


A Comparative Analysis of Gender Trend in Academic Achievement among History Graduates of a University in Nigeria

Oyeyemi J. Jekayinfa¹ 
University of Ilorin, Nigeria

Folakemi O. Adeniyi-Egbeola² 
University of Ilorin, Nigeria

Dorcias S. Daramola³ 
University of Ilorin, Nigeria

Alfred O. Awoyemi⁴ 
University of Ilorin, Nigeria

Falilat A. Okesina⁵ 
University of Ilorin, Nigeria

CORRESPONDENCE

Email: jekayinfa.oj@unilorin.edu.ng

ARTICLE INFORMATION

Received: 10 January 2023

Accepted: 22 March 2023

Published: 26 March 2023

Copyright:

© The Author(s) 2023.

Published by [IJER](https://www.ijer.org/). This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives ([CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)) licence.



DOI: [10.38140/ijer-2023.vol5.02](https://doi.org/10.38140/ijer-2023.vol5.02)

Abstract: *Given gender as properties that distinguish organisms based on their reproductive roles as female or male, these properties have been argued to have discrepancies in the learning abilities of males and females. Therefore, this study analysed gender and academic achievement trend of graduates in History Studies from the University of Ilorin, Nigeria, from 2019 to 2021. This study adopted ex post facto research design within a census population. 1,491 male and female graduates of History Education from the Faculty of Education and History and International Studies from the Faculty of Arts from 2019 to 2021 were used as the sample. Therefore, the Order of Proceedings of the University of Ilorin for 2019, 2020, and 2021 was used for data collection. The data collected was analysed using descriptive statistics, such as bar charts and percentages, to answer research questions, and inferential statistics, such as the independent t-test for the hypothesis at a 0.05 level of significance. Findings from this study revealed that the trend of academic achievement among male graduates with 2nd-Class-Upper and Lower was upward, while the proportion of males with 3rd Class and Pass was downward. The trend of academic achievement among female graduates with 2nd-Class-Upper, 2nd-*

Class-Lower, and Pass was upward, while the trend for 3rd-Class was downward. Additionally, there was no statistically significant difference in the academic achievement of male and female graduates from the University of Ilorin. Therefore, it is recommended that male and female students should take their studies and courses seriously, among other recommendations.

Keywords: Comparative analysis, gender trend, academic achievement, graduates, history studies

1. Introduction

Providing quality education for the next generation is the greatest gift any country can give its citizens, as the degree of development in a country is strongly correlated with the quality of its educational system. Building human capacity is also a prerequisite for meaningful development in any community. Therefore, formal education remains the most important factor in a society's ability to advance economically and mobilise its citizens (Okoro, 2004). Nduca (2010) noted that education is the medium through which cultures are passed on and revitalised. Inheriting a culture, adapting it (for better or worse), and passing it on to the next generation occur in a triangular pattern of education which is a collective effort of adults to ensure the intellectual growth of children and teenagers.

Cite this article (APA):

Jekayinfa, O., Adeniyi-Egbeola, F. O., Daramola, D. S., Awoyemi, A. O., & Okesina, F. A. (2023). A comparative analysis of gender trend in academic achievement among history graduates of a University in Nigeria. *Interdisciplinary Journal of Education Research*, 5, 14-23. <https://doi.org/10.38140/ijer-2023.vol5.02>

Education is the process by which an individual is prepared to assume responsibility for his own actions and make his own unique contribution to the growth of the society in which he lives. It comprises training and learning specialised skills, information, attitudes, and values. Learning and the development of one's potential in terms of intelligence, character, and social competence are other meanings ascribed to education (Kolawole & Ala, 2014). Hence, the social life of educational institutions is equivalent to the development of a person's personality, and it is not only training or teaching forced by the older generations onto the younger generations. One way to assess a school's effectiveness is by looking at its students' cognitive growth during their schooling (Inkelas et al., 2007). Teachers' evaluations of students' performance on tests and exams, as stated by Opstad and Pettersen, (2022), are key indicators of students' overall academic performance. Odok (2013) argues that the academic performance of a secondary school is not just an indicator of the efficacy of the school but also a key driver of the well-being of both teenagers and the country as a whole. As a result, the government, teachers, parents, and society at large have long placed a premium on students' academic success (Olutola et al., 2021).

In this study, we argue that what a student should have learned at the end of a study period, as determined by a set of criteria, and made possible by a set of resources, is referred to as the academic achievement for that course of study. Unlike the course objectives or module goals, which focus on what the teacher hopes the students will gain from participating in the course. That is, academic achievements are more focused on what the students do as a result of participating in the course. They come in all sizes and may be anything from wide to narrow in form (Onwusa, 2021). Academic achievements, goals and objectives are often used interchangeably despite their distinct meanings. Jekayinfa (2019) argues that whereas the focus of objectives is on teaching and the instructor's intentions, the focus of academic achievements is on what the student takes away from the experience. According to Moeller et al. (2012), one method to tell the difference between objectives and academic achievements is that aim reveals the instructor's intended course of study and focus for the unit. On the other side, academic achievements focus on the actual process of learning. When it comes to education, Adam (2006) explains that goals focus on the instructor's goals.

Learning may be seen as both a means and a goal in and of itself. It is a necessary process for us to stay alive and keep our bodies functioning in the world. The result is a fresh insight, or deeper understanding because education is a process that requires the integration of one's mind, heart, and community (Inkelas, Vogt, Longerbeam, Owen & Johnson, 2006). Because schools have been so strongly associated with education, some people may mistakenly believe that this is the sole setting in which learning takes place. The widespread identification of educational institutions as learning sites has contributed greatly to this view. Jekayinfa (2019) defined learning as statements that show what students will know or be able to do as a consequence of a lesson or activity. It is pertinent to get the definition offered by Pallof and Pratt here. Demonstrating one's knowledge, competence, or attitude often communicates outcomes. To meet the demands of the student, it is necessary to tailor the learning experience. The gap between the actual and ideal states of things should be quantified during the needs analysis. Statements that identify a condition, such as knowledge, skills, or attitudes, that must be achieved are called academic achievements (Onwusa, 2021).

Educational success may be gauged in large part by how well schools measure the consequences of their students' learning. In addition, it is the primary tool used by educators in guiding students through many levels of the learning process. As a means of tracking student progress, assessment should play a sizable role in every course of study. In the United States, high school students' academic success is often measured by their GPA (Geiser & Santelices, 2007). In high school, a student's success is measured by their grade point average in that subject. This metric may be used as evidence of their level of understanding, skills, and progress in that area. These assessments aim to reveal the degree to which educational programmes are achieving their stated goals for the students' learning (Pallof & Pratt, 2004). Evaluation findings should reveal how well educational

programmes are achieving their stated academic achievements, as stated by Obasoro and Ayodele (2012). This idea was streamlined for clarity. So, they should give the teacher valuable information and eventually improve the quality of the teaching and learning environment. Kuncel et al. (2005) claim that a student's high school subject GPA is a strong indicator of their future success in school. The study offered early evidence for the usefulness of high school grades as markers of academic ability. Student academic achievements should be defined in terms of the information, skills, and abilities a student has gained at the conclusion of or as a consequence of his or her involvement in a given set of higher education experiences (Daramola et al., 2019). According to Hattie (2009), this is the best approach to characterise what students should have learnt.

Other behavioural outcomes or experiences, including employment, better career mobility, increased earnings and standard of living, the opportunity to pursue more education, or a more fulfilling and introspective life, may occur from participation in an institution or programme (Gosling & Moon, 2001). The most we can do is assume a link to learning. In fact, evidence that kids have benefited in this way is often used as a stand-in for instructional efficacy by both schools and programmes. According to Adam (2004), academic achievements are the knowledge and abilities that learners acquire after completion of a programme or course. The course requirements at Warwick may be broken down into the following four types of academic achievements:

- i. Knowledge and experience in one's chosen profession.
- ii. Coursework should provide opportunities for students to develop the subject-specific skills they will need to succeed. Language proficiency, laboratory proficiency, and counselling expertise are all examples of subject-specific talents. Skills associated with the mind.
- iii. Cognitive skills, often called intellectual talents, include things like technique understanding, evaluation, and critical thinking.
- iv. Transferable skills are those that may be used in a variety of settings and jobs and include things like strong verbal and written communication, teamwork prowess, problem-solving prowess, and numeracy and computer literacy.

In Biology, gender is the set of traits that classify an organism as female or male, depending on its reproductive function (Ayodele & Adebisi, 2013). Many studies have shown that men generally perform better than girls (Eamon, 2005; Olutola et al., 2017). Several investigations have shown that gender has a role in pupils' academic success or failure. For instance, studies have shown significant gaps in the performance of male and female students in science classes. European Commission, Directorate-General for Enterprise and Industry (2001) conducted a meta-analysis of 77 studies involving middle and high school students between 2000 and 2001, and their findings indicated a substantial gender impact favouring boys in overall scientific proficiency. When comparing the sexes on the National Educational Longitudinal Survey (NELS: 88), Ineke and Mineke (2001) found that men performed significantly better on the physical science subtest, while women performed somewhat better on the life science subtest. Examination of the data led to both conclusions.

The National Assessment of Educational Progress (NAEP) is an annual test given to students in the seventh through twelfth grades. It was found by Schultz et al. (2001) that male students were more likely to report attempting to repair electrical or mechanical equipment than female students. In contrast, women were more likely than men to have looked for help in determining the cause of a sick plant or animal. Yet, several studies have shown evidence that gender gaps are small to nonexistent. Olayinka (2009) found that although boys outperform females in science, women excel in literacy. Eamon (2005) studied gender differences across several ethnic groups and age ranges and found that there were more similarities than differences. Most research has shown little or no differences in gender roles amongst groups of various ancestries.

Eamon (2005) found that across all age and ethnic groups, females outperformed boys in reading and writing. This gap widened for most groups as students progressed through school; 2) no significant

gender difference was found in the maths performance of eighth- and twelfth-graders; and 3) Hispanic girls in twelfth grade outperformed Hispanic boys of the same age in social studies performance. Gender differences in social studies performance were not seen in the other subgroups.

Aikens and Barbarin (2008) argue that the meanings attributed to men and women in any given community are the result of social construction. There's a lot of leeway in terms of what each gender can and cannot get away with, but there are still roles that each gender should perform in any society. The word "gender" is used to describe the traits of women and men that have developed through time in society, while "sex" is used to describe those that are defined by biology. A person's gender is determined at birth, but they may learn to act like a girl or a boy in preparation for their later transition into a woman or a man. However, what constitutes a person's gender identity and suitable gender roles is the learned behaviour that occurs over the course of a lifetime.

1.1 Statement of the problem

Many factors, such as students' financial status, family size, geographic proximity to their homes, and gender, affect their ability to succeed academically in college and afterwards. So, while trying to isolate the factors contributing to students' success in the classroom, gender cannot be disregarded. Given gender as properties that distinguishes organisms on the basis of their reproductive roles as female or male, these properties have been argued to have discrepancies in the academic achievements of males and females. This is evident from the past convocations (otherwise called graduation ceremonies) at the University of Ilorin where a female graduate received five (5) awards at once, while the male graduates received zero during the 2016 commencement ceremony. This has been continuously generating controversy on a yearly basis (since 2016 till date) amid students and even lecturers that females achieve academically better than males, while some claim that males do better than females in academic activities. This has constituted a disturbing atmosphere within the university environs. Thus, a major concern for the researchers is to look into whether or not gender is a factor in determining how well graduates of the University of Ilorin perform academically.

Therefore, the overarching purpose of this study was to comparatively analyse the gender and academic achievement trend of graduates in History Studies from the University from 2019 to 2021. The study was limited to the graduates of History Education from the Faculty of Education and History and International Studies from the Faculty of Arts.

1.2 Research questions

Based on the above problem, we attempted to address the following research questions:

- i. Between 2019 and 2021, what is the trend in the academic achievement of male graduates of the University?
- ii. Between 2019 and 2021, what is the trend in the academic achievement of female graduates of the University?

1.3 Research hypothesis

The following hypothesis was raised to pilot the study:

- **H₀₁:** There is no significant difference in the academic achievement of male and female graduates of the University.

2. Methodology

For this study, an ex post facto design was used. Akuezuilo and Agu (2003) define an ex post facto design as one where the researcher engages in the empirical enquiry but lacks direct control over the independent variables since the expressions of those variables have already occurred. This method

was chosen since the variables were previously established, and the resulting comparison data was not manipulated in any manner. This study was limited to the graduates of History Education from the Faculty of Education and History and International Studies from the Faculty of Arts. Thus, the target population for this study consisted of all male and female graduates of History Education from the Faculty of Education and History and International Studies from the Faculty of Arts in the University of Ilorin from 2019 to 2021. This study adopted a census population. Total records of 1,491 graduates of History Education from the Faculty of Education and History and International Studies from the Faculty of Arts from 2019 to 2021 were used as the sample. Academic achievement records of 913 graduates of History Education (393 males and 520 females) from the Faculty of Education and 578 graduates of History and International Studies (319 males and 259 females) from the Faculty of Arts were obtained from University of Ilorin Order of Proceedings of 2019, 2020 and 2021. Prior to the collection of the Order of Proceedings and for ethical purposes, the researcher sought permission from the university management, especially from the heads of the departments concerned and assured them that “graduates’ details would be treated with confidentiality. At the same time, they were ensured that data would only be used for academic research purposes. After that, data collected were analysed using descriptive statistics of percentage and bar-chart to answer research questions and inferential statistics of independent t-test for the hypothesis at 0.05 level of significance.

3. Data Analysis and Results

Data analysis for the study is presented using descriptive statistics of percentages and bar-chart to answer research questions and inferential statistics of independent t-test to test the hypothesis. Table 1 shows the demographic data of the respondents on the basis of gender.

Table 1: Demographic data of the Participants

History Studies		Gender		Total
		Male	Female	
Faculties	Education	393 (26%)	520 (35%)	913 (61%)
	Arts	319 (22%)	259 (17%)	578 (39%)
Total		712 (48%)	779 (52%)	1491 (100%)

As revealed in Table 1 above, out of 1491 (100%) graduates sampled for this study, 913 (61%) of them were from the Faculty of Education (comprising 393 (26%) males and 520 (35%) females) while 578 (39%) of the graduates were from the Faculty of Arts (comprising 319 (22%) males and 259 (17%) females). Hence, 712 (59.6%) were males, and 779 (52.8%) were females. This suggests that male graduates constituted a larger proportion of the population.

3.1 Answering Research Questions

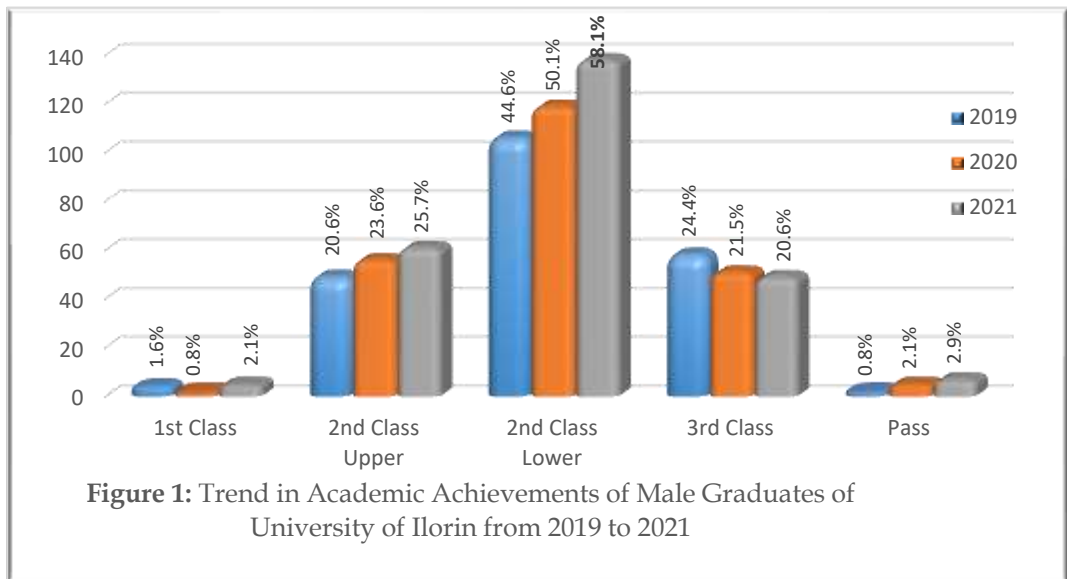
Percentage and bar-chart were used to answer research questions as presented below.

Question One: *Between 2019 and 2021, what is the trend in the academic achievement of male graduates of the University?*

Table 2: Trend in the academic achievement of Male Graduates from 2019 to 2021

Year	1 st -Class	2 nd -Class Upper	2 nd -Class Lower	3 rd -Class	Pass
2019	4 (1.6%)	49 (20.6%)	106 (44.6%)	58 (24.4%)	2 (0.8%)
2020	2 (0.8%)	56 (23.6%)	119 (50.1%)	51 (21.5%)	5 (2.1%)
2021	5 (2.1%)	61 (25.7%)	138 (58.1%)	49 (20.6%)	7 (2.9%)
Grand Total = 712: Mean = 237.33					

Table 2 shows the percentage of male graduates of the University of Ilorin with respect to their academic achievement from the 2019 to 2021 academic sessions. The summary of statistics of the trend in the academic achievement of male graduates is presented in Figure 1.



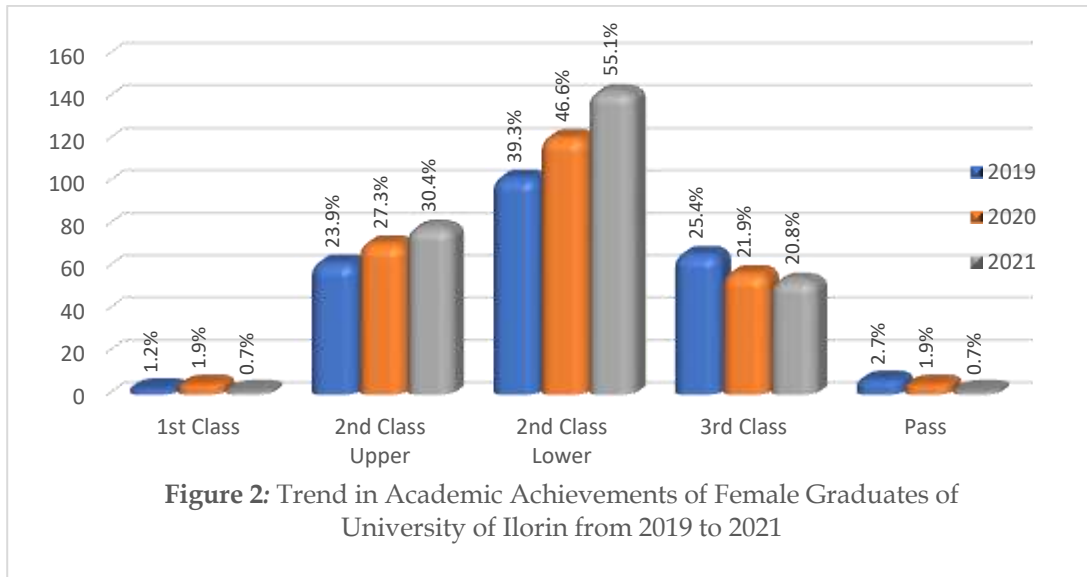
As shown in Figure 1, the percentage of male graduates that had 1st-Class in 2019 was 1.6, and this decreased to 0.8 in 2020 but rose to 2.1 in 2021, while male graduates with 2nd Class Upper was 20.6% in 2019 and this increased to 23.6% in 2020 and 25.7% in 2021. The proportion of male graduates with 2nd Class Lower in 2019 was 44.6%, which increased to 50.1% in 2020 and 58.1% in 2021. The percentage of male graduates with 3rd-Class was 24.4 in 2019, which decreased to 21.5% in 2020 and 20.6% in 2021. However, male graduates with Pass in 2019 were 0.8% which increased to 2.1% in 2020 and 2.9% in 2021. Between 2019 and 2021, the academic achievement trend of male graduates of the University of Ilorin is such that the proportion of males who graduated with 2nd-Class-Lower followed by 2nd -Class-Upper increased across the years and those that graduated with 3rd-Class reduced across the years. There is fluctuation in the proportion that graduated with 1st-Class while there is an increase in the number of male students that graduated with Pass.

Question Two: Between 2019 and 2021, what is the trend in the academic achievement of female graduates of the University?

Table 3: Trend in Academic Achievement of Female Graduates from 2019 to 2021

Year	1 st -Class	2 nd -Class Upper	2 nd -Class Lower	3 rd -Class	Pass
2019	3 (1.2%)	62 (23.9%)	102 (39.3%)	66 (25.4%)	7 (2.7%)
2020	5 (1.9%)	71 (27.3%)	121 (46.6%)	57 (21.9%)	5 (1.9%)
2021	2 (0.7%)	79 (30.4%)	143 (55.1%)	54 (20.8%)	2 (0.7%)
Grand Total = 779: Mean = 259.67					

Table 3 shows the percentage of female graduates with respect to their academic achievement from the 2019 to 2021 academic sessions. The summary statistics of the trend in the academic achievement of female graduates are presented in Figure 2.



As shown in Figure 2, the percentage of female graduates with 1st Class academic achievement in 2019 was 1.2, which increased to 1.9 in 2020 but fell to 0.7 in 2021. The proportion of female graduates with 2nd-Class Upper was 23.9% in 2019, increasing to 27.3% in 2020 and 30.4% in 2021. Female graduates that had 2nd Class-Lower in 2019 was 39.3%; this increased to 46.6% in 2020 and 55.1% in 2021. The percentage of female graduates with 3rd-Class was 25.4 in 2019, which decreased to 21.9 in 2020 and 20.8 in 2021. Also, the number of female graduates with Pass in 2019 was 2.7, which decreased to 1.9 in 2021 and 0.7 in 2021.

This implies that Between 2019 and 2021, the academic achievement trend of female graduates of the University of Ilorin is such that the proportion of females who graduated with 2nd-Class-Lower followed by 2nd -Class-Upper increased across the years and those that graduated with 3rd -Class reduced across the years. There is fluctuation in the proportion that graduated with 1st Class while there is a decrease in the number of female students that graduated with Pass.

3.2 Research Hypotheses

- **Ho₁:** There is no significant difference in the academic achievement of male and female graduates of the University.

To test the hypothesis, the sampled students’ CGPA was used to compute an independent sample t-test.

Table 4: t-test statistics of male and female graduates of the University

Gender	N	Mean	SD	Df	t-value	Sig.	Remark
Males	712	12.87	3.37	1489	2.66	0.72	NS
Females	779	12.38	4.18				

*Insignificant at p>0.05

As revealed in Table 4, the t-value of 2.66 was obtained with a p-value of 0.72 when computed at 0.05 alpha level. Since the p-value of 0.72 is greater than 0.05 alpha level, the null hypothesis is retained. Hence, there was no statistically significant difference in the academic achievement of male and female graduates of the University of Ilorin ($t_{(1489)} = 2.66, p > 0.05$).

4. Discussion of the Findings

It was discovered from the study that *Between 2019 and 2021, the academic achievement trend of male graduates of the University of Ilorin is such that the proportion of males graduated with 2nd-Class-Lower followed by 2nd -Class-Upper increased across the years while those that graduated with 3rd-Class reduces across the years. There is fluctuation in the proportion that graduated with 1st-Class while there is an increase in the number of male students that graduated with Pass. This is consistent with the study of Anamuah-Mensah (2012), who observed that between 2001 and 2011, the proportion of male graduates from secondary schools in Ghana with academic achievements in the A1-C4 range across all science courses studied increased.*

The data indicated that Between 2019 and 2021, the academic achievement trend of female graduates of the University of Ilorin is such that the proportion of females who graduated with 2nd-Class-Lower followed by 2nd -Class-Upper increased across the years while those that graduated with 3rd -Class reduced across the years. There is fluctuation in the proportion that graduated with 1st Class while there is a decrease in the number of female students that graduated with Pass/2nd Class/Upper, and finally 3rd Class/Pass. This finding is in accordance with the findings of Okwu and Orum (2012), who discovered that the proportion of Ghanaian female high school graduates who scored an A1 to C4 in all scientific subjects fell between 2001 and 2011. This finding corroborates the submission of Onwusa (2021) that male students performed better than their female counterparts. So, it would indicate that the learning results of the graduating History and International Studies classes from the University of Ilorin in 2019-2021 are declining. The proportion of women earning degrees from the University of Ilorin with a grade lower than a 3rd-class has not changed considerably between 2019 and 2021. Results suggest that academic achievements for History and International Studies majors have remained rather stable over the last several years.

No statistically significant difference in the academic achievement of male and female graduates of the University of Ilorin was discovered, though the male graduates in this research had a little higher mean score than their female counterparts. This finding negates the submission of Adam (2006) in a study on comparable and dramatic gender differences that males did better than girls in high school mathematics. Also, the finding is inconsistent with the finding of Mar et al. (2015) that male students generally performed better than their female counterparts. There is a possibility that this is because males have more natural intellect. Although Ayodele and Adebisi (2013) discovered that male students had higher GPAs in mathematics, the inverse was true for female students.

5. Conclusion and Recommendations

Secondary sources were used to compile the data used in the study. It became apparent during the data-gathering process that not all students completed their courses under the same conditions. Despite the researcher's best efforts, definitive conclusions cannot be drawn about the impact of students' psychological, social, and economic backgrounds on their academic achievement. On the whole, between 2019 and 2021, the academic achievement trend of male and female graduates of the University is such that at an increasing rate, around an average percent of male and female students graduated with 2nd-Class Lower, followed by 2nd-Upper, those that graduated with 3rd-Class reduces across the years. There is fluctuation in the proportion that graduated with 1st-Class. There was a decrease in the number of female students that graduated with a Pass over the years. In contrast, there was an increase in the number of male students that graduated with a Pass over the years. In conclusion, graduates from the University of Ilorin's History and International Studies programmes

seem to be on the rise. However, the University is open to students of both sexes and provides educational opportunities to people of both genders on an equal footing.

Based on the results of this study, the following recommendations were made.

- All hands should be on deck to ensure that students graduate with good grades; as seen from the finding of the study, at an increasing rate, around 50% of the respondents, both male and female graduated with 2nd-Class lower in 2019, 2020 and 2021. However, there is always room for improvement.
- Male Students are to buckle down and be serious in their academic pursuits because it was discovered that there is an increase in the number of male students that graduated with Passes across the year compared with their female counterparts, with a reduction in the number that graduated with Pass.

References

- Adam, S. (2006). *An introduction to academic achievements*. EUA Bologna Handbook.
- Alordiah, C. O., Akpadaka, G., & Oviogbodu, C. O. (2015). The influence of gender, school location and socio-economic status on students' academic achievement in mathematics. *Journal of Education and Practice*, 6(17), 130-136. <https://eric.ed.gov/?id=EJ1079759>
- Amosun, P. A. (2011). Performance and attitude of male and female students in physical geography in urban and rural schools of Ogun State, Nigeria. *African Journal for the Study of Educational Issues*, 4(3, 4), 195-198.
- Ayodele, C. S., & Adebisi, D. R. (2013). Study habits as influence of academic performance of university undergraduates in Nigeria. *Research journal in organisational Psychology & Educational studies*, 2(3), 72-75.
- Bosch, M., & Klinge, I. (2001). *Gender in research: gender impact assessment of the specific programmes of the fifth framework programme : quality of life and management of living resources*. European Commission.
- Daramola, D. S., Oladele, J. I., & Owolabi, H. O. (2019). Effect of assessment for learning strategy on children's learning outcomes in mathematics in Private-Owned ECCE Centers in Ilorin South Local Government Area, Kwara State. *International Journal of Psychology and Education*, 3, 82-96.
- Eamon, M. K. (2005). Social-demographic, school, neighborhood, and parenting influences on the academic achievement of Latino young adolescents. *Journal of youth and adolescence*, 34, 163-174. <https://doi.org/10.1007/s10964-005-3214-x>
- European Commission, Directorate-General for Enterprise and Industry, (2001). *Gender impact assessment of the Fifth Framework Programme specific programmes : promotion of Innovation and Encouragement of participation of SMEs : executive summary*. Publications Office
- Geiser, S. & Santelices, M. V. (2007). Validity of high-school grades in predicting student success beyond the freshman year: high-school record versus. standardised tests as indicators of four-year college outcomes. *Research and Occasional Paper Series*, 1-35. <https://files.eric.ed.gov/fulltext/ED502858.pdf>
- Goni, U., Ali, H. K., & Bularafa, M. W. (2015). Gender difference in students' academic performance in Colleges of Education in Borno State, Nigeria: Implications for Counselling. *Journal of Education and Practice*, 6(32), 107-114. <https://eric.ed.gov/?id=EJ1083483>
- Gosling, D., & Moon, J. (2001). *How to use academic achievements and assessment criteria*. SEEC Office.
- Hattie, J., Biggs, J., & Purdie, N. (1996). Effects of learning skills interventions on student learning: A meta-analysis. *Review of educational research*, 66(2), 99-136. <https://doi.org/10.3102/00346543066002099>
- Inkelas, K. K., Daver, Z. E., Vogt outcomes, K.E., & Leonard, J.B. (2007). Living – learning programs and first- generation college student' academic and social transition to college. *Research in Higher Education*, 48, 403 – 434. <https://doi.org/10.1007/s11162-006-9031-6>

- Inkelas, K. K., Vogt, K. E., Longerbeam, S. D., Owen, J., & Johnson, D. (2006). Measuring outcomes of living-learning programs: Examining college environments and student learning and development. *The Journal of General Education*, 55(1), 40-76. <https://doi.org/10.2307/27798036>.
- Jekayinfa, A. A. (2019). Social Studies and the Social Sciences. In Ogundare S. F. & Jekayinfa, A. A. (Ed.), *Fundamentals of Social Studies Education and Human-Environmental Relations* (pp. 1-42). Haytee Press and Publishing Co.
- Kolawole, E. B., & Ala, E. A. O. (2014). Effect of continuous assessment and gender on students' academic performance in mathematics in some selected states in South West Nigeria. *Education Research Journal*, 4(1), 1-6.
- Moeller, A. J., Theiler, J. M., & Wu, C. (2012). Goal setting and student achievement: A longitudinal study. *The Modern Language Journal*, 96(2), 153-169. <https://doi.org/10.1111/j.1540-4781.2011.01231.x>
- Morgan, P.L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: population-based estimates. *Journal of Abnormal Child Psychology*, 37, 401-413. <https://doi.org/10.1007/s10802-008-9279-8>
- Nduca (2010). *Perspectives on history of education in Nigeria*. University of Ilorin Press.
- Obasoro, C. B., & Ayodele, I. O. (2012). Effect of study habit on students' academic performance. *Journal of Resourcefulness and Distinction*, 1(1), 1-9.
- Odok, A. O. (2013). Contemporary family structures and students' academic performance in Secondary schools in Ikom Local Government Area, Cross River State. *Journal of Sociology*, 4(4), 87-94.
- Okoro, C.N. (2004). *School environment and teacher competency variable as correlates of academic achievement of integrated science students with hearing impairment*. (Unpublished doctoral dissertation). University of Ibadan, Ibadan.
- Okwu, E. I., & Orum, C. C. (2012). Effect of continuous assessment scores on the final examination scores obtained by students at the Junior Secondary School (JSS) level in mathematics. *Educational Research*, 3(9), 706-709.
- Olayinka, B. S. (2009). *The family in crisis, causes, consequences and prospects*. Folorunsho publishers Ltd.
- Olutola, A. T., Ogunjimi, M. O., & Daramola, D. S. (2021). Assessing the impact of school type, gender and age on attitude and Mathematics achievement of Senior Secondary School students. *Journal of Contemporary Teacher Education*, 5, 43-52. <https://uilspace.unilorin.edu.ng/handle/20.500.12484/8785>
- Olutola, A.T., Ogunjimi, M. O., Daramola, D. S. & Adaramaja, L. S. (2017). Effects of convergent learning and divergent learning strategies on students' academic performance in Biology in Ilorin, Nigeria. *African Journal of Interdisciplinary Studies*, 10, 33-39.
- Onwusa, S. C. (2021). The Influence Of Age And Gender On Academic Achievement Scores Of Students: A Case Study Analysis Of Utagba-Ogbe Technical College, Kwale Delta State, Nigeria. *International Journal of Science Research*, 2(4). 1272-1279.
- Opstad, L., & Pettersen, I. (2022). The Impact of Take-home Open-book Examinations due to COVID-19 among Business Students. Do Gender, Age, and Academic Skills Matter?. *Interdisciplinary Journal of Education Research*, 4, 28-43. <https://doi.org/10.51986/ijer-2022.vol4.03>
- Palloff, R., & Pratt, K. (2001). *Building learning communities in cyberspace: Effective strategies for the online classroom*. Jossey-Bass.
- Schultz, I., Hummel, D., Hayn, D., & Empacher, C. (2001). *Gender in research – gender impact assessment of the specific programmes of the Fifth Framework Programme- Energy*. Environment and Sustainable Development sub-programme.