

**The Influence of School Sex, Location and Type on Students' Academic Performance****Musibau Adeoye Yusuf\* and Johnson Tayo Adigun\*\****\*Amoye Grammar School, Ikere-Ekiti, Nigeria**Telephone: +234 805 773 3309/ +234 806 291 5901; E-mail: siyanmade@yahoo.co.uk**Department of Primary Education Studies, College of Education, Ikere- Ekiti, Nigeria**Telephone: +234 803 940 9235/ +234 805 572 6539; E-mail: drjato@yahoo.com***KEYWORDS** Mixed Sexed. Single Sexed. Urban. Rural. Public. Unity. Performance

**ABSTRACT** The paper examined the influence of school type, sex and location on students' academic performance in Ekiti state secondary schools. The sample of the study consisted of forty (40) secondary schools. Four (4) Government colleges (State Unity colleges) were purposively selected for the study while thirty- six (36) public secondary schools were randomly selected for the study. The school sampled had presented candidates for both West Africa Examination Council (WAEC) and National Examination Council (NECO) respectively. An instrument, school type, sex, location and students' academic performance inventory was used to collect data for the study. Data collected were analyzed using percentage scores and t- test statistics. Three null hypotheses were generated and tested at 0.05 level of significance. Findings from the study showed that the level of students' academic performance was low. It was also revealed that school type, sex and location had no significant influence on students' academic performance. Based on the finding it was recommended that educational planners, administrators and evaluators should appreciate the fact that the Parent Teacher Association; Guidance and Counselors, philanthropists, students and society at large have crucial role to play in improving students' academic performance and solicit their supports in this regard.