

PDF - INFLUENCE OF GENDER AND SCHOOL LOCATION ON STUDENT ACHIEVEMENT IN
SECONDARY SCHOOL MATHEMATICS IN OGBIA LOCAL GOVERNMENT AREA - researchcub.info
**INFLUENCE OF GENDER AND SCHOOL LOCATION ON STUDENT ACHIEVEMENT IN
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BY**

**CHAPTER ONE
INTRODUCTION**

1.1 BACKGROUND TO THE STUDY

Personality is something everybody knows that it exists, but nobody knows that what it is (Schneewind and Ruppert, 1998). It is certainly true that it is difficult to put human personality which Goethe (1970) called the greatest happiness for children of this earth into scientific terms. Personality determines a set of important characteristics and that how people interact with others. Human personality is the combination of a number of traits.

Personality can be measured as a set of items usually questions about behaviour and feelings to which the subjects have to respond by agreeing or disagreeing with that question or statements. (Kline, 1993). In 1930 personality psychology became an identifiable discipline in social sciences. During that time many separate lines of inquiry came together for the field generated by Allport (1937), Murry (1938) and Lewin (1935). Mary Laurence F. Fortu (n.d) described the following as the components of personality which are habits, attitudes, interests, values, principles and mental capacity or intelligence.

Academic performance is a major issue among students, teachers, parents, school administrators, and the community at large. Attempts have been made by researchers to unravel the complexities surrounding academic performance. Psychologists have put forward a lot of reasons why these disparities in performance exist. A lot of attention had been paid to external factors such as type of school, teaching methods, school location, instructional materials, teachers experience, and so on (WAEC, 2005). Many spend lots of money in order to secure good schools either for their children or themselves and those who can afford it even invest on education abroad as they believe this will enhance performance, and which in turn gives an added advantage in terms of securing gainful employment. Opinions vary as to why some students excel academically while others appear to be underachievers. Many psychologists have consistently attempted to identify the major predictors of individual

academic performance. Factors such as intelligence, self concept, gender, study habit, maturation, home background, amongst others, just to mention a few, have been extensively explored as being responsible for academic performance. Other factors that have been researched into in the past include: child rearing patterns, peer group influence, socio-economic background and learning environment. Another major factor that is believed to be responsible for academic performance in students is their gender and school location on student achievement in secondary school mathematics. Traits Theorists have tried to identify the major traits that characterize personality. Notable among these are Sigmund Freud in the early 1900's, Gordon Allport (1961), Cattell (1967), Hans Eysenck (1985) Feldman (1994), McCrae and Costa (1987) and a host of others. Personality has been defined in many ways by many psychologists who wrote on the concept. According to Feldman (1994) in Daminabo (2008), Personality is the sum total of the characteristics that differentiates people, or the stability of a person's behavior across different situations. In other words it means those qualities the individual is noted for. Traits on the other hand are "enduring dimensions of personality characteristics which differentiates people from one another" (Colman, 2003). Traits are therefore the sum total of stable characteristics in a person across different times and situations, which make him or her unique or distinct from others. This agrees with the definition by Mischel 1981, (in Agbakwuru, 2000) which refer to gender and school location on student achievement in secondary school mathematics as consistent differences between the behaviors characteristic of two or more people. It is also defined as "any distinguishable, relatively enduring way in which one individual varies from another" (Guliford, 1959 in Agbakwuru 2000). However, there has been an increasing interest in the big five gender and school location on student achievement in secondary school mathematics and the role they play as regards academic performance of students. Of particular interest is the role that these traits play in the academic performance of students. These traits, popularly known as the "Big Five" include conscientiousness, agreeableness, openness to experience, extraversion and locus of control. The acronym CAOEL is used to describe them. These gender and school location on student achievement in secondary school mathematics affect academic performance in students, either positively or negatively. And so parents, educationists, psychologists, counselors, are all worried at the rate of decline of academic

standard. Big Five otherwise known as CAOEL has therefore been explored in order to find possible solutions to the problem of underachievement amongst school students. The acronym CAOEL denotes the traits: conscientiousness, agreeableness, openness, extraversion and locus of control to experience. McCrae and Costa (1980) researched extensively on these traits. A high score on Conscientiousness shows a student who is self-disciplined, careful, thorough, organized and determined. Low scores on this trait portray indiscipline, carelessness, disorganization and indifference. That student who scores highly on this trait is expected to perform excellently well, academically and vice versa.

Agreeableness describes one who is sympathetic, trusting and cooperative. Students with high scores on agreeableness are selfless, flexible and pleasant. Such students work with others easily with little or no friction. Those scoring low on this trait however find it difficult to get along with others. McCrae and Costa 1988 in Daminabo, (2008) noted this to be psychotics, which refers to a person who is skeptical, unsympathetic, uncooperative and rude. Low scores are expected to affect academic performance negatively.

The researcher is therefore out to examine what influence these gender and school location on student achievement in secondary school mathematics have on the academic performance of students.

1.2 STATEMENT OF THE PROBLEM

The problem of underachievement has assumed a worrisome dimension in the Nigerian educational system. Desperate to make it anyhow, students have devised various illegal means to succeed in examinations, even when they are not academically competent. And unfortunately, the system has buckled under the pressure. Examination malpractice has risen steadily to become a seemingly untamable monster. It is increasingly becoming difficult to equate competence of people with supposed academic performance as represented in their certificates. Many candidates are unable to defend the result they supposedly acquired honorably. And of course this has consistently led to inability to compete effectively in the job market which has become a serious issue. Several factors have been researched into in the past as to the cause of this social malaise, but there seem to be indications that some hidden factors may be responsible that needs unraveling. This desire to see this problem curbed gave rise to this study and the researchers' aim is to see if there is away in which the big five

gender and school location on student achievement in secondary school mathematics can help, especially from the perspective of the analytical and scientific approach of measurement and evaluation.

The researcher has consequently chosen to explore this problem among the students. This study is therefore aimed at an examination of the influence of gender and school location on student achievement in secondary school mathematics on academic performance of the students.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are therefore to:

1. Find out there is any significant relationship between influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area.
2. Determine the different types of personality trait that can influence students academic performance in secondary school mathematics in Ogbia local government area.
3. To examine the factors influencing students academic performance in secondary school mathematics in Ogbia local government area.

1.4 RESEARCH QUESTIONS

1. Is there any significant relationship between influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area?
2. What are the different types of personality trait that can influence student's academic performance in secondary school mathematics in Ogbia local government area.?
3. What are the factors influencing students academic performance in secondary school mathematics in Ogbia local government area.?

1.5 HYPOTHESIS

H_0 : There is no significant relationship between influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area

H_A : There is significant relationship between influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area

1.6 SIGNIFICANCE OF THE STUDY

This study will educate the stakeholders in the education sector on how the individual

influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area. This study will also enlighten them on different types of influence of gender and school location on student achievement in secondary school mathematics in Ogbia local government area.

This research will be a contribution to the body of literature in the area of the effect of personality trait on student's academic performance, thereby constituting the empirical literature for future research in the subject area.

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