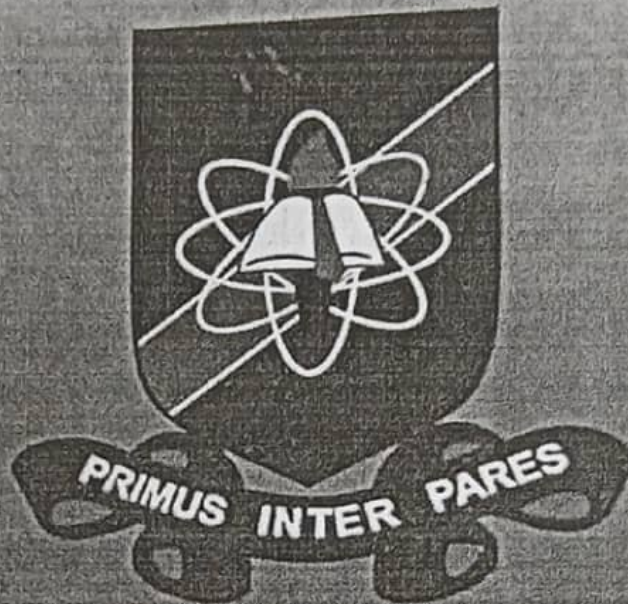


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+2348039511789, alameenalaira@gmail.com



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Editorial

The editor-in-chief, on behalf of the editorial board, has great pleasure in presenting this 2nd edition to the research community and the world at large. The Gombe Journal of General Studies (GJGS) is a multi-disciplinary Journal published by the Directorate of General Studies, Gombe State University. The aim is to facilitate research activities through communication and collaboration, from a broad inter and multi-disciplinary perspective within the tertiary institutions and share the human experience which is central to intellectual, liberal and cultural understanding. GJGS is keen to publish high-quality research manuscripts within various contexts and settings. It encourages empirical studies that have a strong theoretical background, an in-depth critique of related literature, sound methodological design, and an appropriate analytical framework, critical analysis, and clearly disseminated findings to inform the academia. GJGS employs a double-blind review policy to ensure that original, primary and high-quality research is published. Both the reviewer and the author remain anonymous to each other throughout the publication process.

The editor-in-chief is very grateful to the members of the editorial board for their kind response toward the establishment of such type of attempt.

We seek the blessing and support of all towards the journey of our journal.

Dr. Saní Ahmed Yaula
The Editor-in-Chief
Gombe Journal of General Studies
December 30, 2022

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GENDER DISPARITY AND IT IMPACTS ON ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN A SELECTED INSTITUTION IN KWARA STATE, NIGERIA

JIMOH, Buhari Edun¹, ATIKU, Abdullateef Abiodun², MUSA, Adamu Danyawo³,
ABDULLAHI, Salamatu Abaji⁴ & JATAU, Seikhan Nathan⁵

^{1,3&4}Department of Sociology, Federal University of Lafia, Nasarawa State

²Department of Social Work, University of Ilorin, Nigeria

⁵Department of Social Studies, College of Education, Zing, Taraba State Nigeria

Corresponding Author: jimohbuhariedun@gmail.com

Abstract

From time immemorial, not only gender inequality, students' academic performance, their effectiveness and quality, but also the capacity of the institutions which hold sway over these students, are at the center of discourse among scholars of social sciences. In fact, gender imbalance as regards students' academic performance is found to be prevalent in most Nigerian tertiary institutions. Some female students hardly attend lectures but are later discovered to have higher grades far above their male counterpart. The allegation is that some weak lecturers are in habit of demanding for sex from female students in exchange for grades. This is an indication that Nigeria educational system, physically and psychologically need help. However, the objective of this study is to identify how students – lecturers relationship influences their academic performance. It also, states the causes and consequence on Nigeria's educational system. The study used the academic records of graduated students from 2017 – 2021 as a base for analysis. Mary Wollstonecraft's feminist theory is used as theoretical explanations for the study. The study concluded that gender inequality regarding students' academic performance, via student-lecturer relationship, is evident in most Nigerian institution; the study also proffers recommendations to relevant agencies in educational sector, such as Ministry of Education, Nigeria University Commission, the Regulating Board of Polytechnics and Colleges of Educations.

Keywords: Gender; academic performance; students; disparity.

Introduction

In Africa, including Nigeria, the aims of university education, among others, are to help policymakers in strategizing ways that add value to the people and their abilities, especially the youths, for better future (Nwajiuba, 2011). Indeed, the impacts of gender inequality on students' academic performance have been established in various studies. In its study, United Nations Development Programme (2020) asserts that most African communities regard the female folk as sex materials for male satisfaction. In the same token, society



appears to have contributed to the plight of female students of our institutions of higher learning as the society pays a deaf ear to their continuing cries (Narad & Abdullahi, 2016). In fact, sexual assault of female students in Nigerian Institution has always done untold damage to their education. In other words, the societal reactions to such overarching issues seem to favour male students more than their female counterparts. Thus, such unpalatable experiences have come to describe the imbalances in the males-dominated society, and by extension, institution authorities are not left out to partake in drinking from this same cup of imbalance (Amuzu, Ankalibazuk & Abdullahi, 2017).

However, while some female students fail because they reject lecturers' advances, others, who do not even attend lectures, achieve lofty academic performances simply because they don't prove headstrong to compromise (Pascarella & Terenzini, 1991). In addition, most painfully, many female students, throughout their studentship, tend to endure sexual harassment inflicted upon them by their lecturers. As a result of this ugly scenario which has showed no signal of abating, parents now have little or no confidence in our educational system (Tunde, 2018). Traditionally, this phenomenon of sexual harassment has become a recurring decimal in which female students are regarded as cheap goods for exchange among lecturers (Farooq, Chaudhry, Shafiq & Behanu, 2011). This is an indication that Nigerian institutions need moral and psychological aids in order to achieve the aim by which they were created in the first place. Students' academic performance is much important decision in effectiveness and efficient quality of student produces and in the capabilities of institution who will hold responsible for the development of these students and nation at large. In the same context, Roynold and Stephanies (2004) showed that it very impressive to given highly concentrated in order to achieve and encouraging students' academic performance.

Generally, students' academic performance are believed to be access and rate through examination and Continuous Assessment Test (CAT). Consequently, it has been reported that students' academic abilities indicated the gender disparity in their assimilation level (Farooq & Berham, 2011). Additionally, this phenomenon of sexual harassment has become a recurring decimal in which female students are regarded as cheap goods for exchanged among lecturers (Farooq, Chaudhry, Shafiq & Berhanu, 2011). This is an indication that Nigeria institution need moral and psychological aids in order to achieve the aim by which they were created in the first place. Globally, the task discharged in the academic achievement of students in Nigeria institution has been created variety of studies (Raynold & Stephanies, 2004). However, Rothstein (2004) argued that female and male differences can be traced to the ability and behavior of the peoples. A study conducted by Prince (1993) indicated that there is possibility for student in higher institution with higher clever decision test and other who highly careful to have sound academic records. Scholars across discipline have reported that female students do better academically than their male counterpart in institution of learning (Hijazi & Nagvi, 2006; Raynolds & Stephanies, 2004). The rational attached to this is that female or girl's students try to be more concentrated and punctual in all their classes, more constituent than the men. Indeed, many researchers have given more explanation on the female academic performance as against men. Contrarily, Cheer, Pino,



and Smith (2005) suggested that female or girls academic performance in higher institution are mostly resulted from their sexual relationship with their lecturers. Factor contributing to students' academic performance in various countries are vary. In the same context, Farooq and Berhanu (2011) asserted that in Pakistan, parent educational qualification and their socio-economic status has highly impact on student academic performance Jacobs (2015). Survey such as that conducted by Ali, Haider, Minor, Khan and Ahmed (2013) opined that in south Africa, students socio-economic background, his/her age and study time have great influence on student academic performance. According to Mganga (2016), Nghambi (2015) and Osei-Menah (2012) opined that availability of learning and teaching materials, teacher competency, and institution ecology have serious significant on student academic performance. However, a number of studies have carried out to identify and analysis the numerous factors affecting academic performance in Nigeria institutions, their result indicated students self-motivation, class attendances, and how old is the students (Aripin, Mahmood, Rohaizad, Yeop & Anuar, 2008). In his study, Romer (1993) discovered that entry qualification as determinant on the students' academic performance.

Statement of the problem

In Nigeria, the poor academic performance of students appear to have reached its climax. As a general rule, there is no smoke without fire; there are factors responsible for this academic tragedy that seems to have engulfed the lives of modern Nigeria students. We have consistently had our head in disgrace whenever immorality revisit our institution of higher learning, especially female student via lecturer relationship on the books of our national dailies during our daily visit to the local distributor in our district. Many a time neglectfully, we have regularly construct our self-inquiries what could be the way round over a sexual molestation of female students that mostly tag "sex for mark" overwhelmed Nigeria institution of learning. In 2021, and April 2022, Obafemi Awolowo University, Ile-Ife disengaged lecturer and later convicted by court for years in prison over sexual molestation of female students. In 2021, the management of Kwara State University, Malete, terminated appointment of a lecturer over allegation of sexual scandal with female student. In June, 2022, the Management of University of Abuja sacked professors and others senior lecturer. In January, 2022, Elechi Amadi Polytechnic, disengaged lecture over the same issues. Similarly, In January, Kaduna State University sacked lecturer on allegation of sexual molestation. In June 2021, the management of Federal University, Oye-Ekiti terminate some lecturer appointment over sexual scandal with female students. In October, 2021, the management of Federal Polytechnic, Bauchi sacked a lecturer over similar event. Just to mention few, based on this fact, few or no sufficient researches are conducted to assess likely responsible factors on gender disparity and student academic performance in Kwara State College of Education (Technical) Lafiagi. This study, therefore seek to identify needs to cover this gap.



Research Questions

- 1- Does student's gender-lecturer relationship influence their academic performance?
- 2- Is there any relationship between student's socio-economic background and their academic performance?
- 3- How will you describe sex for mark and students' academic performance?

Research Hypotheses

1. There is significant relationship between students-lecturers relationship and students' academic performance.
2. There is significant relationship between student's socio-economic background and students' academic performance.
3. There is significant relationship between sex for mark and students' academic performance.

Theoretical Framework

The work will be anchored on feminist theory by Mary Wollstonecraft. The basic assumption of feminist theories are following:

- 1- Gender may be a factor in how human beings represent reality.
- 2- Male and female will construct different type of structure about the self.
- 3- Their thought processes may diverge in content and form.

This theory is relevant due to the facts that the experience of women in society is not the same as that of men. Despite major advances, there are still some troubling gender gaps in Nigeria, however. Women still suffer disproportionately. Leading to what sociologists called gender inequality, where two out of every three victims of rapes in Nigeria higher institutions are women.

According to feminist, male and female are situated in society not only differently but also unequally treatment particularly in most of our high learning institutions. In fact, traditionally, women get less of the material resources, social status, power and opportunities for self-actualization than do men who share their social location, be it a location based on class, race, occupation, ethnicity, religion, education or any intersection of these factors. The gender inequality and student academic performance result from the organization of society particularly in our tertiary institutions. Indeed, not from any significant biological or personality between female students and their male lecturers. In fact, human being may vary somewhat from each other's in the profile of potentials and trait, no serious pattern of natural variation differentiate the sexes, rather, all human beings are characterized by a deep need for freedom to seek self-actualization and by a fundamental male ability that leads them to adopt to the constraint or opportunities of the situation in which they find themselves. To say there is gender inequality in Nigeria tertiary institutions concerning students' academic performance. Is to say that female students are mostly sexually harass by their male lecturers



either in coercion or at a condition of afraid not to failed his course. According to Wollstonecraft (1974) suggested that it is possible to change the situation.

Methodology

The study adopts descriptive and analytical approach in discussing the phenomenon of gender disparity on students' academic performance in a selected institution in Kwara State. It is based on secondary data elicited from departmental records, journal articles, institutional publications, organization, text books and newspapers which subjected to critical analysis in an attempt to describe the implication of gender disparity on students' academic performance and the problems this portends to our institution of learning.

ANALYSIS OF STUDENTS' ACADEMIC STANDING BASED ON THEIR GENDER

Academic Rate	FOURTH YEAR HARMATAN SEMESTER		RAIN SEMESTER	
	Men	Women	Men	Women
LESS THAN 1.50	2	NIL	1	NIL
1.50-2.49	5	1	42	NIL
2.50-3.49	6	16	9	3
3.50-4.49	6	11	5	11
4.50-500	NIL	4	NIL	7
TOTAL	19	32	57	21

Source: Fieldwork, 2022

The table above illustrates the comparison between male and female students in terms of their academic performance between the harmattan and rain semesters of 2021/2022 academic session. Overall, it has been indicated that their performance witnessed different trends in the time period. Given this information, it is clear that a higher proposition of female students had good grades than their male counterparts throughout the session.

ACADEMIC RATE	THIRD YEAR HARMATAN SEMESTER		RAIN SEMESTER	
	MEN	WOMEN	MEN	WOMEN
LESS THAN 1.50	12	2	11	NIL
1.50-2.49	16	4	17	5
2.50-3.49	13	12	9	4
3.50-4.49	5	12	3	11
4.50-5.00	NIL	2	NIL	1
Total	46	32	40	21

Source: Fieldwork, 2022



Report on 2020 /2021 Academic Session

The statistic above are descriptions of the overall academic performance of Year Three student during the session, from 2020 to 2021, indicating the dichotomy in the proportion of grades between male and female students. Meanwhile, the figure for the females with first class grade hit 3% in contrast to 0% recorded by males. Furthermore, it has been illustrated that second class upper saw 23% of females as against 8% of males while 22% of males, following 16% of females, bagged second class lower. Compared to 33% of males, only 9% of females got third class. As clearly demonstrated, 23% of males in comparison to 2% females fell into the lowest grade. All things considered, it is clear from the table that the number of female students with good grades was much greater than that of the male students. In other words, females seemed to be more successful than males.

ACADEMIC RATE	SECOND YEAR			
	HARMATAN SEMESTER		RAIN SEMESTER	
	MEN	WOMEN	MEN	WOMEN
LESS THAN 1.50	4	NIL	5	1
1.50-2.49	5	1	7	2
2.50-3.49	19	6	16	5
3.50-4.49	2	14	2	12
4.50-5.00	NIL	4	NIL	6
TOTAL	30	25	30	26

Source: Fieldwork, 2022

2019/2020 Academic Session

Given the description of the table above, a higher percentage of female students had good grades than their male counterparts throughout the sessions, from 2019 to 2020. Accordingly, between harmattan and rain semesters of the session, the number of females with first class grade peaked by 10% while the males bottomed out at 0%. For second class upper, the trend witnessed 4% of males and 26% of females; the second class lower stood at 24% of males and 11% of females; by 12% and 3% respectively, fewer females than males sank into third class grade; meanwhile, 9% of males and 1% of females hit the lowest grade. Hence, there was slight drop in failure from 14% in 2018 to 10% in 2020. Overall, it has been indicated that low grades were more popular among males than females over the time period.

FIRST YEAR				
ACADEMIC RATE	HARMATAN SEMESTER		RAIN SEMESTER	
	MEN	WOMEN	MEN	WOMEN
LESS THAN 1.50	7	1	6	NIL
1.50-2.49	10	2	11	2
2.50-3.49	15	9	14	7
3.50-4.49	2	15	3	17
4.50-5.00	NIL	2	NIL	2
TOTAL	34	29	34	28

Source: Fieldwork, 2022

2018/2019 Academic Session

The table above illustrates the comparison between male and female students in terms of their academic performance between the harmattan and rain semesters of 2018/2019 academic session. Overall, it has been indicated that their performance witnessed different trends in the time period. Given this information, it is clear that a higher proposition of female students had good grades than their male counterparts throughout the session.

Model	Coefficient		t	sig
	Unstandardized Efficient	Standard Error		
I (constant)	2.621	1.042	2.442	0.036
Students-lecturers Relationships	223	179	0.123	1.298
Student socio-economic background	179	165	0.060	0.432
Sex for mark	196	127	0.180	1.661

Dependent Variable: Students Academic Performance



Hypothesis Testing and Coefficient

Base on the beta coefficients the model indicated that students-lecturer relationship have 22% effective different in students' academic performance while t-value is also significant. In this case, the H1 is accepted, which states that there is significant relationship between students-lecturer relationship and students' academic performance.

Student's socio-economic background have 17% different in students' academic performance but this indicate effective relation while t-value is significant. Hereby, accept the H2 which opined that there is significant relationship between student's socio-economic background and students' academic performance.

Sex for mark have 19% different in students' academic performance in effective line while t-value is sufficient greatly. H3 hereby accept which states that there is significant relationship between sex for mark and students' academic performance.

Regrettably, Nigeria female students have just two choice: it is either they accept their lecturer sexual demand or fail to graduate with their colleagues course mate. Indeed, many female students choose the former while others drop out due to their earlier socialization which may either influence by their religious or cultures. This is indication that Nigeria higher institutions needs physical, moral and psychological help.

Discussion of Findings

One of the findings of this study indicate that the causes of the gender disparity that resulted to sexual molestation via female students-lecturers relationship in Nigeria institution of learning originated from student socio-economic background, her earlier socialization, immorality and mind feeble of lecturers. These findings is related to the findings of Pascarella and Terenzia (1991) who found that female students fail because they reject lecturers advances, others, who do not even attend lectures, achieved lofty academic performance simply because they don't prove headstrong to compromise. The rights of the female students are relegated and they suffer in all ramifications. Similarly, according to Amuzu, Ankalibazuk and Abdullahi (2017) concluded that sexual assault of female students in Nigeria institution of learning has always done untold damage to their education and their lives. The societal reactions to such overarching issues seem to favour male students more than their female counterparts, such unpalatable experiences have come to describe the imbalances in the male dominated society. Furthermore, in Nigeria higher of learning, hardly you heard female lecturers assaulting or molesting male students, female students are always target victims of this inhumane behavior of sexual molestation from their lecturer in exchange or favor for mark. This correspond with the findings of Farooq, Chaudhry, Shafia and Behanu (2011) who found out that the phenomenon of sexual harassment has become a recurring decimal in which female students are regarded as cheap goods for exchange among lecturers. Additionally, some female students throughout their academic journey suffer psychological and mental deform due to the immorality treatment she experience from her



lecturers. Many of them also faced the absence of access to justice in relation to cases of human rights violations such as discrimination against gender and sexual violence.

Conclusion

However, the study work toward examine the impact of gender inequality on student-lecturers relationship. The study therefore believed that this relationship has high influence in their academic achievement. The presupposes that gender academic achievement was seriously intervene by student-lecturers relationship. More so, female student's socio-economic background are recognized determinant factor for student academic grade. Some weak lecturers within Nigeria institution demand for money or sex from female students with motive to given then good grade in their courses.

Recommendations

- 1- There is needs to allow external assessment of student's exam scripts as against the grade awarded in the cause of marking. This will go in long way to reduce unnecessary grade awarded to student by some weak lecturers due to their relationship with them.
- 2- There is needs to setup special unit within institutions to enforce law with strict monitoring concerning students experience with their lecturer particularly in regard to gender imbalance or favourism.
- 3- There in need to create an avenue where students will be free to report their experiences with their lecturers.

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