

ASSESSMENT OF GENDER DISPARITY IN ACHIEVEMENT TEST ITEM FORMAT AMONG STUDENTS' OF ECONOMICS IN SENIOR SECONDARY SCHOOLS

Akamigbo Izuchukwu Stephen , Eneja Remigius Uchenna & Ikeh Elochukwu Francis

Department of Science Education, University of Nigeria Nsukka, NIGERIA

ABSTRACT

The study assessed gender achievement in test item format among students' of economics in senior secondary schools in Nnewi education zone of Anambra state. Four research questions and four hypotheses guided the study. To carry out the study, a causal comparative research design was used. The population of the study was 2,380 SS2 students from 49 government secondary schools in Nnewi Education zone. The sample for the study was 368 SS2 Economics students comprising of 141 males and 227 females. Economics achievement test (EAT) was used as the instrument for data collection. The instrument was made up of four sections (A, B, C and D). Section A is multiple choice format, Section B Fill-in test format, Section C Matching test format and Section D Essay test format. The items in the different sections of the instruments were developed from the same content, only the format changed. The EAT had a reliability of; 0.75, 0.66, 0.63, and 0.72 for multiple choice, Fill-in, Matching and Essay test item formats respectively. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test of significance. The findings showed that male achieved better than female in multiple choice, fill in format, and matching test while female achieved better in essay test than male student. There was statistically significant difference in the mean achievement of male and female students in favor of male in multiple choice, fill-in and matching test item format but favour female in Essay test item format. It was recommended that that teachers should minimized the use of multiple choices because the students' high achievement in it may be as a result of guessing. Other test item formats should be included or incorporated in secondary schools' Economics testing programmes. Government should organize seminars, conferences and workshops for Teachers to update their knowledge and skills on the construction of different test item format. Teachers' should attempt to generate a pool of test items in different formats in order to ease problem of classroom assessment. There should be item banks from where the respective tests are drawn.

Keywords: Assessment, Gender, Achievement, Test Item, Economics, Secondary Schools.