

FACTORS AFFECTING POOR ACADEMIC PERFORMANCE OF MALE STUDENTS: A REVIEW

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Abstract

The academy is a solid endeavor made by a person in his life, and an informed citizen of a country facilitates the community's sustainability. But in the contemporary society the male students have lagged behind from the academic culture and they don't hit a quite enough achievement and undergo from academic inhibition. The gender wise performance in academics may behave differently based on several numbers of variables including students' passion, frame of mind, the societal ambience etc. This study aims to expose few of the factors affecting to the poor academic performance of the male students.

Keyword: Academic performance, Gender imbalance, Higher education

1. INTRODUCTION

Higher education has become the dominant power plan in this millennium of the corporate world to become a successful masterpiece. The importance of tertiary education credentials therefore plays a vital role in the job market. While there should be an appropriate balance between the level of performance between male and female students, the problem arises as female students continue to rule the higher education sector with a significant influence on the overall performance scheme and that has a direct impact on the economy's good health. Gender imbalanced situation in the labour force will be a pragmatic problem in the contemporary world and it leads to occur controversial situations in the economy to have both short term and long-term productivity issues in the country. Scholars have identified a host of factors to scrutinize this situation. Some factors were categorized under individual factors and house hold factors. Motivation from the family and environment, parental involvement and commitment,

peer pressure has been considered as household characteristics and intrinsic motivation to obtain higher grades, participation in lectures and assignment, time allocation for the academic endeavour, art of attempting to the question paper has identified as individual factors. Some scholars acknowledged socio cultural and economic factors that segregate the performance level of male and female students. Social class and social status, social infrastructures to facilitate academic achievement has been major standards in socio cultural aspect and economic condition of the family, willingness to spend money on higher education become prominent factors in the economic aspect. Though factors have classified in those aspects, this review oriented on factors that have gained significant attention in the scholarly atmosphere and those factors are catalogued as academic self-perception, the attitude towards school, the attitude of the teacher, future orientation and academic goals valuation and motivation. Many scholars have stressed the importance of aforementioned factors when it comes to the poor academic performance of male students. Albeit this review is intended to explore how these variables were influenced for the male students ' poor academic performance.

2. LITERATURE REVIEW

It is claimed that education is the key to the national development of all nations. Knowledge is the pillar of growth in any country. Battle and Lewis (2002) have affirmed in the light of the above that education plays a key role in the development of human capital and is related to the well-being and possibilities of an individual in the future. Education ensures that individuals develop knowledge and skills that allow their productivity and their quality of life to be improved. Similarly, Saxton (2000) noted that increase in

productivity also leads towards new sources of earning which enhances the economic growth of a country.

According to Braddock (1981) and Simelane (1996) gender has been found to influence the student's academic performance. In many countries the underperformance of boys compared to girls has been giving rising focus throughout recent years. Epstein et al., (1998) & Frosh et al., (2002) in their researches have highlighted that in the mid-1970s girls' underperformance was identified as problematic and in the 1990s boys' underachievement have become the focal point.

Lately, studies into sex differences in performance have focused mainly on boys' poor performance as compared to girls and investigators and various possible explanations have been proposed for boys' poorer performance.

A study conducted by Saunders et al (2004) in Africa has found that African American males are lagging well behind their female peers who are graduating from high school and college at higher rates while a research done by Hassan & Hassan (2016) with the participation of 200 students of University of Peshawar in Pakistan too revealed that performance of female students is better than males. Kimball (1989) notes that in addition with traditional numerical measures in achievement exams like SAT-M3, women are more likely to score male than mathematicians in mathematical groups. For historical classes versus historical tests, Wilberg and Lynn (1999) come to a similar conclusion. This trend was clarified by the researchers, who say that women tend to work more conscientiously and have a greater work ethic than men. They tend to have better language skills, including experience in essay writing, language skills and fluency which lead to better training.

This reviewing will be focused on the factors that were identified in the literatures of various scholars including self-concept, attitude toward university, attitude toward lectures/teachers, goal valuation and motivation or self-regulation.

In the context of academic performance, words such as "academic self-concept," "academic self-perception," and "academic self-efficacy" are often alluded colloquially.

As stated by Marsh & Seeshing (1997) self-concept is the set of perceptions or reference points that the individuals have about himself; the set of characteristics,

attributes, qualities and deficiencies, capacities and limits, values and relationships that the individuals knows to be descriptive of himself and which he perceives as data concerning his identity while

Ghazvini (2011) mentioned that it is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to him and characteristics or attributes that we use to describe ourselves. It has a cognitive nuance and is understood to be basically descriptive evaluation.

Academic self-efficacy refers to an individual's judgments of his or her capabilities to perform given academic tasks and is also a component of the global psychological construct, self-concept, which is also comprised of other aspects of self (Schunk, 1991).

Academic self-perception is the student's opinion of his or her academic abilities (Suldo et al. (2008). McCoach & Siegle (2001) in his study revealed that the perceptions students have about their academic skills influence the types of academic activities they select and he further cited that these perceptions usually are within the categories of academic self-efficacy and academic self-concept.

Previous research studies demonstrate that self-perception can serve as an influencer towards academic achievement. Huang (2011) through his investigations found that high self-concept is directly related to high academic performance and that self-enhancement and skill development may have high pedagogical value.

A study conducted by Nalah (2014) with the participation of 412 college students in their first & final years to examine the relationship between self-concept & academic performance found that different individuals have self-concept in varying qualities as suggested by the term "negative and positive" self-concepts and varying quantities as implied by "low and high" self-concepts. . Furthermore, this study reveals that there was no significant relationship between self-concept and academic performance of male & female students irrespective of their academic domain. Thus Nalah (2014) emphasized that gender does not influence or determines one's self concept & academic performance.

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005).

In their research, Candeias et al. (2010) & Veresova & Mala (2016) have shown that attitude towards school is an important factor in understanding the relation between student skills and the learning environment and between students and academic performance.

Lewy (1986) defined the attitude towards school as being the actions of the subject, its feelings regarding love for school and school interactions, favorable or unfavorable. Candeias et al. (2010) showed that pupils with lower performance and higher rate of school failure have more negative attitudes. Veresova & Mala, (2016) found in their study that attitude towards school and learning significantly predicts academic achievement & this concept was further stressed by Ak & Sayil (2006), Newton & Mwisukha (2009) and Geddes et al. (2010) Few researches have tried to examine the difference in gender will have any different attitude in schools and how it impacts to academic achievement. (Candeias et al. (2010) & Houtte (2004) note that girls seem to have more positive attitudes toward school, while boys are less motivated and have more negative attitudes toward school.

The teacher is the major factor of training and teaching. In the main, a teacher operates in educational institutions that allows students in the fields specified by the educational system to achieve mental, sensory and behavioral goals. (Gundogdu & Silman, 2007).

Ulug, et al. (2011) revealed that a teacher is being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success.

Studies have shown that teachers exert enormous influence on students and thus determine to a very large extent their academic performance.

Ulug et al., (2011) in their study has mentioned that the student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher The teacher's positive attitude affects the motivation of the pupil, his behavior towards school and school performance, his trust in himself and the personality growth as a result. This research has further found that there is an effect of the teachers' positive attitude in improving the students' success. According to participants' responses, 91.2% thought positive performance increased, and 0.9% thought achievement decreased, although 7.9% believed that output had no impact.

A study conducted using a sample of four hundred students in Nigeria by Madukwe et al. (2019) too have found that there is a positive and significant relationship between teachers' attitude and students' academic performance with a multiple correlation coefficient (R) of 0.865 and a multiple adjusted R Square of 0.594 accounted for 59.4% of the variance in the student's academic performance.

Dompnier et al. (2009) have identified two types of goal orientation theories namely mastery & performance goals. They mentioned that mastery goals are associated with one's desire to learn by improving one's competence through the acquisition of knowledge and skills. Performance goals are associated with one's desire to demonstrate competence compared to others. Senako et al. (2011) in their study expressed that mastery goals and performance goals are differentiated by how the students view ability and by how success and failure are defined.

Although some researchers suspect that mastery goals have a positive consequence on achievement-related outcomes, research has not clearly demonstrated that academic success stems from mastery goals

Achievement is something that is based on self-fulfillment for mastery goals; and based on outperforming peers for performance goals (Senko et al., 2011). For the mastery goals, students believe that if the learners try harder, the ability can be developed while for the performance goal, ability is a set feature (Dweck, 1986).

Brown & Jones (2004) in their research conducted using African American students revealed that students with high levels of future orientations have higher grades. According to the study students with higher levels of future orientation and academic goals tend to possess higher academic motivation. African American students with strong orientations toward the future view education as an avenue to life success.

Self-regulation is a skill that individuals employ to change their thoughts, feelings, desires, and daily activities to attain higher goals. In fact, self-regulation includes strategies, which individuals use to regulate and control their cognition (Doostian, et al., 2014). (Pintrich, 2000) says self-regulation is an active and constructive process that learners verify, regulate, and motivate to control their cognition and behavior.

Motivation is defined as the direction and intensity of one's efforts. 'Direction of effort' refers to the goals one

wants to achieve, and 'intensity of effort' refers to the extent that person tries to achieve those goals (Ahmadi et al.,2009) and (Paul & Elder, 2013)

A research conducted by Almalki (2019) using dental college students of Saudi Arabia to identify the influence of motivation on academic performance has found that there is a statistically significant correlation between academic performance & motivation.

Pintrich (2000), Zimmerman (2008) and Schunk & Zimmerman (2012) reported that motivation is a significant indicator of academic performance and added that the connection between motivation and self-regulation seems to be related, in which highly motivated students are shown to be more able to plan and manage their learning strategies independently. Also, researchers from multiple disciplines found that students with high levels of motivation have a superior learning outcome compared to their colleagues with lower levels of motivation (Schunk et al. 2012).

Zimmerman (1989) and Zimmerman et al. (2004) examined the relationship between self-regulation, academic achievement and flexibility. The results showed that students who used self-regulation strategies were more successful in learning and academic achievement than other students.

Many studies have investigated sex differences in students' academic motivation and the results were inconsistent and inconclusive. Barkoukis et al. (2008) results revealed the existence of gender differences regarding intrinsic motivation to know and amotivation. In fact, women were more driven by inherent motivation compared with men and less interested in amotivation. However, the study did not reveal if there were gender differences with regard to extrinsic motivation an aspect of interest to the present study.

Rusilo & Arias (2004) results showed the existence of gender differences in extrinsic motivation with girls showing lower levels. Interestingly, even though this study revealed that boys were more extrinsically motivated, gender differences in the specific domains of extrinsic motivation (external, introjected and identified regulation) were not reported.

3. CONCLUSION

In the recent context scholars have cited various factors affecting for the underperformance of the male students in their academia. This review has mentioned the factors

that were repeated by many authors and they were self-concept, attitude toward university, attitude toward lectures/teachers, goal valuation and motivation or self-regulation

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