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Research Paper

RELATIONSHIP BETWEEN GENDER, ATTITUDE AND ACADEMIC PERFORMANCE AMONG NCE STUDENTS

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ABSTRACT **Education is the process of enhancing an individual's abilities and potentials in order to prepare them for success in a particular society or culture. Education, invitehwis, ulture. Education, invitehwis, primarily serves the purpose of individual growth. Education starts at birth and lasts a lifetime; it is continuous and ongoing. Schooling often begins between the ages of four and six, when children are grouped in groups for particular guidance oknilsls and competencies that society considers significant. In *the past, the process was considered complete once of ficial elementary and secondary schooling was completed.***

KEYWORDS :education; Schooling;children;learning;self-realization

INTRODUCTION

Adults, on the other hand, are increasingly learning in informal settings throughout their working lives and even into retirement in today's information age. In its broadest definition, education can be defined as a process that aims to instill the information, skills, and attitudes that enable people to cope effectively with their surroundings. Its main goal is to encourage and promote everyone's fullest individual self-realization. Understanding and commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare are required to achieve these goals.

The global marketplace is growing increasingly competitive. Personal progress is increasingly dependent on the quality of one's work. Parents want their children to reach the top of the performance ladder as quickly as feasible. This drive for high accomplishment places a great deal of pressure on students, teachers, parents, schools, and the education system as a whole. In fact, it appears as if the entire educational system revolves around students' academic success, even if the system is meant to provide a variety of other outcomes. As a result, schools devote a significant amount of time and effort to assisting students in improving their academic performance. The significance of scholastic and academic success has prompted educational experts to ask crucial concerns.

Gender issue has become the talk of today's forum. Although the literacy rate is more among the boys than girls, it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examinations. From the last ten years, it is very fascinating to find note to the girl's figure to be more often in top ten two ranks in tenth class annual examination. Earlier some of the researches reported that intelligence was the only factor that causes gender variations among high achievers.

ender refers to socially constructed differences between male and female. Scholars, policymakers, and practitioners have observed and seem to agree upon socially constructed differences between male and female and its significant effects in their lives. Studies conducted across the world among the students studying in different levels found a significant gender difference in academic performance. Several studies have reported that female students outperform their male counterparts exists at the level of cognitive functioning in the academic environment. Girls are likely to be more adaptive in learning in a different environment. In a survey of secondary school pupils in Kenya, Wangu (2014) discovered that boys passed more exams than girls. Goni et al. (2015), on the other hand, found no significant gender differences in academic achievement in a sample of college-aged pupils. Gender imbalance in the classroom has also been documented in studies due to instructional design during the teaching and learning process. Teachers may unknowingly adopt conventional routines or practices that discriminate between boys and girls.

The results of a study of sex disparities in academic achievement in the arts and sciences are contentious. Despite the fact that scholars became interested in the subject at the turn of the twentieth century, the conclusions have remained inconsistent to this day. Some researchers blame the discrepancies on methodological faults, while others point to factors that favor males' academic achievement over girls', such as girls' aversion to physical sciences, as a possible explanation for the observed performance gaps. Iroegbu (2000) observed that boys did much better than girls in secondary school science and proposed that there are factors in the learning process that effects girls' and boys' comprehension differently.

In a study of gender disparities in chemical problem solving among Nigerian secondary school chemistry students conducted by Adigwe (1993), men students outperformed their female counterparts. Unlike other researchers, Betz (1994) discovered that girls outperform boys in numerous scholastic courses, including mathematics, physics, and engineering. In his study, Scrimgeour (1993) compared boys and girls in seven separate areas: the content of the lesson, class management, questions asked of, questions asked by, tasks assigned to, discipline of, and additional transactions. He came to the conclusion that boys scored higher on all of these levels than girls, and that the discrepancies identified between the genders were due to variations in the school environment.

The widely used intelligence tests do not usually find differences between girls and boys, according to Klausmier Hodwin (1996). In both intelligence and achievement tests, however, girls typically score higher on verbal items and boys on quantities and spatial items. Boys and girls obtain higher grades in school, however after the fifth grade, boys and girls reach equal levels of proficiency in both Arts and Science areas. Aghenta (1989) found that poor performance was caused by the formation of a negative attitude toward science, mathematics, and technology; she also discovered that positive attitudes toward SMTs were one of the reasons facilitating excellent performance among students. She went on to say that one's attitude toward mathematics and science is a strong predictor of success in such subjects.

Bandura (1997) in his study found that the achievements gap among boys and girls as a result of sex differences in belief students hold about mathematics as a discipline. In short available literature agree that particular conditions can bring about the differential performance between boys and girls, with varying degrees and points of emphasis on subject. It is against this background that the study was design to investigate the relationship between gender, attitude and academic performance among NCE students.

Objectives of the Study

The objectives of the study are:

1. i. To determine the relationship between attitude and

academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

1. ii. To determine the gender difference in attitude among NCE students in Kashim Ibrahim College of Education Maiduguri.

iii. To determine the relationship between Gender, attitude and academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

Research Hypothesis

H01: There is no significant relationship between attitude and academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

H02: gender has no significant influence on students' attitude among NCE students in Kashim Ibrahim College of Education Maiduguri.

H03: There is no significant relationship between Gender, attitude and academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

Materials and Methods

The study was a survey research because it dwelled on the collecting opinions of respondents. The research study was mainly quantitative. The researcher used a cross section of subjects (students) from different departments. The population of the study comprised of all NCE students of Kashim Ibrahim College of education while one hundred and twenty six (126) students were randomly selected. A self- developed questionnaire and a pro former and were used for data collection. Data collected was analyzed using independent sample t-test, Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis.

Results

Hypothesis One: There is no significant relationship between attitude and academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

Result from table 1 revealed that there was strong positive relationship between students' attitude

and their academic performance with Pearson Product Moment Correlation Coefficient ? = 0.874.

The result further revealed that the relationship between students attitude and their academic performance was statistically significant as indicated by the p-value (0.00) which is less than the level of significant. Therefore, attitude has significant influence on students' academic performance and hence, hypothesis one is rejected.

Hypothesis Two: Gender has no significant influence on students' attitude among NCE students in Kashim Ibrahim College of Education Maiduguri.

Table 2 gives the summary of the independent sample t-test on the gender difference in students' attitude toward study. Result revealed that there was no statistically significant difference in the attitude of male and female students toward study because the p-value (0.892) is greater than the level of significant (0.05). Therefore, hypothesis two is rejected.

Hypothesis Three: There is no significant relationship between Gender, attitude and academic performance among NCE students in Kashim Ibrahim College of Education Maiduguri.

Table 3 gives the summary of the regression analysis on the relationship between gender, attitude and academic performance among NCE students. Results revealed that there was statistically significant relationship between gender, attitude and academic performance among NCE students because the p-value (0.00) in the ANOVA table is less than the level of significant (0.05). The r-Squared statistic indicates that the model as fitted explains 94.91% of the variability in CGPA. The adjusted R-squared statistic, which is more suitable for comparing models with different numbers of independent variables, is 94.8254%. The standard error of the estimate shows the standard deviation of the residuals to be 0.24. The Durbin-Watson (DW) statistic tests the residuals to determine if there is any significant correlation based on the order in which they occur in the data file. Since the P-value is greater than 0.05, there is no indication of serial autocorrelation in the residuals at the 95.0% confidence level.

Table 4 gives the values of the regression coefficients. It can be seen that the p-value of the variable gender is 0.986 which is greater than the level of significant (0.05) that shows that gender is not a significant predictors of academic performance while the p-value of the variable students' attitude is 0.00 which is less than the level of significant (0.05). Therefore, students' attitude is a significant predictor of their academic performance.

CONCLUSION

Based on the findings of the study, it was concluded that students' attitude toward study has significant influence on their academic performance. In another word, students' attitude is a significant predictor of their academic performance.

Plan

Abstract

Introducation

- Objectives of the Study
- Research Hypothesis
- Materials and Methods
- Results

Conclusion

References

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