

**EFFECT OF GENDER AND SCHOOL LOCATION ON SECONDARY SCHOOL
STUDENTS ACHIEVEMENT ENGLISH VOCABULARY IN JUNIOR SECONDARY
SCHOOLS IN AKOKA SOUTH EDUCATION ZONE ONDO STATE**

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ABSTRACT

This study examined the effects of gender and school location on students' achievement in English vocabulary in junior secondary schools in Akoko South Education Zone, Ondo State. Two research questions were posed and two null hypotheses were formulated to guide the study. The design of the study was non-equivalent pretest, post-test control group quasi-experimental research design. Purposive random sampling was used to select two schools for the study. The two intact classes (rural and urban schools) randomly selected were subject to treatment. The urban schools comprised 86 male and female students while the rural schools comprised 74 male and female students. The instrument was face validated by three experts from the department of Arts Education, University of Nigeria, Nsukka. The data collected were analyzed using mean, standard deviation and analysis of covariance (ANCOVA). The results of the study showed that: Gender had significant effect on students' achievement in English vocabulary. Also, school location had significant effect on students' achievement in English language vocabulary. Based on these findings, it was concluded that the study provided empirical evidence of the effects of gender and school location in enhancing students' achievement in English language vocabulary. It was therefore, recommended amongst others that teachers, school administrators and stakeholders should make learning environment conducive and give equal learning opportunities to both male and female students.

KEYWORDS: Language, English Language, Vocabulary, Gender and School Location