

UNIVERSITI TEKNOLOGI MARA
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FACULTY OF ADMINISTRATIVE SCIENCE & POLICY STUDIES

A STUDY ON GENDER DIFFERENCES IN ACADEMIC
ACHIEVEMENT AT UNIVERSITI MALAYSIA SABAH (UMS)

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JANUARY 2009 - DECEMBER 2009

DECLARATION

I hereby declare that the work contained in this research paper is my own except those which have been duly identified and acknowledged.

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Abstract

Educational statistics and worldwide media have reported a gender gap in academic achievement, with boys falling behind girls with regard to grades, high school graduation, and college enrollment and retention. This study examines the existence of genders gaps in education and the factors that lead into the lower performance of student. This study consist the reviewed from the student of Conservation Biology program in School of Science and Technology, UMS. 100 respondents were involved in this study which comes from Diploma, Bachelor, and Master and above level of student from that program. The findings shows that there is existence of gender differences in academic achievement and the factor, behaviors affected the student academic performance but not for the class environment.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. Instead, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children (Basic Education Coalition 2004).

Besides that, education is like a dual-edged sword. It has been a source of advancement, empowerment, and liberation for women, but it has also reproduced gender inequalities. The understanding of gender differences and inequality has benefited from the development of gender theories in the social sciences (Chafetz 1999), but educational theory and research that emphasize gender differences have received relatively limited attention (Jacobs 1996:154). There is little doubt that education serves as a key for understanding gender issues in part because it largely mirrors social relationships in society (Persell, et al. 1999:407). Nevertheless, scholars have not paid sufficient attention to gender issues in higher education (Jacobs 1996). Regarding gender differences in academic achievement, in particular, most of the attention has been at the elementary and secondary levels (Nowell and Hedges 1998; Hallinan 2000).