

School Location and Gender as Correlates of Students' Academic Achievement in Economics

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KEYWORDS School Location. Gender. Achievement. Economics. Correlates. Senior Secondary Schools

ABSTRACT This study examined the relationship between school location and gender as correlates of students' academic achievement in Economics. The population of the study comprised of all Senior Secondary School 1 and 2 students in Ogun state, Nigeria. Six hundred and forty (640) students selected through stratified random sampling method constituted the sample for this study. A descriptive research design was adopted. Two instruments were used; student questionnaire on school location (SQLG) and Economics Achievement Test (EAT) to collect data, with a Cronbach Alpha index of 0.76 and Kuder Richardson (KR 20) a co-efficient of $r=0.873$ respectively. The results generated were collated and analyzed using Pearson Product Moment Correlation (PPMC), and Inferential statistics of T-test. Findings showed that schools located near border towns and places of economic interest distract students' attention. The researchers therefore concluded that in the future schools should not be located close to places of economic interest.