

**INFLUENCE OF GENDER DIFFERENCE ON STUDENTS' ACADEMIC
PERFORMANCE IN OVIA NORTH-EAST LOCAL AREA OF EDO STATE**

BY

**Roseline Omoyemwen EBOSE
EDU1510341**

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

SEPTEMBER 2023

**INFLUENCE OF GENDER DIFFERENCE ON STUDENTS' ACADEMIC
PERFORMANCE IN OVIA NORTH-EAST LOCAL AREA OF EDO STATE**

BY

**Roseline Omoyemwen EBOSE
EDU1510341**

**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF CURRICULUM
AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT FOR
THE AWARD OF BACHELOR OF SCIENCE B.Sc (Ed) DEGREE IN SOCIAL
STUDIES**

SEPTEMBER 2023

CERTIFICATION

We the undersigned certify that this research work was carried out by Roseline Omoyemwen EBOSE EDU1510341 of the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.

Dr. F. O. AHANOR
Project Supervisor

Dr. (Mrs.) A. H. OYAKHIROME
Project Coordinator

Signature and Date

Signature and Date

Dr. F. O. Idehen
Ag. Head of Department

Signature and Date

DEDICATION

This project work is dedicated to the God Almighty who taught man that which he knows not.

ACKNOWLEDGEMENTS

I wish to appreciate my able supervisor Dr. F. O. Ahanor for his strong, intellectual, constructive criticism and contribution towards the success of this research work. Also my appreciation goes to the Ag. Head of Department, Department of Curriculum and Instructional Technology, Faculty of Education, Dr. F. O. Idehen, the project Coordinator, Dr, (Mrs.) A. H. Oyakhirome for their love and support.

I am forever grateful to my lecturers in the Department of Curriculum and Instructional Technology and other lecturers in Faculty of Education and Social Sciences whose efforts made me who I am today. Worthy of appreciation are Prof E, O. S. Iyamu, Prof (Mrs.) E. O. Okobia, Prof J. Egharevba, Dr. L. Aimieyekagbon, Dr. R. Uzamere, Dr. F. O. Ahanor, Dr. (Mrs.), A. A. Mrs. Odia, Dr. (Mrs.) B. N. Aghahowa, Dr. (Mrs.) I. I. Omoregbe, Mrs. S. Uyi-Osaretin, to mention but a few.

Furthermore, my special thanks goes to my lovely husband Mr. Ebose Dominion and my lovely children, Master Ebose Celebration, Mr. Ebose Confidence and Miss Ebose Rhema for their financial support and encouragement. I love you beyond word can say.

TABLE OF CONTENT

Title Page	i
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Content	vi
Abstract	viii
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	3
Research Questions	3
Purpose of the Study	3
Significance of Study	4
Scope and Delimitation of the Study	4
Definition of Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Academic Performance of Boys and Girls	6
The Differences between Boys and Girls in the Academic Performances	8
Factors That Lead to Academic Performance in Boys and Girls	9
Teachers' Attitudes and Behaviour	10
Gender Biases and Stereotypes	11
Parental and Family Attitudes	12
Attitudes and Interest	13
Summary of Reviewed Literature	15

CHAPTER THREE: RESEARCH METHODOLOGY

Research Design	16
Population of the Study	17
Sample and Sampling Techniques	17
Research Instrumentation	17
Validity of Instrument	17
Reliability of Instrument	18
Method of Data Collection	18
Method of Data Analysis	18

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS

Presentation of Data	19
Discussion of Findings	25

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

Summary	27
Findings	29
Conclusions	30
Recommendations	30
References	32
Appendices	37

ABSTRACT

The purpose of the study is to determine the influence of gender difference on students' academic performance in Ovia North-East Local Area of Edo State. The target population for the study comprise of teachers in senior secondary school in Ovia North-East Local Government Area of Edo State. A sample size of 80 senior secondary schools which consist of 8 teachers from each school, descriptive survey designed was used for the study.

The reliability was done by administering questionnaire to 20 respondents and the data obtained correlated using the Pearson Product Moment Correlation Coefficient to determine its appropriateness and a reliability value of 0.698 was gotten

The findings from the result includes: It was discovered that female perform much better than their male counterpart; that in the subject level girls perform much better than their male counterpart.

It was recommended schools administrators' should improve teachers working conditions by, increasing their numeration and fringe benefits to motivate them for work. They can also be made aware of impact of their actions on girl's child education.

CHAPTER ONE

INTRODUCTION

Backgrounds to the Study

Education is the responsibility of the ministry of education where by one of the aims of the ministry is to guarantee quality education system in the society. Schools whether public or private have a number of stakeholders undertaking certain activities.

Academic performance is the quality and quantity of knowledge, skills, technique and positive attitudes, behavior and philosophy that students achieve or acquire. This achievement is evaluated by the mark or grade that students attain in a term or education cycle. The quality of grades and the number of students that pass in the various grades determine the level of academic performance.

There are many factors, which account for the good or poor academic performance in secondary schools like; the quality of students admitted the type of scholastic materials available in the school and home environment, the methods of teaching, the nature of administration and teachers involvement in academic matters. However, it seems that the most important factor to the academic performance of students is the influence of gender differences on students; academic matters. One of the reasons it was most important to analyze factors affecting academic performance is because of its significant influence on academic motivation and use of them for increasing academic success. As a consequence, learning and motivation are two variables for joint analysis. Though for some years

research on school learning has centered its attention in the cognitive trend, we currently find, coming from different perspectives, a generalized emphasis on the necessary interrelation between the cognitive and the motivational (Pintrich, 2000).

Gender is a strong predictor of human conduct and many differences have been documented on attitude and behaviour that affect academic performance in between males and females (Block, 2006). Calsmith (2007) explained that, the influence of gender and differences in academic performance is a complex task, thus many studies appear to be contradictory. A tremendous amount of work has been done in an attempt to find out potential causes of differences between girls' and boys' academic performances and this has clearly demonstrated that male students are superior to their female counterparts in qualitative courses. Maccoby (2003) for example, pointed out that girls are more conforming, suggestible and dependent on the opinions of others. The traits in turn have been related to dependency, inability to break a set of tasks. Maccoby then suggested that, these same traits in females might also account for their superior performance on tests involving analytic thinking, spatial and abilities.

In the same way, academic performance in secondary schools is a concern of all people who have invested interest in schools. This category may include teachers, parents, administrators, proprietors and the public. Regarding performance discrepancies of boys and girls, Megary (2004) concluded that once out of the primary school environment, Females under achieve in a variety of subjects. The reason why this occurs has to be

answered. This is in order to get a clear picture of situation from the Secondary School Students perspective; research on this topic is of paramount importance. Attempts will be made to identify the conditions presumed to be responsible for the differential performance of boys and girls as claimed by the teachers and some researchers.

Statement of the Problem

Research has shown that there are gender differences in the academic performance between boys and girls and researchers who have come out with contradicting finding about the influence of gender differences on academic performance have showed this. No similar studies have been undertaken in Edo State more particularly in Ovia North-East Local Government Area.

Research Questions

In order to test the impact of the various explanatory variables on the dependent variable, the following empirical questions are asked:

1. What is the academic performance of boys and girls?
2. What are differences in academic performance of boys and girls?
3. What factors leads to academic performance between boys and girls?

Purpose of the study

The purpose of this study is to determine the influence of gender differences on students academic performances in secondary schools in Ovia North-East Local Government Area of Edo State.

Significance of the Study

This study might be of great importance to the following groups of people:

Teacher

The teacher used this study to design suitable methods of teaching and to make the subject they teach relevant, interesting and meaningful to the learners. The teacher in grouping learners for self-help, grouping in the class, that is, they avoid to bundle boys alone in one group but mix them with the rest of their girls counter parts. It will also help them have an insight into some factors that affect girls' academic performance. It will also help them have an insight into some factors affecting the girl child academic performance. The teachers are also to explain to lay men in the profession of teaching, why boys are better classroom positions whenever responsibilities and tests are given respectively.

Researchers

Other researchers may use this report as a point of reference and a base for carrying out research in other related areas of education.

Scope and Delimitation of the study

The study was carried out in some selected secondary schools in Ovia North-East Local Government Area of Edo state. The study focuses on the influence of gender differences on students' academic performance in secondary schools in Ovia North-East Local Government Area.

Definition of Terms

In the study, terms used vary in meaning depending on their different contexts; it is therefore, the intention of the researcher to use the following meanings whenever the mention of the will be made;

Influence: The force with which one thing hits another or with which two things hit each other.

Gender: A state of being either male or female.

School: Is a social institution that has a set up to ensure intellectual and cultural progress through teachings and learning.

Performance: Students academic score attained in a given task.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter tries to bring out other researches done that are similar to my research problem. The chapter is sub divided into four sections these include;

- Academic performance of boys and girls
- Differences between boys and girls
- Factors that lead to academic performance in boys and girls
- Summary of literature review

Academic Performance of Boys and Girls

An examination of sex differences in academic performances in Arts or sciences reveals controversial results. Although researchers begin to show interest in the problem at the beginning of the 20th century, it is surprising that the results are inconsistent, even to this day. Some researchers attribute the differences to methodological flaws, while others mention conditions that favour academic performance of boys and girls such as an aversion of girls towards physical sciences and this could be responsible for the observed performance variations between the two groups. Iroegbu (2000), who studied secondary school science, found that boys performed significantly better than girls do and posited that there are things in learning process, which affect the understanding of girls and boys differently.

Maccoby (2004) found that many studies have traditionally, shown that boys mathematics achievement is superior to that of girls. Although his study is dated, the current study updates his findings by examining if such a view still holds some water today. Jegede (2000) in their study discovered that male students tend to score higher marks than females do in integrated science at the junior secondary school level.

Adigwe (2001) in a research that investigated gender differences in chemical problem solving among Nigeria secondary school chemistry students, male students scored higher than their female counterparts did.

Connor (2001) concluded that as boys and girls grow up the differences they have in achievement in other subject diminish except in mathematics. Helena holmlund (2006), girls perform increasingly better than boys in school. While it is well known that girls score significantly higher than boys on for example reading tests, there is now increasing evidence that the gender gap in school performance is closing in math and science, subjects thought of as being dominated by boys.

Czerniak and chirelott, (2004); kahle, (2003); schibeci and riley, (2006) in their studies agreed that male students in the united states of America exhibited more positive attitudes and enthusiasm toward science as a subject than do females. Others Studies in the last decade by Harms, Byre, and Yager, (2004) Hosfein and Welch (2002) have shown that students maintain a poor attitude toward science, with that attitude declining from the junior to senior high school. Archer and mc Donald (2005) in their study of the subjects

liked or disliked, chosen or not chosen by girls as well as subjects girls were supposed or not supposed to do, indicated that the most disliked subjects was mathematical followed by sciences.

Betz (2004) unlike other scholars found that girls perform much better than boys in many school subjects including mathematics, sciences and engineering. Scrimgeour (2003) in his study evaluated boys and girls on seven different areas; lesson core, class administration, questions asked of, questions asked by, tasks allocated to, discipline of, and other transactions. He concluded that boys scored higher on all of these levels than girls did, he added that classroom environment was responsible for observed differences among both genders.

Differences Between Boys and Girls in The Academic Performances

Klausmier (2006) noted: differences are not usually found between girls and boys by the widely used intelligence tests. However, girls typically score higher on verbal items and boys on quantities and spatial items in both intelligence and achievement tests. Girls receive higher grades in school than boys, however, after the fifth grade boys score as high as do girls on achievement in both Arts and Science subjects.

Fennema (2007) asserts that recent studies have shown on male superiority in all subjects. All new studies show that any male superiority in mathematics may be related to the way mathematics may be traditionally taught as competitive endeavor rather than a comparative group learning activity. When basic subject is taught in cooperative small

groups, girls do better than boys. Wilberg (2009) in a study of history classes and history tests found that girls outperform boys because they tend to work more conscientiously and word fluency, which contribute to better course work.

According to Onekutu (2002) urges that male student put up a superior performance as compared to female student. Williams et al (2000) who documented that in early years there no gender differences in achievement of boys and girls in early school. Gender differences become more apparent in the higher classes with boys performing better than girls in the areas involving calculations.

Kimball (2009) in an examination of sex differences in classroom performances found that female students outperform the male in standardized test measures of mathematics achievement such as the SAT-M in math classes. Baker and Jones(2003) in a study on sex differences among eight grade math performance, find no evidence of significant gender gap in over 77,000 students in 19 developed and developing countries. Both cross national variation in sex differences in mathematical performance and the trend towards less of a difference between males and females' questions and innate male superiority in intelligence.

Factors that can Influence Academic Performance in Boys and Girls.

- **Self-efficacy**

According to Schunk (2006), agreed that self- efficacy refers to judgments individuals make about their abilities to perform behavior at a certain level. Schunk (2006) also

agreed that students self-efficacy influences their type of activities done, the efforts expended on those activities, the ability to persist on doing a particular task, and the task that can be accomplished at a particular point in time.

Wainer (2002) emphasized self-efficacy as an important factor that plays a vital role in the task accomplishment of boys and girls in Art and sciences. Stipek (2001) in their study found that boys' attribution patterns and levels of self-efficacy are more self-enhancing than those of girls are.

Pajares (2009), in their study found that perceptions students have about themselves, and about their academic competence, influence what they can accomplish with the knowledge and skills they acquire in their lifetime education. According to Hackett et al. (2001) in "a self-efficacy approach to career development of woman" reveals that a woman's self-efficacy positively correlates with her level of achievement in the direction where she thinks her abilities are applicable.

- **Teachers' Attitudes and Behaviour**

According to Swill (2002) states that teachers attributes towards the teaching profession and towards the female students contributed to gender differences in performance of students. Meece (2004) which documented that the teacher expectations, attitudes and classrooms interaction affects the ability of the girls to perform in math's and allied sciences.

Gilligan (2002) and Spender (2002) in their studies found boys attracted more of teachers' attention in co-education classrooms; however, their findings are dated. Ray McCutcheon (2006) and Bettinger (2005) documented that boys received responses to more questions and teachers responded to their queries in more details.

Mwakilembe (2001) urges that the inability of teachers to derive satisfaction and motivation from their profession affects the performance of both genders differently.

Quaisie (2006) also posited in his that a number of male teachers qualified in the field of mathematics & science in Africa have a belief that many girls cannot work and think scientifically and that study of science is a technical puzzle their lives cannot solve, thereby discouraging them.

Mensch (2008) in their study on gender differences in schooling experiences on adolescents in low income countries found that teachers' sex preferences, low teacher expectations were a resident factor in the differential participation of girls and boys in school, they however, did their studies in primary schools. They also added that a teacher's behaviour more especially teaching habits, level of attendance and method of teaching influenced the participation of girls in classroom.

- **School Facilities**

Williams (2007) who posited those inadequate facilities in the school such as teacher supplies, water facilities, restrooms, lab equipment, basic instructional and

demonstrational materials strongly affect performance of students differently in relation on their gender.

- **Ability**

Meece (2004) stressed that for girls to deal effectively with science subjects they should perform completely well in mathematics. Competence in mathematics is a prerequisite well for entrance in scientific and technical fields. Henwood (2008) who documented that girls underestimate their capabilities and think their success is a result of chance, luck of effort and not their capability.

Taylor and Mountfield (2004) and Koch (2004) found that girls attributed their failure in terms of personal factors where as boys interpret their failures due to external factors. However, Taylor (2004), Koch, (2004) goes further to explain that girls attributed their inability to succeed in terms of inherent inadequacies' where boys interpret their failures due to extraneous factors.

Wainer and Steinberg (2002) in their researchers have found that female students receive higher grades than more men do because of their ability to work harder and attend class more frequently than male counterparts. Scholars like Campbell (2004), Taylor and Mount field, (2009) agreed that women and girls performance in computer science is curtailed by their abilities. On other hand a number of scholars also dispute, this assumption such as Anderson (2009): Lynn and Hyde, (2009) and agreed that whatever differences that may exist in abilities, they are socially constructed and never the less

their effect on achievement can be minimized or eliminated by training. Leonard and Jiang (2009) suggest that females have better study skills as compared to the male students, the evidence they used was not scientifically oriented weakening their arguments.

Betsworth (2007) adds that women tend to underestimate their capabilities in all areas of their lives such as the ability to learn, verbal spatial and aptitude skills. He notes low self-efficacy hinders initiatives for women and girls to undertake tasks in a direction that could even lead to achievements of tangible results. The study examines the relevance of tangible results. The relevance of these findings is in line with contemporary Nigeria.

- **Gender Biases and Stereotypes**

Betz (2004) issues such as gender role stereotypes, occupational stereotypes, gender bias in education, career counseling, low self-esteem, weak expectation for success represent barriers to women participation in Mathematics and science courses.

- **Parental and Family Attitudes**

Campbell et al, (2002) discovered how parents influence their daughter's science achievement by fostering positive attitudes about the subject: they even recommend that parents should openly talk their attitudes and performance. Davison (2003) Kapakasa (2002) found that parental attitudes toward their sons and daughters determine the allocation of resources and the level of parental involvement in education. Negative attitudes towards girl's education affect their participation, performance and time use at the domestic and school level.

- **Gender**

Fabunmi (2004) in his investigated the extent to which gender composition influenced the performance of students in secondary schools student in Nigeria states of Edo and found that gender was among the factors influencing differences in academic performance of students. However his study was a general and the current study will apart from looking at the overall performing will consider other levels such as at the subject level.

- **Attitudes and Interest**

Aghenta (2009) the development of a poor attitude towards science mathematics and technology was responsible for bad performance: she also found that among students positive attitudes towards SMTs were one of the factors facilitating good performance. She added that the attitude one holds towards mathematics of science is a powerful predictor of achievement in the respective fields.

Nakpodia, E. D. (2012) 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. Although the problem has been studied for decades, in other countries especially in the west the result so far reported by different researchers are inconsistent and inconclusive. In patriarchal structure have a powerful influence on differential performance and the education system is a reflection of societies thinking

about the education of girls. The educational provision made for boys and girls were biased towards the hegemony of boys. In recent years, the government has attempted to increase the participation rates of girls in the sphere of education, but enrolment rates are still low, especially in rural areas. Presently, but government is paying much attention on the education of girls, as shown in the education program of the country

Summary of Reviewed Literature

This chapter covers the review of literature upon which the study is based. It looked at the academic performance of students, the difference in academic performance of boys and girls and the factors that lead to the academic performance of boys and girls.

CHAPTER THREE

METHODOLOGY

This chapter comprises of the following sections namely:

- Research Design
- Population of the study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data collection
- Method of Data analysis

Research Design

The study was a survey research because it dwelled on the collecting opinions of respondents. A cross section design was used and use information was collected from different groups of people. The research study was mainly quantitative but also supplemented with quantitative. As the study seek to ascertain the Influence of gender difference on academic performance on secondary school Education in Ovia North-Earth local government Area. The survey research was chosen because it allows the researcher to collect a large amount of data in a relatively short period of time.

Population of the Study

The population of this study consist of Teachers in public secondary schools in Ovia North-East Local Government Area.

Sampling and Sampling Techniques

A sample size of eighty (80) senior secondary school teachers which consists of eight (8) teachers from each school, four (4) are female and the other four (4) are males was selected from Ten (10) Secondary Schools in Ovia North-East Local Government Area of Edo State. The researcher used that size to minimize time and costs. The schools and the teachers were selected using simple random sampling technique.

Research Instrument

The instrument used in this study is a questionnaire. And it consists of two sections (section A and B). Section A contains respondents bio data and section B contains 16 items design using the modified liketh scale format of Strongly Agree- SA, Agree -A , Disagree-D , and Strongly Disagree-SD, it was design to elicit respondents on the influence of gender difference in academic performance of boys and girls in Ovia North-East Local Government Area of Edo State.

Validity of the Instrument

The questionnaire instrument was validated by three research experts – my project supervisor and two other experts with Ph.D degrees in the department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City. Their

correction, opinion, suggestion and recommendation were used to ascertain the content validity of the instrument.

Reliability of the Instrument

Reliability of the instrument will be determined using a test-retest method. This will be done by administering the questionnaire to 20 respondents that will not be part of the sample of the study and after two weeks it will be repeated for the same group. The data obtained will be correlated using the Pearson Product Moment Correlation Coefficient to determine its appropriateness of use.

Method of Data Collection

The instrument will be administered to all the sample respondents by the researcher with the aid of two trained research assistants. Effort will be made to retrieve the instrument immediately. The researcher will take time to explain the instrument to the respondents for them to answer properly. The retrieved that were properly answered will be used.

Method of Data Analysis

Data collected will be analyzed using basic descriptive statistics like frequency count, percentages.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

This chapter deals with the data analysis of results collected, discussions and interpretation based on the questionnaire distributed to the respondents. The analysis of the data were grouped into positive response (strongly agree and agree) and negative response (strongly disagreed and agreed). The data analysis collected are tabulated and shown below.

DEMOGRAPHIC PROFILE:

Table 1: School Type of respondents. (N=80)

Type of School	No. of Respondents	Percentage
Single	12	15%
Mixed	68	85%
Total	80	100%

Table 1: Shows that 15% of the respondents are teachers from single sex schools while 85% are mixed.

Table 2: Sex of respondents

Sex	No. of Respondents	Percentage
Male	28	35%
Female	52	65%
Total	80	100%

Table 2 shows that 35% of the respondents are male teachers while 65% are female teachers.

Table 3: Qualification of Respondents

Qualification	No. of Respondents	Percentage
Diploma	36	45%
Graduate	44	55%
Total	80	100%

Table 3 shows that 45% of the respondents are teachers with Diploma while 55% are Graduate.

Table 4: Years of Experience of Respondents

Experience	No. of Respondents	Percentage
1-5 years	40	50%
6-10 years	40	50%
10 years and above	0	0%
Total	80	100%

Table 4: Shows that 50% of the respondents fall within 1-5 years of experience, 50% falls within 6-10 years and 0% accounts for 10 and above.

Research Question 1: What is the academic performance of boys and girls?

TABLE 5: Academic performance of Boys and Girls.

S/N	ITEMS	RESPONSES				TOTAL NO. OF RESPOND ENTS
		Positive		Negative		
		SA	A	D	SD	
1	Girls score significantly higher in English subjects.	60%	30%	10%	0%	80
		90%		10%		
2	Male students tend to score higher in science subjects.	40%	35%	20%	5%	80
		75%		25%		

From the analysis of table 5 above, 60% and 30% of the respondents strongly agreed and agreed respectively that the academic performance of girls in English subjects is significantly high while 10% and 0% disagreed and strongly disagreed respectively. And 40% and 35% of the respondents strongly agreed and agreed respectively that the academic performance of boys in science subjects tend to be high while 20% and 5% disagreed and strongly disagreed respectively.

Research Question 2: What are the differences in the academic performance of boys and girls

TABLE 6: Sex Difference in Students' Academic Performance

S\N	ITEMS	RESPONSES				TOTAL NO. OF RESPONDENTS
		Positive		Negative		
		SA	A	D	SD	
1	Boys do well in science subjects than girls.	10%	65%	25%	0%	80
			75%		25%	
2	Girls do well in English subjects than boys.	30%	40%	25%	10%	80
			70%		35%	
3	Boys perform better when taught by female teachers.	40%	40%	20%	0%	80
			80%		20%	
4	Girls perform better when taught by female teachers.	5%	75%	20%	0%	80
			80%		20%	
5	Girls lack numerical abilities to do complicated tasks like boys do.	30%	30%	30%	10%	80
			60%		45%	
6	Boys perform better when given freedom.	25%	40%	30%	5%	80
			65%		35%	
7	Single sex schools perform better than mixed schools.	10%	35%	40%	15%	80
			45%		55%	

From the analysis of table 6 above, it was noted that there is significantly academic difference among sex as follows;

- Science subjects
75% total of teacher respondents says boys do well in science subjects than girls.
- English subjects
70% total of teacher respondents agrees that girls do well in English subjects than boys.
- 80% total of teacher respondents agrees that girls perform better when taught by male teacher.
- 60% total of teacher respondents agrees that girls lack numerical abilities to do complicated tasks like boys do.

Research Question 3: What factors lead to differences in academic performance between boys and girls?

TABLE 7: factors that leads to academic performance of boys and girls.

S/N	ITEMS	RESPONSES				TOTAL NO. OF RESPONDENTS
		Positive		Negative		
		SA	A	D	SD	
1	Classroom environment was responsible for observed differences among genders.	20%	45%	35%	0%	80
			65%		35%	
2	Lack of teacher satisfaction and motivation in schools	45%	35%	20%	0%	80
			70%		20%	

	influences the academic performance of boys and girls.						
3	Student from rich home do not perform better than those from poor home.	10%	20%	60%	10%	80	
			30%		70%		
4	Long distances walk to school influence the academic performance of both genders.	10%	50%	25%	15%	80	
			60%		40%		
5	Lack of facilities in schools' e.g. desks, chairs, water, lights and books influence the academic performance of both genders.	40%	37%	20%	3%	80	
			77%		33%		
6	Teacher expectations, attitudes and classrooms interaction affects the ability of the girls to perform in mathematics and allied sciences.	30%	56%	9%	5%	80	
		86%		14%			
7	Student who offer a subject that is taught in their mother language do not perform better in that subject.	10%	25%	45%	2%	80	
			35%		65%		

From the analysis of table 7 above, it were noted that the following factors were the most significant responses explaining gender differences in academic performance:

- Classroom environment.

Up to 65% of the teacher respondents agree the classroom environment influence the academic performance among genders.

- Lack of teacher's satisfaction and motivation in schools.

Up to 70% of the teacher respondents indicate that the lack of teacher satisfaction and motivation in schools that caused low performance.

- Family background.

70% of the teacher respondents disagree that student from rich home do not perform better than those from poor home.

- Long distance walk to school.

60% respondent of the teacher agree that long distance walk to school influence the academic performance of both genders.

- Lack of facilities in schools.

Findings also reported that 77% of the teacher reported that the lack of facilities in schools was the second most important factor in the observed gender differences in academic performance among boys and girls. They reported such facilities as desks, chairs, water, adequate lighting and books.

- Teachers behaviors' and attitudes towards girls.

Up to 86% of the teachers agree behaviors' and attitudes of teachers towards girls in classrooms were the major cause of the differences.

DISCUSSION OF FINDINGS

What is the Academic Performance of Boys and Girls?

Result from the 80 teachers reveals that, boys perform much better than their female counterparts in overall performance; this was in direct contrast to the female teachers of which 25% disagreed with the above view. The findings are akin to those of Quasisie (2006), who found that male science and mathematics teachers have a belief that many girls cannot express themselves scientifically way because science is too technical for them and thus discourage them.

What are the Differences in Academic Performance of Boys and Girls?

Gender Differences in Performance at the Subject Level

- Languages

At the subject level results show that there are gender differences in performance within and across the subjects, with girls having a higher average mean performance in English subject (90%).

- Sciences

Results in the performance of science showed that there are significant gender differences in the performance of science subject. Male students attained a higher score in science subjects(75%).

This implies there are wider differentials in performance of the sciences between boys and girls. The findings are also in line with Klausmier (2006), whom noted that girls

score higher on verbal items and boys on quantities and spatial item in intelligent and achievement tests.

What Factors Influences to Academic Performance Between Boys and Girls?

The results described above confirm the existence of gender differences in academic performances of students and participants attributed the observed differences to the following factors.

The study also found from 77% of the responses of the teacher that the lack of school facilities was among the factors responsible for the observed gender differences in performances of the students in the selected schools. Additionally complaints were noted in the absence of chairs desks, intermittent suppliers of water and electricity, plus the scarcity of reading materials. The results indicate in agreement in with Williams (2007) that basic schools facilities especially their quality and scarcity, strongly influence the performance of boys and girls differentially relative to their gender.

Secondly, 70% of the responses from teachers confirmed that the teachers' lack of satisfaction and motivation as another explanation provided by teachers to account for the observed gender differences in performance. These findings match earlier studies by mwakilembe (2001) that posited that the inability of teachers to derive satisfaction and motivation from their profession affects the performance of both genders differently.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of this study, conclusion drawn based on the results obtained from the data analysis recommendations offered as well as suggestions for further studies.

SUMMARY

This research work is designed to evaluate the influence of gender difference on students' academic performances in secondary schools in Ovia North-East local government area of Edo state. It also looks at the various objectives on the influence of gender differences on students academic performances to further examine the academic perform of boys and girls, the differences in academic performance between boys and girls, the factors that lead to difference in academic performance. In the course of study, three (3) research questions were raised.

1. What is the academic performance of boys and girls?
2. What are differences in academic performance of boys and girls?
3. What factors leads to academic performance between boys and girls?

The literature was reviewed in the study with concepts related to the topic of study. The literature was reviewed under the following sub-headings: academic performance of boys and girls, differences between boys and girls, factors that lead to academic performance in boys and girls and Summary of literature review.

The descriptive survey design method was adopted in this study and also the random sampling technique was used to select at random 80 samples that consist of teachers in Ovia North-East local government area. The structured questionnaire was adopted to gather the needed data which was divided into two(2) different sections namely Section A and B. Section A contained respondents bio-socio data while section B contained the opinions of the respondents on the influence of gender difference on students academic performance. In order to calculate and record the findings and results, the percentage formula was used in the eventual data analysis.

Based on this research, the result of the findings reveals that sex difference influence the academic performance of students in Ovia North-East local government Area secondary school.

FINDINGS

- It was discovered that female perform much better than their male counterpart
- In the subject level it was discovered than girls perform much better than their male counterpart
- Result in the performance of science showed that male students performs higher than female
- It was also discovered that the lack of science facilities contributes to the poor performance of the students

Conclusion

The results of the study show that in terms of overall performance male students were performing much better as compared to the females at ordinary level. However, at the subject level, female students outperformed the male students in English subject. On the contrary, male students performed much better than the female in the science subjects and mathematics.

Recommendations

Basing on the discussions and conclusions made, the following recommendations are made:

- Further training in gender sensitive techniques through workshops should be given to teachers to transform the negative attitudes and behaviors towards girls in classrooms. Workshops should also involve parents on how they can get involved in their daughters education
- Female students should be sensitized on how to manage time while at school, and this is done to eliminate wastage of time.
- Government may come in to help schools by providing them with desks, chairs water lights and books which facilitate learning and teaching in schools.
- Schools administrators' should improve teachers working conditions by, increasing their numeration and fringe benefits to motivate them for work.
- They can also be made aware of impact of their actions on girl's child education.

- Female students should be empowered through counseling and guidance to improve their esteem, persistence levels reading habits and school participation

REFERENCES

- Adigwe, J.C. (2001), Misconception in chemical Kinetics: the case of Nigerian Chemistry teachers. *A journal of science teachers Association of Nigeria* 28, 77–85.
- Anderman, E. M., & Midgley, C. (2009). Changes in achievement goal orientations, perceived academic competence and grades across the transition to middle level schools. *Contemporary Educational Psychology*, 22, 269-298.
- Aghenta A. J (2009). Access by women to scientific studies & Technological Training. In report of the National Workshop on promoting Science, Technology & Mathematics among girls and women in Nigeria. Pp. 37 – 39.
- Block, J. H. (2006). Debatable conclusions about sex differences. *Contemporary Psychology about Sex Differences*, 21 (4), 517-523.
- Bettinger, Eric P. & Bridget Terry Long (2005). “Do faculty serves as role models? The impact of instructor gender on female students”, *The American Economic Review*.
- Byrne, B. (2004). The general/academic self-concept nomological network: A review of construct validation research. *Review of Educational Research*, 54, 427-456.
- Baker, D. and Jones, D., (2003). Creating Gender Equality: Cross National Gender Stratification & Mathematical Performance, *Sociology of Education*, 66, pp. 91 – 103.
- Betsworth, D.B., (2007). Accuracy of self of self - estimated abilities & Relationship between Self _ estimated Abilities & Current Occupation in women. Paper

presented at the annual meeting of the American Psychological Association, Chicago, IL.

Betz, N (2004). The role of mathematics self efficiency in the choice of math related Majors of College Women and Men: A path analysis. *Journal of counseling psychology*, 32, 47 -48.

Calsmith, N. S. (2007). Gender differences in academic performance. *Journal of Experimental Psychology*, 6(3), 44-50.

Campbell, Patricia, (2004) Math Science & year daughter. What can parents do? Encouraging girls in math & science series, Women's Educational Equity Act Program (ED), Washington, DC.

Czerniak, C. & Charlotte, L. (2004). Science anxiety: An investigation if Science, sex & grade level factors. *Achievement*, ERIC: No. ED 243 672.

Davision, J., (2003). School Attainment and Gender: Attitudes of Kenyan & Malawian parents towards educating girls. *International journal of educational development*, 13 (4): 331 – 338.

Fabunmi, M., (2004). The role of gender in Secondary School students' performance in Edo State, Nigeria. *West African Journal of Education*, 24 (1)

Fennema, E., (2007). Teachers' beliefs & gender difference in Mathematics. In E. Fennema & G. C. Leder (Eds.) *Mathematics & gender*. New York Teachers' College Press.

- Gilligan, C., (2002). *In a difference voice: Psychological theory & women's development*. Cambridge, Ma. Harvard University Press.
- Hackett, G., & Betz, N. E., (2001). An exploration of the mathematics self –efficacy mathematics performance correspondence. *A journal for research in mathematics Education*, 20(3), 261 -273.
- Kahle, J.B.,& Meece J., (1994). Research on gender issues in the classroom. In A.B. Champagne (Ed.) *Handbook of Research on science Teaching & learning*, New York Macmillan.
- Kimball, M. M., (2009) *A New Perspective on Women's Math Achievement*, *Psychological Bulletin*, 105, pp.198 – 214.
- Kapakasa, A., (2002) 'Malawi: Determinants of girls' participation and persistence in school. Washington D.C, The World Bank.
- Koch, M. (2004). No girls allowed! *Techno*. Vol. 3No. 3 pp. 14 – 19.
- Maccoby, E., & Jacklin, C., (2004) *The Psychology of sex differences*. Stanford, CA: Stanford University Press.
- Mensch, B, Bruce J. & Greene M ., (2008). *The Dynamics of Disadvantage: Adolescent girls in the developing World*.
- Mwakilembe, S. (2001). *Lack of motivation as a factor leading to Teachers Exodus: An Opinion Survey of Secondary Teachers in Tanzania*. M. Arts Desertion, University of Dar el Salaam.

- Onekutu, P. O. (2002). Gender differences in achievements in junior secondary school examination in integrated science: Implications for national development. *Review of Gender Studies in Nigeria*, 1(3), 4-12.
- Leonard, D. K. and Jiang, J., (2009). Gender Bias & the College Predictors of the SATs: A Cry of Despair, *Research in Higher Education*, 40, pp. 375 – 407.
- Taylor, H. G. & Mountfield, L. C. (2004). Exploring the relationship between prior
- Swilla, I. N. (2002). Gender Inequalities in the teaching staff of boys' and girls' secondary schools in Tanzania: A comparative Study. OSSREA Report. computing and gender success in College computer science. *Journal of educational computing research*, 11(4), 291 – 306.
- Stipek, D., & Gralinski, J. (2001). Gender differences in children's achievement – related beliefs and emotional responses to success and failure in mathematics. *Journal of Educational Psychology*, 83(3), 361 – 371.
- Wainer, H. & Steinberg, L. S. (2002). Sex Differences in performance on the Mathematics Section of the Scholastic Aptitude Test: A Bi – directional Validity Study, *Harvard Educational Review*, 62, pp. 323 – 336.
- Wilberg, S. & Lynn, R. (2009). Sex Differences in Historical Knowledge and School Grades: A 26 Nation Study *Personality and Individual Differences*, 27, pp.1221 – 1229.

Spender, D. (2002). *Invisible Women: The schooling scandal*. London: Writers and readers.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P.R Pintrich & M. Zeidner (eds.), *Handbook of self-regulation: Theory, research and applications* (p. 451-502).

APPENDIX

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY
(CIT)
FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN
TEACHERS' QUESTIONNAIRE**

This questionnaire is to carry out a research on the “**influence of gender differences on students’ academic performances in secondary schools in Ovia North-East Local Government Area of Edo State**”. Your kind cooperation would be highly appreciated. Any information volunteered is purely for research purposes and will be treated with utmost confidentiality.

Please tick (√) against any appropriated alternative period.

SECTION A

1. Type of School: Single () Mixed ()
2. Sex: Male () Female ()
3. Qualification: Diploma () Graduate ()
4. Experience: 1 – 5 years () 6 – 10 years () 10 years and above ()

SECTION B

Please tick (√) as applicable for you.

SA (Strongly Agree) **A** (Agree) **SD** (Strongly Disagree) **D** (Disagree)

S/N	ITEMS	SA	A	D	SD
	Academic performance of Boys and Girls				
1	Girls score significantly higher in English subjects.				
2	Male students tend to score higher in Science subjects.				
	Sex difference in students academic performance				
3	Boys do well in science subjects than girls.				
4	Girls do well in English subjects than boys.				
5	Boys performs better when taught by female teachers.				
6	Girls performs better when taught by male teachers.				
7	Girls lack numerical abilities to do complicated tasks like boys do.				

8	Boys perform better when given freedom.				
9	Single sex schools perform better than mixed schools.				
	Factors that leads to academic performance of boys and Girls				
10	Classroom environment was responsible for observed differences among genders.				
11	Lack of teacher satisfaction and motivation in schools influences the academic performance of boys and girls.				
12	Student from rich home do not perform better than those from poor home.				
13	Long distances walk to school influence the academic performance of both genders.				
14	Lack of facilities in schools' e.g. desks, chairs, water, lights and books influence the academic performance of both genders.				
15	Teacher expectations, attitudes and classrooms interaction affects the ability of the girls to perform in mathematics and allied sciences.				
16	Student who offer a subject that is taught in their mother language do not perform better in that subject.				