured questionnaire titled "School Location and Students' Academic Achievement Questionnaire" (SLASAAQ) and an English Language Achievement Test (ELAT). The reliability of the instruments were established. The internal consistency of the instruments was obtained using Cronbach Alpha method for the questionnaire and Kuder Richardson formula for the English Language Achievement Test. The items questionnaire yielded a reliability Coefficient of 0.92 while the English Language Achievement Test yielded 0.98. Pearson Product Moment Correlation Coefficient statistical tool was used to answer the research questions while Linear Regression was used to test the hypotheses. The findings of the study revealed that there is a significant relationship between urban schools and students' academic achievement. There is also a significant relationship between rural schools and students' academic achievement. It was also recommended among others, that a state wide survey of schools should be undertaken by the Secondary Education Board to determine which schools are deficient in what resources and which resources should be equalized and that materials that will make the teaching and learning process run smoothly should be provided at the rural schools.

Keywords: School, secondary school, school location, students' academic achievement, rural schools and urban schools

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I. Introduction

Students' academic achievement has always been of special interest to parents, educational stakeholders and the society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidate will succeed or fail. Globally, poor academic performance of students has been a great concern to the major stakeholders in education. In most European countries, academic performance is still low especially, among senior secondary schools (European Union Monitoring Report, 2013).

The persistent occurrence of poor external results among Nigerian students especially those in Secondary Schools is a matter that has become a source of worry to successive governments and major stakeholders in the education sector in Nigeria today. Many Nigerian students are performing below expectation in their academics. Over the years, the majority of students who sit for May/June West African Examination Council have been recording poor achievement not only in the area of overall performance of the students but also in English Language.

The trend in the academic achievement of Secondary School students in Nigeria in the last two decades has become a major source of concern to all stakeholders (Nwadinigwe and Azuka-Obieke, 2012). There is mass decline in the performance of students in both National Examination Council and the West African Senior Secondary Certificate Examination (Dawa, Adamu and Olayomi, 2015). To Adesemowo (2005), the annual release of Secondary Certificate Examination depicts the problematic nature and generalization of poor secondary school students' performance in different school subjects especially Mathematics and English

Language among secondary school students. The stakeholders in education agree that the huge investment on education is not yielding the desired dividend.

Poor academic achievement of students is not just peculiar to Nigeria but is also obtainable in other nations of the world. In Pakistan, students' academic achievement has become a serious issue that is mostly discussed among high school teachers, administrators, education department and government (Hayat, NisarUIHaq, Sajjad, Abbas and Raza, 2018). This scenario according to Giunchiglia, Zeni, Gobbi, Bignotti and Bison, (2018), is as a result of use of social media and smart phones by students. They noted that students use the social media extensively.

In recent times, students' academic performances in WASSCE Examinations have declined in Ebonyi State. The percentage of those who had credits in five subjects including English and Mathematics in the State stood at 35.78%, 45.69%, 43.19%, 68.02% and 50.95% in 2014, 2015, 2016, 2017 and 2018 respectively (National Bureau of Statistics, 2020). Abia State recorded 59.72%, 69.98%, 82.03%, 76.52%, and 82.25% in 2014, 2015, 2016, 2017 and 2018 respectively to top the list. Anambra State recorded 60.62%, 64.99%, 71.85%, 71.53%, and 51.40% in 2014, 2015, 2016, 2017 and 2018 respectively. The percentage of those who had credits in 5 subjects including English and Mathematics in Enugu State stood at 49.67%, 46.20%, 60.85%, 72.57% and 61.66% in 2014, 2015, 2016, 2017 and 2018 respectively (National Bureau of Statistics, 2020).

Apart from performing well in subjects in their areas of specialization, students are expected to perform very well in the English Language because it must be passed by every student before gaining admission into the tertiary institutions. The importance of English language as school subject and in national development has been stressed. Soyinka (2007) and Jason (2010) have described English Language as a global lingua franca and major tool for science, events, business, aviation, international trade, journalism, administration, entertainment and diplomacy. Manivannan (2006), noted that English language is one tool used to establish viewpoint and promote our world view. Joshi (2013), on his part noted that English Language helps students to perform well in their social life, build strong relationships and better understanding of issues in life. This points to the fact that without English Language, an individual may not properly fit into the world of today. With specific reference to education, English Language is a language of instruction in Nigerian educational system. Proficiency in English Language affects students' performance in all subjects because it is the language of instruction in schools (Cardenas, 2011). Hence, there is a need for students to perform well in English Language so as to have opportunity of being offered admission into the higher institutions after the completion of their secondary education.

The importance of English Language in the economic, political, social religious and educational activities cannot be overemphasized. Hence, anyone who wants to be relevant in the social, political and economic sector needs to reach appreciable competence level in reading and writing English Language. The quality of the products of the present educational system in Nigeria is so poor. This is most conspicuous in the written and spoken skills of students in English Language. This is well displayed in SSCE WAEC results. The rate at which students perform poorly in English Language is overwhelming.

More so, there is a record of poor achievement in English Language in the secondary schools over the years. This has become a perennial problem. The fact that the English Language is the most important subject in the secondary school curriculum is uncontested (Oniha, 2011). English Language is a base on which students can understand his or her teacher in almost all subjects effectively. This then means a secondary school student should have a firm grip of English Language. The student also needs to excel in English Language because it is one of the core-subjects which a student must pass at credit level in any external examination such as NECO and WAEC before he or she could be granted admission into any tertiary institution. Given the importance of English Language as a subject, common sense dictates that students should perform well in it. The statistics of result performance from NECO however revealed that only a fraction of candidates from various Secondary Schools across the country passed at credit level annually (Idowu, 2015). Educational system, the world over is examination oriented. Hence, the quality of education could be determined by students' performance in their academic activities like end of the term examinations, end of the year examinations and the WAEC and NECO Examination.

There is persistent poor performance of students in the externally written examinations like West African Senior Secondary School Certificate Examination and National Examination Council in general, and end of term examinations in particular, in Public Secondary Schools in Ebonyi State. The problem of poor academic achievement in WAEC is so great that it has become increasingly difficult for students to pass the number of required subjects for admission into tertiary institutions at once (Yusuf and Adigun, 2010). This situation is of grave concern to the government, parents and guardians. Mass failure in external examinations has been attributed to factors like teachers' qualification, experience, poor salaries and allowance, poor supervision, organizational climate, students' poor ability, unwillingness to learn and bad peer group influence (Yusuf and Adigun, 2010).

Some factors have been identified as the causes of students' poor academic achievement. These might include teachers' qualification experience, poor salaries and allowances, poor supervision, students' ability, unwillingness to learn and bad peer group (Ezechi, and Adukwu 2018). Attitudes of students and teachers, study habit, teachers' qualification, teaching methods, school environment, government policy, school location, family types have been identified also in several studies as factors influencing students' academic achievement (Asikhia, 2010 and Akomolafe and Olorumfemi-Olabisi, 2011). Alordiah, Akpadaka and Oviogbodu (2015), noted that some factors like poor teaching, psychological factors, unpreparedness on the part of the students, poor learning environment, location of schools and the evaluation process, also influence students' academic achievement. Other factors according to Mhiliwa (2015), which can cause poor achievement of students, include lack of support and active participation of the parents in the education of the learners. He also identified poor management of school resources for effective teaching and learning, lack of physical facilities which has remained an issue to the poorly performed schools.

Mwiigi (2014), also stated that many factors which account for the good or poor academic achievement in Secondary Schools include the quality of students admitted, the type of scholastic materials available in the school and home environment, the methods of teaching, the nature of administration and teachers involvement in academic matters. All these factors enumerated above have been noted by scholars to influence students' academic achievement. However, the study will want to investigate school location and students' time management as correlates of students' academic achievement in Public Secondary Schools.

Incidentally, School location has been identified by some scholars as one of the factors affecting efficiency in schools including students' achievement. Quirk (2008) defined location as a particular place in relation to other areas. Enyi (2000) had earlier determined the locational status of a School in terms of two urban bias characteristics namely administrative status and nature of occupational activities of a place. School location refers to the place a school is sited. It is siting of a school either in a rural or urban area. Rural schools seems to be inferior to urban schools because rural schools lack both human and material resources needed to make the teaching and learning process very effective. Bratte (2010), noted that location affects students' academic achievement. In his study, he noted that students in urban schools performed very well in their academics than their counterparts in rural areas because the infrastructural facilities present in urban areas tend to pull the elite of the society to such areas. These elites, also usually employ private teachers for their children at home after school hours. Students' academic behaviour might be influenced not only by the motivating forces of their homes, scholastic ability and academic values, but also by social pressure applied by the participants in the school setting.

It is argued that the reason urban students perform well in academics than rural students might be because they do attract some amenities like pipe borne water, electricity, good roads and well equipped schools. The reason might also be because rural schools lack good educational facilities for effective teaching and learning. In the same vein, Mofon (2001), stressed that many rural schools are in terrible state of despair and lacking basic learning facilities for effective teaching and learning. The poor environment and poor infrastructural facilities might contribute immensely to poor academic performance. Agu (2017), stated that disparity in urban and rural secondary schools in terms of educational facilities and qualities of teachers might go a long way in determining the academic fortunes of students in both locations. Urban locations are characterized by social amenities, high population and industrial activities. On the contrary, is the rural setting that is characterized by absence of social amenities, low population density, road network, income rate and industrial activities. Ezeudu (2003), stated that school location means the urban or rural areas where schools are sited. Akpan (2008), indicated that schools in urban areas have electricity, water supply, more teachers, more learning facilities and infrastructure. Ngowo (2016), identified students' poor time management as a major factor. He notes that time management ability determines success ability. Many students exhibit poor time management attitude and this goes a long way to affect students' success in their academic activities.

From the foregoing, and given the rather complex and persistent nature of students' poor academic achievement in schools across gender, there is the need for more micro/level investigation to identify various factors correlating with this problem. Put together, it is the intention of the researcher to examine how school location correlate with students' academic achievement in Public Secondary Schools in Ebonyi State.

Statement of the Problem

The achievement of Public Secondary School students in external examinations in recent times has not been encouraging. Students are expected to have a minimum of five credits in the required subjects in their areas of specialization including English Language and Mathematics as compulsory subjects to be adjudged successful in the examination. Public Secondary Schools in Ebonyi State seem to have adequate number of teachers, well qualified teachers and efficient supervisory system. In spite of all these, students' performances are still poor in internal and external examinations. Percentage of students that had credits in five subjects

including English Language and Mathematics stood at 35.78%, 45.69%, 43.19%, 68.02%, 50.95% in 2014, 2015, 2016, 2017 and 2018 respectively (National Bureau of Statistics 2020).

School location and time management have been identified as factors that can influence students' academic achievement in Public Secondary Schools. Previous studies on the influence of these variables on students' academic achievement are not conclusive. While some of the studies found out that there is a significant influence of these variables on students' academic performance, others discovered that these variable do not significantly influence students academic achievement. Again given the persistent students' poor academic achievements, it may be argued that this may be due to inability to identify the various correlating factors, hence the call by many researchers for more intensive researches. This also informed the need for the current study. Consequent upon the foregoing, the researcher wants to investigate School location and students' time management as correlates of students' academic achievement in Public Secondary Schools in Ebonyi State.

Purpose of the Study

This study explored school location as correlate of students' academic achievement in Public Secondary Schools in Ebonyi State. Specifically, the study sought to find out:

1. The relationship between urban schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State.
2. The relationship between rural schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State.

Research Questions

The following research questions guided the study.

1. What is the relationship between urban schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State?
2. What is the relationship between rural schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State?

Hypotheses

The following hypotheses tested at 0.05 levels of significance guided the study.

1. There is no significant relationship between urban schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State.
2. There is no significant relationship between rural schools and students' academic achievement in English Language in Public Secondary Schools in Ebonyi State.

II. Literature Reviewed

School Location

Location is a geographical area in relation to other areas. Location is a particular place in relation to other areas (Quirk, 2008). Obiahu (2019), defined location as a particular place or position especially as it relates to other areas. This location can be seen in two ways, either as urban or rural. In other words, it can also be viewed as a place or area where you spend time or do something. However, the location of a school may have positive or negative influence on the students' academic achievements. School location can be defined as a place where a school is sited which can be either in an urban or rural area. According to Akpan (2008), schools in urban areas have electricity, water supply, more teachers more learning facilities and infrastructure. Urban areas are those areas that have high population density while rural areas are those areas with low population, subsistence mode of life, poor amenities like roads, electricity and water. Rural areas are characterized by lack of infrastructures, ageing population and agrarian orientation. There are lack of social amenities like good roads, electricity and water supply in rural areas. The schools located there are mostly deprived of what it takes to make the teaching and learning process effective. There are dilapidated school buildings, inadequate learning materials, no libraries, no laboratories and even when such are available, they are inadequately equipped. In most cases, teachers found in rural schools are usually those that are not very qualified since most qualified teachers normally work their ways back to the urban areas even after being transferred (Ezeudu, 2003).

In his own submission, Osalusi (2009), observed that there is the perception that rural dwellers are slow-witted hill-billies with little education and uninformed view about what goes on in the "real world" whereas, those living in the urban areas are more exposed to modern technology which can aid learning than those in the rural areas. On his part Howley (2003), asserted that several studies found significant differences between students in rural and urban schools. In the studies it was also observed that students living in rural areas of the United States exhibit lower levels of educational performance and higher likelihood of dropping out of school than their counterparts in urban areas.

Adding his voice on the influence of school location on students' achievement, Ajayi (2009), noted a significant difference in academic achievements of students in urban and rural schools. He argued that the better performance of urban students could be attributed to the availability of qualified teachers, good learning environment and provision of facilities in the urban schools which in most cases are conspicuously absent in the rural schools. In his submission, Owoeye et al (2011), noted that provision of education in rural areas is normally fraught with difficulties and problems; qualified teachers refuse appointment in isolated villages; villagers refuse to send their children to schools because they are dependent on them for help; parents hesitate to entrust their daughters to male teachers, lack of roads or satisfactory means of communication makes it difficult to get books and teaching materials to the school.

Academic Achievement

Academic achievement is defined as the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. Wentling (2000) said that academic achievement refers to performance of individuals' objective to various types of knowledge and skills. Academic achievement, in other words has to do with what a student is able to achieve by execution of class work in the school. Academic achievement according to Stiggings (2001), is something learners do or achieve at school, college or university, in class, in a laboratory or field work. Adediwura (2007), saw academic achievement as being designated by tests and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing.

Academic achievement according to Kyoshaba (2009), is being characterized by achievements on tests associated with coursework and the achievements of students on other types of examinations. Hence in relation to educational research, academic achievement of students refers to the observable and measurable behaviour of a student in particular studies. For instance, the academic achievement of a student in English Language includes observable and measureable behaviour of a student at any point in time during a course. In English Language, students' academic achievement consists of their score at any particular time obtained from a teacher made test. Academic achievement of students consists of scores obtained from teacher made test, first term examination, end of session examinations and internal or external examinations.

Theoretical Framework

Pickle Jar theory

Jeremy Wright developed the theory of Pickle Jar in 2002. This theory states that activities and responsibilities of people need to be balanced using effective time management system. The theory emphasized the appropriate allocation of time for everything. The theory also states that individuals have many large priorities in life such as studies leisure, sleep and rest. According to the theory, none of these tasks is bad but the most important thing is efficient management of time. The theory emphasizes individuals starting their day with big and important tasks, and then smaller tasks and finally fills in small unimportant tasks. By so doing one can fit in everything one needs to do. The theory is anchored on 'important things'. To get these important things done, one needs to minimize distractions. There is equally need to prioritize tasks, focus on the most important tasks and still give room for rest and relaxation. When this is done, one will effectively use one's time and complete one's tasks on time with little stress.

The Pickle Jar theory is related to this present study because; it emphasizes prioritizing and scheduling tasks in such a way that important tasks are performed first before less important ones are handled.

Students are to prioritize and allocate time appropriately to their tasks in order to use their time effectively. When students utilize their study very well through appropriate allocation of time, it may have a reasonable effect in their academic achievement.

III. Methodology

The researcher adopted a correlational survey design method. A correlational survey design is aimed at determining the possibility and degree of relationship that exists between two or more variables. Uzoagulu (2011), states that correlational design measures the relationship between two variables, that is the extent of relationship that exists between two variables which emphasize that when the value of one variable goes up, the value of the other variable goes up likewise. The area of the study covered Ebonyi State of Nigeria. The State was created on the 1st of October, 1996 with its capital in Abakaliki. It is situated in the South-East geo-political zone of the country. There are three Education Zones in the State, namely: Abakaliki, Afikpo and Onueke Education Zones. The population of the study comprised 11,609 Senior Secondary School Two students of all the rural and urban secondary schools in Ebonyi State as of 2020/2021 academic session. This was made up of 5482 males and 6127 females (SEB, 2021). The sample for this study was 387 students sampled from the population using the Taro Yamene's standard sampling procedure. The instruments for collecting data for the study were a researcher-structured questionnaire, titled "School Location and Students' Academic Achievement Questionnaire" (SLSAAQ) and English Language Achievement Test (ELAT). The instruments for this study

which included the items instrument and the English Language Achievement Test (ELAT) were validated by three experts from the Faculty of Education, Ebonyi State University, Abakaliki. The reliability of the instrument was established. The internal consistency of the instruments was obtained using Cronbach Alpha method for the questionnaire and Kuder Richardson formular for the English Language Achievement Test. The items questionnaire yielded a reliability Coefficient of 0.92 while the English Language Achievement Test yielded 0.98. In answering the research questions Pearson Product Moment Correlation was used. The decision rule was that any coefficient between 0.80 to 1 was described as very high or near perfect positive correlation while any coefficient between 0.60 to 0.80 was described as high positive relationship. Coefficient between 0.40 to 0.60 was described as medium positive relationship. After applying the Linear Regressions tool, the researcher rejected the null hypotheses when the P value was less than the alpha value and did not reject the null hypotheses when the P value was greater than the alpha value.

IV. Result

Research Question One

What is the relationship between urban schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State?

Table 1: Correlation coefficient of urban schools and students' achievement

Urban Location	Urban Achievement
Urban Location	1.0000
	.8797
	(181)
	P=.
Urban Achievement	.8797
	(181)
	P=.000
	r=0.88
	(181)
	P=.000
	r²=0.77

Source: Researcher's Field Work, 2021

The results in Table 1 show a correlation coefficient(r) of 0.88 which indicates a very high relationship. This signifies that there is a very high relationship between urban schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State.

However, the coefficient of determination (r²) is 0.77 which when converted to percentage is 77%. This value explains the variation in English Language achievement as explained by students in urban locations.

Research Question Two

What is the relationship between rural schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State?

Table 2: Correlation coefficient of rural schools and students' achievement

Rural Location	Rural Achievement
Rural Location	1.0000
	.9383
	(194)
	P=.
Rural Achievement	.9383
	(194)
	P=.000
	r=0.94
	r²=0.88

Source: Researcher's Field Work, 2021

The results in table 2 show correlation coefficient of 0.94. This signifies that there is a very high relationship between rural schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State. However the coefficient of determination (r²) is 0.88 or 88%. This value explains the variation in English Language achievement as explained by students in rural areas.

Hypotheses

HO₁: There is no significant relationship between urban schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State.

Table 3: Significant relationship between urban schools and students' achievement.

Variable	Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	Sig t
Urban Schools	.87974	.77394	.77267	.81566	.879736	24.755	.0000
Constant						.568	.5704

Source: Researcher's Field Work, 2021

From Table 3, r represents the coefficient of correlation which is established on relationship between urban schools and students' achievement. The coefficient of determination (r^2) for computed r value is 0.7739 which is 77.39%. This value explains students' opinion on how urban location determines achievement in English Language. On the test of significance of the hypothesis as indicated in table 3, the calculated 't' value is 24.755 while the significance of 't' is 0.0000. From the two values the null hypothesis (H_{01}) which states that the relationship between urban schools and students' achievement scores in English Language is not significant is rejected. Equally, the researcher observed that the P value 0.0000 is less than the alpha value 0.05. On the basis of this, the researcher therefore concludes that the relationship between urban schools and students' achievement scores is significant.

HO₂: There is no significant relationship between rural schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State.

Table 4: Significant relationship between rural schools and students' achievement.

Variable	Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	Sig t
Rural Schools	.93831	.88042	.87980	.43010	.938307	37.598	.0000
Constant						3.905	.0000

Source: Researcher's Field Work, 2021

From Table 4, r represents the coefficient of correlation which is established on relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.88042 which is 88.04%. This value explains students' opinion on how urban location determines achievement in English. On the test of significance of the hypothesis as indicated in table 4, the calculated 't' value is 37.598 while the significance of 't' is 0.0000. From the two values the null hypothesis (H_{02}) which states that the relationship between rural schools and students' achievement scores in English language is not significant is rejected. Moreso, the P value 0.0000 is less than the alpha value 0.05. This result made the researcher to conclude that the relationship between urban schools and students' achievement scores is significant.

V. Discussion

The results as seen in Table 1 revealed that there is a very high relationship between urban schools and students' achievement in English Language. This means that a place where a school is located determines the achievements of students. The students must have performed well because they have access to good reading materials and also have qualified teachers. They also have modern books in the library and are provided with adequate instructional materials for the teaching and learning process. The presence of social amenities must have contributed to their academic achievement in English Language.

The finding is in line with Owoeye, Yara and Onah (2011) who noted that students' achievements are determined by where a school is located. The finding is also in line with that of Adesegun, Dada and Adu (2016), who reported that, students whose schools are located at Government Reserved Ares and Housing Estates have higher academic achievement than those whose schools are located near border places. Chianson (2014), also agreed that students' achievement has a relationship with where their schools are located. He reported that urban schools have better achievements than their counterparts in the rural schools. The findings of Umar and Samuel (2018), are also in consonance with this finding. They found that there existed a relationship between urban schools and students' achievement in Basic Science among Junior Secondary School students. The finding also agreed with that of Ellah and Itah (2017), who reported that urban students performed better than rural students. The finding contradicts those of Ezeudu (2003), Kissau (2006) and Bosede (2010) who noted that students' achievements are not determined by where the school is located.

The results as seen in Table 2 revealed a very high relationship between rural schools and students' achievements in English Language. The p value 0.0000 is less than 0.05 significant level. This indicates a significant relationship between the two variables under examination. Despite the fact that they lack adequate qualified teachers, instructional materials, good physical facilities that make the teaching and learning process

run smoothly, the rural students still recorded good performance more than the urban schools. This may be as a result of self motivation by the students to work hard so as to do well in their academics. Hence whether a student finds him or herself in the urban or rural schools, it is the students' determination to succeed that matters. The findings of the study are in agreement with Bosede (2010) and Ugwuanyi (2012) who affirmed that students' achievements are not determined by where the school is located. It is also in with Essien (2017), who reported that rural schools performed better than those in the urban areas. This indicated that there is a relationship between rural schools and students' achievement.

VI. Conclusion

The study focused mainly on school location and students' time management as correlates of students' academic achievement in English Language in Public Secondary Schools in Ebonyi State. Based on the findings and discussions, the following conclusions were made:

There was a very high positive relationship between urban schools and students' achievement in English Language. A significant relationship between urban schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State was also observed from the test of hypothesis.

There was a near perfect (very high positive) relationship between rural schools and students' achievement in English Language in Public Secondary Schools in Ebonyi State. From the result of the hypothesis, a significant relationship between rural schools and students' achievement in the English Language in Public Secondary Schools in Ebonyi State was recorded.

VII. Recommendations

The following recommendations were made based on the findings of the study.

1. Government should not relent in providing the necessary instructional materials and other facilities that will keep enhancing the students' achievement in urban schools. A state wide survey of schools should be undertaken by the Secondary Education Board to determine which schools are deficient in what resources and which resources should be equalized.
2. Rural school students should be encouraged to make use of the available scarce resources at their disposal in order to enhance their performance in both internal and external examinations. The government at all levels should improve in the provision of the necessary resources that will enhance the performance of the students at the rural areas. There should also be even distribution of resources to the urban and rural schools.

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