



A COMPARATIVE ANALYSIS OF THE ACADEMIC PERFORMANCE OF STUDENTS OF FACULTY OF EDUCATION, KEBBI STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY, ALIERO, NIGERIA

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Abstract

This study compared the performance between male and female undergraduate students of faculty of education, Kebbi state university of science and technology, Aliero. Nigeria. The research design of this study is a combination of two research designs, namely documentary analysis and survey design. The population of the study comprised of the entire undergraduate students from the faculty of education. A sample of 350 students was drawn from the target population. Stratified random sampling was used to determine the sample size of male and female in the quantitative approach. Simple random sampling was used to select the actual students that participated in the study. The instrument used for the collection of data was questionnaires. To establish the validity of the instrument, experts and professionals were consulted. The collected data from the pilot study were statistically analyzed to determine the reliability coefficient. The study also used the final cumulative grade point average (CGPA) of students' examination results in 2019/2020 academic session of the sampled students obtained from the examination officer for the analysis. The independent t-test statistics was used to test the hypotheses at 0.05 levels of significance. The findings revealed that the male and female students of the faculty of education have no significant difference in their academic performance even though the male students had slightly higher mean scores than the female students. It is concluded that there are no longer distinguishing

differences in the academic performances of students in respect to gender. In addition, some recommendations were proffered.

Keywords: *Comparative analysis, Education, Faculty, Performance and Students*

INTRODUCTION

Performance is an integral part of the academic performance of a student, as it remains the only evidence that could be felt and seen in the course of training any learner (Ige, 2012). Performance could be accessed through several ways, but academic performance is usually accessed through a thorough assessment of students.

According to Olamouisi (2008) examination had been proved to be the most reliable form of assessing learners, particularly in schools, where learners exist in groups, according to their respective classes or levels. The result obtained at the end of any examination conducted for a group of students turn out to determine and showcase the academic performance of each of the students that participated in the examination. The works of Hazel (2008) show that the approach adopted in conducting examination at different schools could vary but no matter the technique used, it must be critically weighed to ensure that it meets the necessary requirements that could give room for good performance of students.

The entire teaching and learning process are directed towards the academic performance of students (Ediho, 2009). This is equally the case in university where each student is expected to offer several courses, which include those that are termed core courses. Apart from the core courses which are compulsory courses for all students, there are some courses which are electives, in other words, they are elective courses and are not compulsory. A student is therefore expected to make a choice by deciding and choosing the electives he/she would offer.

Fennema and Sherman in Olasehinde, & Olatoye, (2014) found out that the choice of courses which would eventually categorize a student at the university level as an 'education', 'art' or 'science' student has a significant effect on the performance of such student. Kolawole & Oluwatayo (2013) pointed out that it

is common when students perform very well in examinations in a particular course, the university management usually singles out the lecturer who teaches the course for honor or commendation. This shows how much value is placed on the performance of students by university administrators. This does not terminate within the institution, as it also extends to the families where parents celebrate their children who performed excellently, for bringing honor to their homes.

Gender in common usage refers to the sexual distribution between males and females. Social scientists however, refer to the term as a social construction rather than a biological phenomenon. According to Adeyemi (2016), gender or sex should not have any influence on the academic performance of students irrespective of the educational level, as both males and females have equal opportunity. Contrary to the above, Tyler in Khan (2012) in separate studies found out that boys clearly perform better than girls. On the influence of sex on academic performance, Maccoby in Umar (2008) acknowledges the superiority of males over their female counterparts when he noted that in all tests, boys obtained higher scores than girls.

In another study, it was revealed that members of each gender are encouraged equally and therefore, become interested in and proficient at the kinds of tasks that are most relevant to the roles they currently or are expected to play in the future (Lee & Stewart, 2016). Nevertheless, the works of Famade (2011) shows that females have better academic performance than males. The intellectual capabilities of both males and females are similar if not the same. This similarity should therefore be seen reflecting on the end results each time both genders engage in a test of ability as is done in university through examinations. Practically, none of the genders accept that the other can be of a better academic performance. Nevertheless, this cannot change the possibility of observing differences in the academic performance of males and females (Okorundu, 2011).

Over the years, the academic performance of students in tertiary has been a source of worry to teachers, parents, educational administrators and the society at large. This is more evident in the fact that the input has not always been equivalent to the output. In other words, the knowledge impacted on students

by teachers is not always seen reflecting on their performance (Dike, Anyanwu, Zachariah, Dalhatu, & Samuel, 2018).

Generally in Kebbi state if not Nigeria as a whole, it is a belief that male students are at the forefront when compared to the female counterparts (Adigun, Onihunwa Irunokhai, Sada and Adesina, 2015). Most of these literatures on gender differences strikingly are based on findings from secondary schools. If these findings were also to be obtainable in Universities in Nigeria, the implication is that the female student teachers produced will be of lower quality than the male students and may be incompetent to impart the knowledge of science and technology to the teeming population of their pupils/students.

Previous studies on the academic performance of students were almost generalized for both genders. Not much has been done in attempting a comparison of the performance of males and females in the Kebbi University. This could be due to the fact that several researchers have failed to consider the possibility of having differences in the academic performance of both genders. It is against this background that this study was undertaken to empirically determine the academic performance of students in the Faculty of Education, Kebbi state university of science and technology, Aliero Kebbi State, Nigeria with the aim to ascertain the real effect of gender on their performance.

Statement of the Problem

The main way of showing the academic ability of any student is by having a close check on the student's academic performance. The problem of this study is to compare and find out whether there is a difference in the academic performance of male and female undergraduate students. This gives rise to a strong quest in finding out which gender truly performs better than the other and of course the possible factors that could contribute to such difference. These factors when known could be harnessed to assist the weaker gender to achieve a commendable performance as well.

Objectives of the Study

The objective of the study was:

- To examine the difference in the academic performance of male and female undergraduate students

Hypothesis

To achieve the above objective, null hypothesis was tested:

- There is no significant difference in the academic performance of male and female undergraduate students

METHODOLOGY

Research Design

This study adopted a combination of two research designs, namely documentary analysis and survey design. As a survey research, this study involved the use of questionnaire to gather data. The data gathered were used to compare the performance of male and female undergraduate students.

A survey design is a study in which a random sample is taken from a well defined population, data is collected from the sample, a statistics is calculated from the data, and the statistics is used to estimate the through value in the population (Sambo, 2005).

Population of the Study

This refers to the population to which the findings are applicable, hence the target population. For the purpose of objectivity, the target population of this study comprised of all the undergraduate students in the Faculty of Education, Kebbi state university of science and technology, Aliero Kebbi state that were registered for 2018/2019 academic session. The total number of students was one thousand one hundred and twenty nine (1,129), of which seven hundred and fifty three (753) students were males and three hundred and seventy six (376) students were females.

Sample and Sample Technique

The random sample method was employed in selecting the samples of this research. This method was considered the most appropriate since it uses the principle of randomization, which is a procedure that gives every subject in the population an equal chance of participating in the selection. The sample size comprised of two hundred and fifteen (215) male and one hundred and thirty five (135) female undergraduate students in the Faculty of Education, Kebbi

state university of science and technology, Aliero respectively. This gave a total number of three hundred and fifty (350) students.

This sample size was based on Krejcie's and Morgan's table for determining sample size from a given population. The hat and draw method was used in selecting the samples at random. This involved a situation where 215 and 135 pieces of papers (2 sets) had 'yes' written on them and mixed with 538 and 241 pieces of papers with 'no' written on them, for male and female students respectively. The two hundred and fifty (250) male students were asked to pick randomly from one set while the one hundred and fifty (150) females were asked to pick randomly from the other set.

Instrument for Data Collection

The instrument used for the collection of data was questionnaire. There were two sets of questionnaires and this was done to ensure a fair degree of accuracy in data collection. Each set of questionnaire contains a total number of ten (10) questions. The questionnaires were close ended or structured questionnaires. This was done because it allowed the researchers to make a list of the items from which the respondents chose options. It gives no provision for explanation on any choice made by a respondent. According to Best and Khan (2006), the closed form of questionnaire is very easy to fill, takes time, keeps the researchers on the subject, making it relatively objective and fairly easy for him/her to analyse and tabulate.

Validity of the Instrument

In determining the validity of the instrument, some lecturers in the Department of Education Foundations, Faculty of Education were presented with the questionnaires for corrections. Initially there were twenty (20) items on each of the questionnaires. In the course of the corrections, some items were dropped, some added and some rephrased, to arrive at the final ten (10) items. All necessary corrections were effected before the questionnaires were administered.

Reliability of the Instrument

A pilot study was conducted by the researchers prior to this study. Test-retest method was used to obtain an index of reliability of 0.81 which was high enough.

Method of Data Collection

Two sets of data were collected for the purpose of this study. Examination records were collected from the examination office of Kebbi state university of science and technology, Aliero. The results of the final cumulative grade point average (CGPA) of students' examination results in 2019/2020 academic session were analysed.

The researchers personally administered the questionnaires. The students were converged in a hall, where they were given the questionnaires, explained the purpose of the exercise and asked to fill the questionnaires individually. All the questionnaires given out were collected.

Analysis

The independent t-test statistics was used to test the hypotheses at $p \leq 0.05$ levels of significance for the determination of the gender-based performances of students in Faculty of Education with statistical package of version IBM 23.

RESULT

Hypothesis: There is no significant difference in the academic performance of male and female undergraduate students

Table 1. T-test statistics of the gender based academic performance of students

Variable	Types	N	Mean	Std. Dev.	Df	t-cal	t-cri
Academic performance	Male	215	2.5512	0.476	348	0.432	1.86
	Female	135	2.5021				
							1.04011

The independent t-test statistics in table above reveals that there is no significant difference between the academic performance of male and female undergraduate students. This implies that the computed t-value of 0.43 is lower

than the critical t-value of 1.86 at df 348. Their computed mean academic performances are 2.55 and 2.50 for male and female students respectively. Therefore, the null hypothesis was accepted and retained.

DISCUSSION OF RESULTS

Tables 1 reveal that the male and female students of the faculty of education have no significant difference in their academic performance even though the male students had slightly higher mean scores than the female students.

This finding supports the study of Tambaya, Subitu & Mutazu (2016) who also found no gender differences in the performance of students in the same subjects. The finding is also in agreement with the works of Lynn and Jaan (2008) who also indicated that there was no significant difference in the performances between the male and female students in their various science subjects studied. This finding however negates the findings of Amoo (2011) and Olorunkooba, Lawal & Jiya (2012) who asserted significant differences between male and female students' performances and vice versa in science subjects studied.

CONCLUSION

The study compared the academic performance of male and female students in the Faculty of Education, Kebbi state university of science and technology. Based on the finding of the study, there is no significant difference in the academic performance of male and female students in academic performance, implying that there are no longer distinguishing differences in the academic performances of students in respect to gender. This also implies that the belief that male students perform better than the female counterpart in academic performance does not hold at the Faculty of Education, as in other tertiary institutions in Nigeria as suggested in literature. It further supports global trending literature on the narrowness of gender gap between students' achievements in all levels of educational institutions (Dike, Anyanwu, Zachariah, Dalhatu, & Samuel, 2018).

RECOMMENDATIONS

On the basis of conclusions, the following recommendations were made:

Adequate facilities should be provided and upgrade the already existing ones by the relevant authorities for effective teaching and learning. It is recommended that Admission of students into Faculty of Education and other Faculties should be done without gender bias. It was further recommended that, there should always be provision for well qualified lecturers who will teach the Biology courses with suitable teaching strategies in Faculty of Education and other Faculties to continuously improve the performance of student and sustain the gender equality.

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