

**GENDER AND RESIDENTIAL DIFFERENCES IN ACADEMIC
PERFORMANCE OF SOCIAL STUDIES STUDENTS OF EKITI STATE
UNIVERSITY, ADO-EKITI**

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Abstract

The study sought to establish the magnitude that exists between gender and residential differences in academic performance in Social Studies courses for final-year students in the 2008/2009 and 2010/2011 academic sessions. An "expost facto" correlation design of survey type was adopted in the study. A random sample of final-year Social Studies students' level was selected for the study. A data collection inventory was used to obtain relevant information used in the study. Two hypotheses were raised and the data collected were analyzed using student t-test statistical analysis at 0.5 level of significance. The results showed that there was no significant difference between male and female academic performance in Social Studies. Results also showed that students academic performance in Social Studies do not significantly differ on the basis of residence. The study concluded

that distance from learning place or place of residence does not affect the academic performances of the students; and that residing in the hostels should not be made compulsory for the students.

Keywords: Gender, Residential Location, Academic Performance, Social Studies, Undergraduates

Introduction

Student's academic performance is defined as the level of attainment person in an examination; that is, how an individual is able to demonstrate his or her abilities in an examination (STAN, 1992). Adeyemi (2005) views academic performance as the scholastic standing of a student in a particular examination at a point time.

This could be viewed in terms of grades obtained in such examination in a particular course of study. Performance is seen as a measure of output and that the main outputs in education are measured terms of learning, meaning that changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system (Simkins, 1981).

Student's academic performance is determined by their learning abilities which are different in term of their intelligence. While some are bright, some are dull; the brilliant learners understand more easily and learn more quickly and are able to retain what they have learnt for a longer period while the dull students exhibit

features that are the exact opposite. Individual learners differ in certain respects as no two individuals are exactly alike even identical twins.

According to Owuamanam and Owuamanam (2002), individual differences among human beings are of many dimensions but the intervention of two major factors responsible for the variability in human characteristics are heredity and environment. Most students are inherently brilliant, still they do not perform very well in their examinations while others in the same category excel creditably due to some factors. It could be assumed that studying at the University level is associated with many factors which facilitate or retard the academic performance of the students. Factors like race, gender, students not admitted to study the course of their choice, qualification, distance from learning place etc. could be response for student's brilliant or poor performance in the examinations. A number of other factors other than the ones above have been empirically reviewed to be associated to student's academic performance. They include; students' home background with such variables like parental level of educational attainment, financial standing, nature of discipline, marital status (single parents syndrome) etc. the school environment and school policy (e.g teachers availability, competence and

motivation, instructional facilities, boarding or non-residential policy etc) and gender issues or factors (Ogunniyi, 1986; Ogunkola, 1991; Rector 1995; Oluwole Aremu and Oluwole 2001). Similarly, Wankowski (1973); Okoroor fa(1985) Adedeji (1985); OECD (1989); Al-Methan and Wilkinson and Oluwole 2000; Aremu and Oluwole 2000; Ogunkola 2000;(1992) corroborate the above factors. For instance Okoro and Adedeji 1985) reported that the interest of the students needs to be put in place, Adedeji (1985) also believes that the interest of the students serves as a great motivating factor for learning. Other contributors like Al-Methan and Wilkinson (1992) argued that students' academic problems arise from personal inadequacies such as low ability negative self concept, anxiety, environmental influences such as poor classrOom conditions, peer groups, residential location and home support opportunities. Adeniyi (1996) discovered that sex is one of the predictors of human behaviour, conduct and achievement (academic achievement or performance inclusive). It was also observed by Bachan and Reilly (2003) that there are differences in the performance of male and female students in A-level subjects meaning that the female students score lower marks than their male counterpart. In his own contribution, Ogunkola (2000) stated that male and female students' cognitive entry behaviour in Biology is the same but performances vary. Amposah and Krekling (2000) revealed that sex differences in relevant spatial experiences do not act as mediator to sex differences in

performance in spatial tasks. According to Abu-Hilal and Aa- Hussain (1992), reported that the Arab females make a better distinction of their worthiness in different areas than their male counterparts. In the work of Hattori and Lyan (1997) while carrying out a research work on male versus female difference on the Japanese Wechster Adult Intelligence Scale (WAIS-R) observed that males have a higher full scale of 3.3 I.Q points. In line with this discovery Bennatt (1997) came out with his own discovery where noted that men's abilities are significantly higher than women's in logical-mathematical, spatial and Kinestbetic tests.

However, recent research on how college affects students indicates that living on campus can positively impact retention and graduation (Pascarella & Terenzini, 2005). As the authors noted, living on campus promotes social integration, personal growth and development, and encourages more participation in campus activities, all of which can lead to increased persistence. This study therefore explores the impact of living on campus or off campus of female and male Social Studies Students and differences in their academic performance.

Objective of the Study

The objective of this study is to examine the different nature of gender and residential location as independent variables of note on the academic performance

of Social Studies students from Ekiti State University, Ado-Ekiti. The reason behind this is to find out what effect would residential location and gender differences have on the academic performance of the students and it is believed that this would further extend the level of knowledge in this area and also provide a sound empirical verification on the subject matter.

Hypotheses

The following hypotheses were raised in the study:

- i. There is no significant difference between the mean scores of male and female students in Social Studies Education.
- ii. The academic performance of the students residing in the hostels and those off-campus will not differ significantly.

Research Method

The study adopted the 'expost facto survey design. The study investigated the extent to which gender differences and residential locations affect students' academic performance in Social Studies courses in Ekiti State University. The sample for the study consisted of all the final-year Social Studies students of Ekiti State University, Ado-Ekiti randomly selected for the purposive sampling because they simply satisfied the specific need for the study. The instrument employed in this study was an inventory on student's performance and bio-data. The inventory

requested for student's name, sex, residential area and CGPA obtained in Social Studies courses for four years (100 level to 400 level) for 2008 to 2011 academic session.

The CGPA for the students were obtained from the Head of Department of Educational Foundations and Management (EFM). Data collected through the inventory were analyzed by using the appropriate statistics: statistical mean and student t-test analysis. All hypotheses were tested at 0.05 level of significance.

Results

Hypothesis I

Ho₁: There is no significant difference between the mean scores of male was and female students in Social Studies Education.

Hypothesis 1 was generated to find out the effect of gender difference on the academic performance of the students. To test this hypothesis, students were categorized on gender basis and their CGPA were aligned to their gender difference and this was subjected to t-test statistics at 0.05 level of significance.

The result is presented below in table 1.

Table 1: t-test summary on gender and academic performance

Academic Performance							
Gender	N	X	s.d	df	tcal	ttable	Result
Male	45	2.75	0.55	88	1.66	1.98	Not significant
Female	45	3.29	0.34				

P > 0.05 (Not Significant)

From the table 1 above, students' overall performance is presented according to their gender difference. From the table, the mean CGPA of male students is 2.75 while that of their female counterpart is 3.29. A paired sample correlation and difference ($P > 0.05$) show that there is no significant difference between the performance of male and female students.

Hypothesis 2:

H₀₂: The academic performance of the students residing in the hostels and those off-campus will not differ significantly.

Hypothesis 2 was raised to find out whether residential location of the students has any effect on their academic performance. In doing this, student's residential locations were sorted out in line with their academic performance without regard to their gender difference. This subjected to t-test statistical analysis at 0.05 level of significance. Table 2 shows the result of the analysis.

Table 2: t-test summary on residential location and academic performance

Location	Academic Performance						
	N	X	s.d	df	tcal	ttable	Result
Hostel Accommodation	49	2.87	0.615	87	0.91	1.98	Not significant
Off-Campus	45	3.29	0.34				

P > 0.05 (Not Significant)

The result in table 2 indicated that t-calculated (0.91) is 0.05 of significance. Therefore, the hypothesis is accepted meaning that students' residential location does not affect their academic performance.

Discussion

The study examined gender and residential in academic performance of Social Studies students in Ekiti State University Ado- Ekiti. The study showed that there is no significant difference between the mean score of male and female students in Social Studies Education. This agrees with Stewart et al (2006) studies that there is no significant difference in the performance of male and female students in their studies but this disagrees with Bechan et al (2003) that female students score lower marks than their male counterpart. This work is in contrast to Bachan and Reilly (2003) studies, where it was observed that there are differences in the performance of male and female students in A-level subjects. The difference in the students'

gender academic performance might have been adduced to this assertion by Bachan and Reilly, Some perceived that Social Studies Education is a course that is meant for the female folk. This could be justified by the population of the female students which outnumbered that of the male students in our classes. This may be an indication that female embrace teaching profession than males (Farounbi, 2009). This and many more might have been the reasons why there are difference in the performance of male from female this notwithstanding, female CGPA is still better than the males CGPA.

The result from the hypothesis two revealed that students residential location do not affect their academic performance. The work of Chansarkar and Mishaeloudis (2001) is in agreement with this work. They observed that distance from learning place or place of residence among other things does not affect the academic performance of the students. It was their believe that there are other reasons other than residential location that affect students academic performance among these are: truancy, laziness, poor preparation on the part of the students and finally many of them occupied themselves with intangible things rather than devoting much of their time to their academic studies (Omotoso, 1992). All these reasons could be subjected to further research work.

Conclusion and Recommendations

The study investigated the effect of gender difference on the academic performance of the students and students were categorized on gender basis and their CGPA were aligned to their gender difference and conclusions can be drawn that there is no significant difference between the performance of male and female students. Also, the study investigated whether residential location of the students has any effect on their academic performance. Student's residential locations were sort out in line with their academic performance without regard to their gender difference and it was discovered that residential location does not influence student's academic performance.

Based on the findings, the University authority should maintain the non-residential policy so as to allow students to choose whether to reside in the hostels or not. Also, female student performed better than the male counterpart in Social Studies Education the male students need a change of attitude and perception about the subject and improve in their academic performance. Lastly, there is need for the stakeholders to encourage the students to have a change of heart and attitudes towards their academic performance for a better future.

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