School Location as a Correlate of Senior Secondary School Students' Achievement in Reading Comprehension in the English Language in Ebonyi State

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Abstract: *This study considered school location as one of the correlates of Reading Comprehension achievement in senior secondary schools in Ebonyi State of Nigeria. The design adopted for this study was correlation research design. Location as a variable was correlated with students' achievement in reading comprehension in English. Two purposes of study and two research questions were formulated to guide the study, namely: to establish the relationship between urban school students' attitude and their reading comprehension achievement in English in Ebonyi state, and to determine the relationship between rural school students' attitude and their reading comprehension achievement in English in Ebonyi State. Two null hypotheses were also tested. Research questions were answered using coefficient of correlation, while hypotheses were tested at an alpha level of 0.05, using step-wise linear regression. Results showed that the coefficient of correlation between urban students' attitude and their achievement was 0.84 which falls within 0.80 – 1.00 and showed a very high positive relationship. This indicated there was a relationship between urban students' attitude and their reading comprehension achievement. Result also showed a medium positive relationship between rural students' attitude and their reading comprehension achievement. Based on these results, recommendations were made among which was that Government should device a policy that would encourage qualified English language teachers to accept posting to rural schools. To make this gesture attractively workable, government should give monetary incentive to these English language teachers, especially those that accept posting to rural schools.*
Key Words: school location, correlation, senior secondary schools, academic achievement, reading comprehension, English language.

INTRODUCTION

Location refers to the position a thing or person can be found. Where a thing or person is found most often determines how the thing or person is addressed. Some people for instance are referred as rural dwellers, slum settlers, urban residents or city dwellers, among others. Webster (2025) defines location as a position or site occupied or available for occupancy or marked by some distinguishing features. Schools are located at various positions or sites where their services are perceived to be needed. A school location can be either in the rural or urban centre.

School location may correlate with students' academic achievement in reading comprehension. This is so because the position an institution of learning occupies may predispose it to certain factors. For instance, with the government attitude of concentrating basic infrastructures in the urban areas, the tendency is that people in the rural areas who want to equally enjoy such amenities will massively drift to the urban centres. When this happens, there will be manpower shortage in the rural communities and excess manpower in the urban areas. Most teachers prefer to teach in the urban schools where there is easy accessibility of basic infrastructures. The result is often that most qualified teachers reject posting to rural schools leaving such rural schools with manpower deficiency. When that happens, there may not be qualified instructors in rural schools and achievement becomes very poor in all subjects of study, especially the English language.

The colonization of the geographical entity known today as Nigeria by Britain imposed the English language on her citizens. According to Dadzie and Awonusi (2004) the historical development of the English language in Nigeria dates back to the early 15th century when the Portuguese began to have contact with the nations that are today merged into Nigeria. Dadzie and Awonusi divide Anglo- Saxon contact with Nigeria into three parts namely; the period before the advent of missionary education (1400-1842), the period after the introduction of missionary education to the time of the amalgamation of the Northern and Southern protectorates into Nigeria (1842- 1914) and the period beyond the amalgamation to the introduction of self- rule. However, Omodiaogbe (1992) submits that the 1882 Education Ordinance provided that English be made compulsory in private schools if the proprietors of such schools must attract government grants. He further submits that in some schools, greater attention was given to the teaching of English by allocating more time to it than other subjects. Federal Republic of Nigeria (FRN) (2014) however makes the use of the English language in instructional delivery a compulsion from the fourth year of the child in the primary school. English has therefore come to assume a very prominent position in the educational, socio-political and economic life of the people of Nigeria. This status is further confirmed by the fact that Nigeria is a multi-lingual nation whose corporate existence rests on a commonly acceptable language which has a wide spread such as English. In school, at least a credit pass is mandatory if any student will progress from the junior to the senior secondary and from the senior secondary school to the university.

Reading comprehension forms an integral part of the English language examination as administered by West African Examination Council (WAEC). Reading Comprehension is a twin concept that defines the process of reading and understanding. They are processes that jointly take place in a learning exercise and they are complementary to each other. Reading must take place for comprehension to occur, and comprehension does not occur where no reading has taken place. Robinson and Davidson (1999:1157) posit that 'to read' is "to look at and understand printed or written words, to speak words which are printed or written; to learn or gain knowledge of something by reading; to look at or be able to see something and get information from it". Bandura (2014) sees the reading process as a cognitive exercise that is shrouded in complexity through which process meanings are decoded from print.

The act of reading according to Ngwoke (2006), can therefore be seen as the recognition and conscious reproduction of written or printed symbols, letters, words, word groups and sentences either mentally or vocally by means of the eye or finger contact. Reading comprehension involves one's ability to read text, and grasp the message it conveys through a good cognitive processing. Reader's ability to comprehend textual message can be influenced by the reader's traits and skills, among which is his/her inferential skill.

Reading operates in two basic forms-vocal and silent. From Robinson and Davidson's (1999) definition, "… to speak words which are printed or written" suggests vocal utterance. Vocal reading is the audible realization of the written or printed symbols. Silent reading on the other hand; is a mental or silent realization of print. According to Williams (1990), a greater bulk of reading which is done today is silent reading, and it appears to have stronger power over vocal reading. Vocal reading is the learning process of junior learners-say in the nursery and lower primary. Other occasions that may demand vocal reading are, in addressing an audience, during a presidential address and in news casting among others. Senior Secondary School students use silent reading for comprehension. Silent reading bifurcates into intensive and extensive reading.

According to Borg (2012), intensive reading style helps language learners by guiding them into making accurate meanings out of vocabularies through deductions. Intensive reading involves a detailed study of a text. It involves a study of those features of language which the reader hinges upon to decode textual message as presented by the writer. These features may include the syntactical, lexical and semantic features of a text. It also involves a study of the literary and stylistic details of a text, paying attention to the thematic, structural and linguistic features of the text. Reading intensively enables the reader to pay attention to forms of grammar, markers of discourse, and other surface structural details all for the purpose of understanding word implications, meanings of words at the literal level, implications of words and statements, rhetorical relationships and such other purposes. Bandura (2014) equally sees it as a skill which a teacher can adopt for a critical textual analysis in a classroom setting in order to bring out grammatical implications using vocabularies contained in the passage. Reading intensively makes the reader so familiar with the text that he can argue some points, criticize, analyze and pass

judgment on the text. It is a good weapon for examinees who wish to excel in performance especially before examinations approach.

On the other hand, extensive reading as the name suggests makes the reader to have an extensive or wide coverage of textual materials without necessarily having a good grasp of the text. Brian (2015) avers that the teacher who uses extensive reading has the purpose of causing his students to achieve a general understanding of a text. Extensive reading uses the instrumentality of skimming and scanning which are reading styles that help the reader to locate particular sought information from a mass of reading documents. Reading comprehension occupies a very significant aspect of the English language achievement in public examinations such as the West African Examination Council (WAEC) among others, and for that reason, a poor performance in reading comprehension test certainly often leads to poor achievement by students in their overall scores in the English language.

Comprehension is the understanding and interpretation of what is read. The comprehension of a reading text is shown by the reader's ability to respond correctly to the issues raised in the text in question form. The comprehension level in a reading process is the level of reasoning and meaningful interpretation of both verbal and written symbols. Comprehension according to Ogayi and Chima (2012), operate at three levels; - literal, inferential, and critical or evaluative levels. Ability to accurately understand what is written demands from the reader the ability to; (a) interpret what has been read (b) correlate what has been read with what the reader has already known and (c) have a deep thought of what has been read. Ability to quickly and effortlessly decode vocabularies is a facilitating factor in proficient reading that guarantees comprehension.

There appears to be a strong correlation between reading comprehension and vocabulary. Much as the production of a word is important, understanding the word meaning is much more important. Possession of limited vocabulary may strongly correlate with poor comprehension. An author's or a teacher's insistence on the use of difficult or ambiguous words will subject readers to the situation of using too much of their processing capacity in reading words in isolation which certainly hinder their ability to comprehend. The understanding of textual message emanates from the intercourse between the written words and the way these words stimulate external information which resides outside the text. It is a creative and multi-dimensional process which depends largely on the four language abilities which is made up of syntax, semantics, pragmatics and phonology. Poor achievement especially in reading comprehension may likely occur where the above reading situations are lacking.

According to Robinson and Davidson (1999: 10), 'to achieve' is "to reach, realize or attain a goal or an ambition especially through hard work; to be successful". Academic achievement according to Steinmayr, Meibner, Weidinger, and Wirthwein (2014), represents a performance outcome which shows the extent of the accomplishment of specified goals. These goals to be achieved must be seen to be in harmony with planned instructional activities whether it is in the primary schools,

colleges or universities. Chauhan (1978) posits that a good number of variables in the home, school and society affect development of achievement motive. In the early training of children for attitudinal development and motives, the home plays an important role. Achievement therefore is the extent of success or failure attained in a task which often is relational to attitude, aptitude and interest. A positive or negative attitude developed at home may have strong correlation with the progressive achievement of a child in life. Parents always expect high academic achievement for their children and wards and this has given rise to the need for correlation studies as a means of ascertaining the intervening variables that affect students' achievement. A high achievement in any task is a motivational factor in sustaining interest in such task, while poor achievement undermines both interest and ability.

Academic achievement of learners in certain fields of study has generated the need for correlational studies as a way to determine variables that predict students' high or low achievement in such fields of study. According to Cherry (2015), correlation studies seek to determine relationships that exist among variables. Cherry maintains that there are three possible results which a correlation study could yield namely, a positive, negative, and a no correlation. The correlation coefficient which is a measure of the strength of correlation ranges from -1.00 to +1.00. It portrays the weakness or strength in the relationship between a named variable that influences achievement and the actual achievement.

Poor achievement in reading comprehension can result from poor tutorials, made possible by unqualified teachers. As has been observed, most competent teachers who are very certain of their good delivery ability always insist on remaining in urban schools where they will not only enjoy good amenities but have the opportunity of engaging in extra lessons for additional income, thus denying the rural schools of qualified manpower.

It appears schools in rural communities in Ebonyi State lack qualified teachers in English who can effectively teach reading comprehension. When effective teaching of any concept is lacking, achievement may be affected. It appears most qualified English teachers prefer to remain in city schools rather than rural schools thereby leaving the teaching of the English language in the hands of unqualified teachers in the rural schools. If qualified teachers of English language shun rural schools, there will be lack of English teachers and so certain aspects of English studies will not be taught especially the areas that require some technicalities such as reading comprehension. Schools in rural communities also appear to be deficient in educational facilities such as libraries and other aids to learning. School location equally appears to have some correlation with study environment. Though metropolitan secondary schools in Ebonyi State are not spared poor study environment, most rural secondary schools appear to suffer more. While a good learning environment enhances academic achievement, a poor learning environment undermines achievement. Studies have shown that learning environment can affect attitude to learning.

The attitude of the learners to learning is a factor that may correlate in senior secondary school students' achievement in reading comprehension in English. Attitude defines the zeal or approach with which a person carries out a task. Attitude may be affected by certain variables such as interest, ability and motivation. The interest a learner has in a subject or course of study may affect the rate of zeal he/she carries into such course. This invariably affects his or her ability which reflects in his achievement. When unqualified teachers are recruited in the rural areas due to shortage of qualified ones, the commitment of learners will be affected, leading to poor attitude to studies. Generally, students in urban schools who have better access to motivating academic environment are more likely to have more positive attitude to learning are may have better academic achievement. Most rural communities lack educational facilities that can make learning challenging. This predisposes learners to developing negative attitude to higher academic aspiration due to loss of interest in learning.

Study or learning environment cannot be achievement-friendly where necessary learning infrastructures are lacking. This study is set to examine how school location correlates with senior secondary school students reading comprehension achievement in English in Ebonyi State.

Statement of the Problem

The achievement of students especially, of the senior secondary school levels in English, though has been quite encouraging in the past four years, 2021 – 2024, yet has failed to maintain a stable improvement as there has been fluctuation in performances. According to West African Examination Council (WAEC 2021, 2022, 2023, 2024), in year 2021, the percentage of candidates that obtained credit pass and above in English was 81.70%, in 2022, it came down to 76.36%, in 2023, it was 79.81% and in 2024, it came to 72.12%. It is feared that inequitable distribution of qualified teachers of English due to school location has been a contributory factor to this unsteady performance. It is feared that if the cause of these fluctuating performances is not identified and nipped in the bud, performance may continue to fluctuate, going further downwards. The problem of this study therefore is to examine the correlation between school location and senior secondary school students' achievement in reading comprehension in English in Ebonyi State.

Purpose of the Study

The main purpose of this study is to determine the relationship between school location and senior secondary school students' achievement in reading comprehension in English in Ebonyi State. Specifically, the study will,

1. Establish the relationship between urban school students' attitude and their reading comprehension achievement in English in Ebonyi state.
2. Determine the relationship between rural school students' attitude and their reading comprehension achievement in English in Ebonyi State.

Research Question

1. What is the relationship between urban school students' attitude and their reading comprehension achievement?
2. What is the relationship between rural school students' attitude and their reading comprehension achievement in English in Ebonyi State?

Hypothesis

Ho1

There is no significant relationship between urban school students' attitude and their reading comprehension achievement in English in Ebonyi State.

Ho2

There is no significant relationship between rural school students' attitude and their reading comprehension achievement in English in Ebonyi State.

METHODOLOGY

Design of the Study

The design adopted for this study was correlation research design. Location as a variable was correlated with students' achievement in reading comprehension in English. Mayer and Franz (2004), posit that a correlation study is a scientific study in which a researcher investigates associations between variables. Cherry (2015), states that, correlation studies are used to investigate relationships between variables.

The area of the study is Ebonyi State, one of the five states in the South East geo- political zone of Nigeria. Ebonyi State is bound in the North by Enugu State, in the West by Benue State, in the South by Abia and in the East by Cross River States. Ebonyi State has three Education Zones of Abakaliki, Afikpo, and Onueke. Abakaliki Education Zone is made up of four Local Government Areas namely, Abakaliki, Ebonyi, Izzi, and Ohaukwu. Abakaliki Education Zone is a mixture of urban and rural communities. The urban city of Abakaliki harbours part of Abakaliki and Ebonyi Local Government areas while the other parts are rural. Afikpo Education zone is made up of Afikpo North, Afikpo South, Ivo Ohaozara and Onicha Local Government Areas. Afikpo which is both the headquarters of Afikpo North Local Government and the Zonal Education Board headquarters is entirely urban with other complementing rural communities. Onueke Education Zone is made up of Ezza North, Ezza South, Ikwo and Ishielu. It is both the headquarters of Ezza South Local Government Area and the Zonal Headquarters of Onueke Education Zone. Onueke is a semi urban town.

Ebonyi State Government under the various regimes have made some bold investments in Education by designating some secondary schools as pilot schools. These schools, apart from being equipped with additional teachers and learning materials, are equally made full boarding schools where students spend their entire studentship in the boarding house. EBSSEB (2013) identifies

twenty six (26) of such schools. However, despite these government efforts, most secondary schools in Ebonyi State have remained understaffed and without adequate learning equipment. Learning conditions still remain below standard and performance of senior secondary students at public examinations still remains poor especially in English.

The population for this study consisted of all SS2 students in the two hundred and twenty one (221) public senior secondary schools in the three Education Zones in Ebonyi State, whose population was 26,047 students and the 420 English language teachers (National Bureau of Statistics (NBS 2019), which brought the total population to 26,467.
The SS2 class was chosen because it is not an examination class.

Sample and Sampling Technique
In the three Education Zones, all the senior secondary schools studied English language and also used the same recommended text books in English. Using Yaro Yamane formulae for determining sample size, a sample size of 396 respondents was selected from the student population. When added to the teacher population, the sample size became 816 respondents. Using simple random sampling by balloting, twenty (20) senior secondary schools were selected representing 34%. This percentage was considered representative enough for the study. Seven schools were selected from Abakaliki Education Zone, out of which was chosen 138 respondents; eight schools were selected from Afikpo Education Zone, out of which was chosen 158 respondents; while five schools were selected from Onueke Education Zone, out of which was chosen 100 respondents based on their population distribution. The population of teachers was not sampled because it was a manageable population. The schools were carefully chosen ensuring that the urban and rural status of each education zone was reflected.

Instrument for Data Collection
The instruments for data collection were: (i) a Reading Comprehension test adapted from the prescribed English text for senior school classes-*Intensive English for Senior Secondary Schools 2,* (ii) a Teacher Characteristics Inventory (TCI) and (iii) a Students' Attitude Inventory (SAI)

Validation of the Instrument
Since the selected text was adapted from a professionally written and government approved text, the contents were considered to be valid. However, to further confirm its validity, the instrument, with the other named three was passed through three experts; two in English Department, and one in the Department of Science Education, Faculty of Education of Ebonyi State University, Abakaliki. The experts were required to specifically examine the contents of the instruments in terms of clarity, comprehensibility, and appropriateness to students' level. The experts approved the instruments after minor corrections which were duly effected.

Reliability of the Instrument

The instruments which consisted of the Reading Comprehension test (RCT), Students' Attitude Inventory (SAI), and Teachers' Characteristics Inventory (TCI) were administered to a group of thirty five (35) students of SS2 classes from Okpuitumo Secondary School, Ikwo in Ikwo Local Government Area who were not part of the sampled population for the main study. This was a trial testing. The Reading Comprehension Test (RCT) was subjected to a six man rating judges on six students. The rankings from the judges were used in Kendal Coefficient of Concordance (KCC) which yielded a reliability coefficient of 0.84 which showed that the instrument was suitable for use.

The Students' Attitude Inventory (SAI) which had twenty (20) items was subjected to factor analysis based on Principal Component Matrix (PCM). This analysis run on Varimax Factor Matrix (VFM) resulted in the dropping of five (5) items which were found impure. The final Copy of this attitude instrument now had fifteen (15) items. The fifteen items were subjected to reliability test using Crombac Alfa, and it yielded a reliability coefficient of 0.896 which was approximated to 0.90 on reliability coefficient. The Teacher Characteristics Inventory (TCI) which had thirty items were also administered to thirty-five (35) respondents. Data collected were used to compute the reliability coefficient based on Crombac Alpha. The reliabilities of the instrument based on clusters 1, 2, 3 were 0.87; 0.81; and 0.76. However, the reliability for the entire instrument of thirty (30) items was o.91 which showed a high internal consistency, and therefore suitable for the study.

Method of Data Collection

The researcher used a total of six (6) research assistants who were teachers, to administer both the questionnaire and the comprehension passage. The research assistants supervised the students after instructing them on what they were required to do in each of the instruments. Their supervisory role ensured the students worked independently. The reading comprehension passage test was collected and later marked and scored based on 100%. The Students' Attitude Inventory (SAI) which was administered the next day to the same group of respondents, was equally collected on the spot ensuring that no instrument was lost, and so there was a 100% return. The Teachers' Characteristics Inventory (TCI) was equally administered to the target respondents. Though the returns were not instant but a 100% return was recorded. This was made possible due to the number of research assistants involved.

Method of Data Analysis

Research questions were answered using coefficient of correlation, while hypotheses were tested at an alpha level of 0.05, using step-wise linear regression. Items whose 'T' were less than significance of "T" were accepted, while items whose 'T' were greater than significance of "T" were rejected.

The correlation coefficient table as presented by Nwana (2008) was used as bench mark for interpreting the degree of relationship. According to Nwana (2008:311) the correlation interpretation table runs thus:

Table 1: Table of interpretation of correlation coefficient

Correlation	Interpretation
0.80 to 1.00	Very High, Near perfect Relationship
0.60 to 0.80	High Relationship
0.40 to 0.60	Medium Relationship
0.20 to 0.40	Low, Definite Positive Relationship
0.00 to 0.20	Very Low, Virtually No Relationship

Source: Nwana (2008).

RESULTS

Research Question 1

Correlation between urban school students' attitude and their reading comprehension achievement.

Table 2: Correlation Coefficient between Urban Students' Attitude and Achievement

Variables	Achievement	Urban Students' Attitude
Achievement	1.0000	0.8397
	(220)	(220)
	P=.	P=0.000
Urban Students Attitude	0.8397	1.0000
	(220)	(220)
	P= 0.000	P=.

r= 0.84.

From result in table 1, the coefficient of correlation between urban students' attitude and their achievement was 0.84 which falls within 0.80 – 1.00 and showed a very high positive relationship. This indicates there is a relationship between urban students' attitude and their reading comprehension achievement.

Research Question 2

Correlation between rural school students' attitude and their reading comprehension achievement in English in Ebonyi State.

Table 3: Correlation Coefficient between Rural Students' Attitude and Achievement

Variables	R/S Achievement	Rural Students Attitudes
Achievement	1.0000	0.5017
	(176)	(176)
	P=.	P=0.000
Rural Students Attitude	0.5017	1.0000
	(176)	(176)
	P= 0.000	P= 0.000

r= 0.50.

In table 3, result showed that coefficient of correlation was 0.50 which falls within 0.40 -0.60. This showed a medium positive relationship and indicates there is a relationship between rural students' attitude and their reading comprehension achievement.

Hypotheses

Table 4:

Ho1: Significance of Relationship between Urban Students' Attitude and Achievement

Variable	Computed R	R-Squared	Adjusted R-Squared	Standard Error	Beta	"T"	Significance of "T"
Urban Students' Attitude	0.8396	0.7050	0.7037	6.8178	0.8396	22.830	0.000
Constant						-2.605	0.0098

Significant at P < 0.05

Result in table 4 shows that "T" (22.830) was greater than significance of "T", and so hypothesis 1 was rejected. It shows there is significant relationship between Attitude and urban senior secondary school students' reading comprehension achievement

HO2: There is no significant relationship between rural senior school students' attitude and their reading comprehension achievement in English in Ebonyi State.

Table 5: Significances of Relationship between Rural School Students Attitude and Attitude and Achievement.

Variable	Computed R	R-Squared	Adjusted R-Squared	Standard Error	Beta	"T"	Significance of "T"
Rural Students' Attitude	0.5017	0.2517	0.2474	7.2470	0.5017	7.650	.0000
Constant						4.290	0.0000

Significant at P < 0.05

Result in table 5 shows that "T" was higher than significance of "T". Hypothesis 2 was also rejected. It shows there is a significant relationship between Attitude and achievement of senior secondary school students in reading comprehension.

DISCUSSION

Correlation between Urban Students' Attitude and Reading Comprehension Achievement
Finding showed that coefficient correlation between urban students' attitude and reading comprehension achievement was 0.84 which indicated a very high positive relationship. The corresponding hypothesis, which is hypothesis 1 indicated that 'T' at 22.83 was greater than significance of T' at 0.0000. Hypothesis 1 was rejected since it indicated there was a positive relationship between urban students' attitude and reading comprehension achievement. This indicates that school location has a positive relationship with students' achievement in reading comprehension.

The above finding agrees with Heinrich's theory as modified by Encyclopedia Britannica (2014) and Oxford Bibliographies, (2015) who aver that farmers that are proximate to disposal market tend to produce crops which have the highest market value that will give them the maximum net profit; that the question of what industry should be sited where, should be considered important in any business enterprise. Location theory equally maintains that when transportation costs are low, the maximum net profit (location or land rent) will be high. This view equally agrees with the views of Weber (1909) as modified in Oxford Bibliographies (2015) which maintains that the weight of raw materials for production and the final commodity itself are important determinants of the transport costs and the location of the production. This implies that the more significant the raw materials and the finished product thereof, the weightier the costs. The finding shows that the attitude deposition of learners is a determinant to their learning achievement.

Correlation between Rural School Students' Attitude and their Reading Comprehension Achievement
Findings revealed that correlation coefficient between rural students' attitude and reading comprehension achievement was 0.50 which indicated a medium positive relationship. Hypothesis

2 which is a corresponding hypothesis indicated that 'T' was 22.83 and greater than significance of 'T' at 0.0000. The hypothesis was again rejected since it showed there was a significant relationship between rural school students' attitude and reading comprehension achievement. This situation corresponds with the view of Adesiyi (2014) who maintains that most rural schools lack amenities and the resultant effect have been the sorry state of education in terms of teacher shortage and poor quality of instructional delivery. Good social amenities in schools help in drawing quality teachers to school. It equally attracts students as it makes them learn with concentration. However, the level of relationship between rural students' attitude and achievement was less than that of their urban counterparts. We may not rule out the fact that there are still students of high intelligence quotient in the rural schools who may not be so easily influenced by certain environmental factors that often distract attention to studies such as social clubs. Moreover, there are fewer social activities in rural schools than in urban schools. Students in rural communities are less likely to be as highly influenced by such distractions provided by the social media and clubs activities which often affect the reading habits of learners as their urban counterparts.

CONCLUSION

There has been a persistent poor achievement of senior secondary school students in qualifying English language examinations such as the West African School Certificate Examination (WASCE) among others. Various factors have been blamed for this situation. The study set out to investigate how location correlated with senior secondary school students' reading comprehension achievement. Results revealed that location have relationship with students' reading comprehension achievement. This study has succeeded in successfully establishing that the location where schools are sited have relationship with students' academic achievement.

Recommendations
From the result of this study, the following recommendations were made:
Government should device a policy that would encourage qualified English language teachers to accept posting to rural schools. To make this gesture attractively workable, government should give monetary incentive to these English language teachers. Apart from that, government should make it a policy for school principals and the Parent-Teacher Association (PTA) to provide free residential homes for such rural English teachers.

In view of the fact that attitude plays a significant role in determining the achievement of senior secondary school students in reading comprehension, English language teachers should closely monitor students' attitude towards the English language instructions that they deliver. This close monitoring will enable teachers to ascertain when students' interest in learning begins to decline. According to Michelle (2013), students must be made to feel a sense of worth. Motivation is one way of making students feel a sense of worth by reviving their waning interest in learning. Michelle (2013) went further to state that a lack of motivation could mean an apathetic attitude or lack of self-confidence in school among students.

Urban schools should be sited within the noiseless area of the town where noise and urban influence will not constitute interference to learning.

Rural schools should be sited at areas where they are accessible to the greater number of rural dwellers. This will enhance effective school-community relationship. If rural secondary schools are located in solitary areas of the communities, even though English language teachers are given residential accommodation by the communities, they will still find it difficult to operate since their security might not be guaranteed and that may make them to still seek to leave that rural place for urban school.

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