

EFFECT OF MIXED-GENDER STREAMING ON STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE: A CASE STUDY OF ENGLISH AS A SECOND LANGUAGE CLASSROOM IN NIGER STATE, NIGERIA

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ABSTRACT

The objective of this study was to investigate the effect of mixed-gender streaming on the performance of senior secondary school level students in English language in Niger State. In the course of the work, the researcher compared the performance of male and female students in the mixed-gender streams in English Language. The population of the study was 53,468 from 248 schools of both single and mixed gender streams. Out of this, one mixed-gender class of forty-four students was sampled from senior secondary schools in Minna metropolis. The researcher used quasi-experimental research design. The instruments used for data collection were the NECO 2011 November/December past question papers that served as the test instruments, the curriculum content and prepared lesson notes used during treatment. Frequency counts and the Arithmetic means were used for descriptive analysis. The t-test statistical technique was used for inferential analysis to test the hypotheses. This study is anchored on Bandura (1986)'s social learning theory. This theory emphasizes the importance of biological, social and cultural impacts on human behavioural development and learning especially on gender and genders specific traits and roles. The results revealed that there was no significant difference between the performance of male and female students in mixed-gender streaming. The female students, however, performed better than the male ones and the results of the two genders were generally poor. It was therefore, concluded that the mixed-gender streaming was less effective in enhancing better academic performance especially in English language in Niger State. Consequently, the researcher recommends that the Niger State Government review the system for better repositioning.

Keywords: Mixed-gender streaming, placement, mixed gender, male students, female students.