

## Analyzing How Campus Male Presence Enhances or Inhibits Female Students' Identity During Academic Interactions

**Namaganda Justine**

College of Education and External Studies, Makerere University

**Kimoga Joseph**

College of Education and External Studies, Makerere University

**Ezati Betty**

College of Education and External Studies, Makerere University

### ABSTRACT

**It is a fact that identity makes one to belong. One who lacks identity lacks belongingness. Proper identity is never stunted. A dynamic identity ever seeks positive enhancement. This poses a major challenge on female identity in contexts where males dominate. The dominance may either enhance and refine the female identity, or inhibit and destruct it. This study analyses how male presence at campus enhances or inhibits female students' identity during academic interactions. We found competitiveness, self-belief, being focused, and attention to schedules as campus male presence driven factors. We concluded that while the first three enhance female identity, the fourth is instead inhibitive. We recommended that the academic staff create a context that allows ease to pursue a desired study, by a desired mode, and at a desired time.**

**Keywords:** Campus, male presence, female, identity, academic interaction

### INTRODUCTION

Studies done internationally, regionally and locally reveal that male dominance enhances academic interaction (Balkis, [1]; Balkis & Duru, [2]; Bruinsma & Jansen, [3]; Duru, Duru, & Balkis, [4]; Krishnan & Parsons, [5]; Ozer, Zahnd, & Adams, [6]. In other words, when students show a higher collaboration with the male tendency, academic interaction goes along with it. Male dominance has been identified as one factor that may explain differences in students' academic interaction and female students have been influenced in such circumstances. However, there is little attention rendered to how campus male presence enhances or inhibits female students' identity during academic interactions. This shortage justifies the interest of this study. From the Latin root *idem*, meaning "the same," the term identity refers to where one (a person or a group) belongs, and what is expressed as "self-image" and/or "common-image", what integrates them inside self or a group existence, and what differentiates them vis-à-vis "others" (Golubovic, [7]). Identity refers to the overall character or personality of an individual or group (Oyserman, Elmore & Smith, [8]). In this study, identity refers to a set of personal characteristics by which a female is recognized as well as uniqueness of females which is more or less consistent over time.

### LITERATURE REVIEW

Several authors sought to examine the relation between male dominant presence and female academic interaction (Ali, Haider, Munir, Khan & Ahmed, [9]; Baker, [10]; Baker, [11]; Udoukpong, Emah & Umoren, [12]; Watson, Dudley, Segan & Hockings, [13]). They found out that male gender was associated significantly with the female academic interaction, revealing a

powerful effect of males in the teaching profession, support, motivation and learning techniques most especially on female students' involvement in academic related fields (Amabda, [14]; Gale & Parker, [15]; Scott, Marianne & James, [16]). Therefore, the support given by male professors positively influences the academic interaction of females while at campus. The findings revealed that father/guardian figure status significantly contributes to the academic interaction of graduate students. Given the idea that male teachers' expectations can result in to self-fulfilling results (Rubie-Davies, [17]), having them as their teachers motivates the female students in their studies and this has been suggested as being central in interest and activity performance as well as academic interaction (Bandiera, Burgess, Gulesci & Buehren, [18]). This was echoed by findings of Ebong [19]) which indicated that the male teachers have much influence on female students' performance in science (Physics) as against what most previous studies portrayed. Indeed this male presence conceptualizes the material acts that subordinate specific groups of females. This indicates that female students in the classes of male teachers seem to achieve higher than with female teachers (Drudy, [20] & Azman, [21]). Similar to the above studies, Udoukpong et al. [12])'s study also suggests that female students' academic interaction is significantly affected by male influence. This implies that female students, who perceive their male teachers as motivating, are encouraged to work hard and achieve academically. This is shown in their level of self-confidence and readiness to work harder (Camacho-Minano & Del Campo, [22]; Morales, Hernandez, Barchino & Medina, [23]). Therefore, possessing better learning strategies will be essential for achieving higher academic interaction (Gbolli & Keamu, [24]; Khatib, [25]; Montagud & Gandía, [26]). This suggests that motivation is crucial to cognition and academic interaction because it directs individuals' behaviors (Byun, Meece & Irvin, [27]). According to Welsh [28] female students perceive male professors' learning techniques as instrumental to improving their academic interaction. The use of learning techniques benefits female students effectively and influences their academic interaction (Dunlosky, Rawson, Marsh, Nathan & Willingham, [29]; Lyle & Crawford, [30]).

However, other scholars (e.g. Afuwape & Oludipe, [31]; Sheard, [32]; Khwaileh & Zaza, [33]) contrary aver that male gender plays only a minor role in influencing female students' academic interaction. Others further argue that male presence negatively relate with female students' academic interaction (Sheldon, [34]; Beilock, Gunderson, Ramirez & Levine, [35]; Hyde, Lindberg, Linn, Ellis, & Williams, [36]). In fact male presence can lead to academic failure for female students (Hoffmann & Oreopoulos, [37]). In fact a plethora of scholars (Abdorrezza & Rozumah, [38]; Cheng, Ickes & Verhofstadt, [39]; Fischer, Schult, & Hell, [40]; Rytönen, Parpala, Lindblom-Ylänne, Virtanen, & Postareff, [41]; Sharique & Surendrakumar, [42]; Spivey & McMillan, [43]; Zahari, Suet & Poh, [44]) do not at all support the notion that male presence is related to female students' academic interaction.

In addition, male teacher's influence on female students' low task orientation is associated with male teacher attitude towards the students' low academic interaction (Carrington & McPhee, [45]; Gbolli & Keamu, [24]). Here it is true especially for boys. The results reveal a 'halo effect' the intelligence, motivation and maturity of students they perceive as low in task orientation (Dee, [46]). Their temperament, differ only in how they respond to the demands of the school (Keogh, [47]). It is obvious that these females do not match with their teachers' ideas of what appropriately academic sound students should be. This therefore raises doubts about the position of females and their readiness to fit in any condition in the school environment (Driessen, [48]; Drudy, [20] & Kwok, Hughes, Luo, [49]).

In some academic contexts, females tend to copy the male traits. They not only aspire to excel, but aggressively compete for excellence. Baran and Kihç [50], and Macher, Paechter, Papousek

and Ruggeri [51], state that academic interaction of females is positively related to trait anxiety. This result can be explained by the heterogeneity of the measure of trait anxiety.

Some scholars emphasise that there is a strong influence of study time on academic interaction (Barrow, Reilly & Woodfield, [52]; George, Dixon, Stansal, Gelb, & Pheri, [53]; Khwaileh & Zaza, [33]; Sheard, [32]). We need to appreciate that most time schedules are drawn by males due to their dominant presence in various contexts. Therefore, working to bit time lines is an indirect response to satisfying male control systems.

Igbo, Onu & Obiyo [54] also indicated that gender stereotype has a significant influence on students' academic interaction in favor of the females. The influence of gender stereotype in relation to academic interaction, confirms the possibility of gender stereotypic views of parents and teachers encouraging male children with particular courses and discouraging female children in the same courses, thus influencing their academic interaction. This possibility can be extended by fellow male students in showing their advantageous stance over females in some aspects. In the long run, this might affect the self-concept or self-belief of female students. This is in line with Steele, James & Barnett [55] and Stone & McWhinnie [56], who affirm that stereotypic views manifest underperformance on the part of females and affect their self-concept. The findings also corroborate the findings of Bhatia [57], Vick, Seery, Blascovich & Weisbuch [58] and Yeung & von Hippel [59] that powerful application of stereotype is related to female weaknesses and strengths. Therefore, the use of stereotypic views could be responsible for the manifestation of male and female performance.

Although over consumption of alcohol is more related to males than female, some anecdotal experience indicate a growing number of females also assuming the habit. They tend to harbour thinking that if males do and it makes them feel good, keeping awake, and for fun, so can they (females) also drink (Ukwayi, Lucy, Chibuzo & Undelikwo, [60]). There is a plethora of research which indicates that the use of alcohol and related drinks influences academic interaction among university students (Labrie, Ehret, Hummer & Prenovost, [61]; Marczinski, [62]; Pettit & DeBarr, [63]; Poulos & Pasch, [64]). According to Ukwayi et al. [60]) a unit increase in alcohol consumption would result in decrease in academic interaction. This is related to the study by Pettit and De Bar [63]) that more consumption of energy drink, drink that may have alcohol together with caffeine and other active ingredients in its content is negatively related to academic interaction. Alcoholic drinks negatively affect studies, reduce amount of study time, class attendance, and concentration during examination.

## METHOD

In order to pursue the purpose of this study, we opted to use Makerere University as our contextual case where there are distinct male - female percentage ratios in administration 52.3:47.7; academic staff 73.1:26.9; and students 52.7:47.3 (Makerere University Directorate of Quality Assurance, [65]). We used focused interviews on four factors that stood out from the above literature so as to analyze how campus male presence enhances or inhibits female students' identity during academic interactions. The factors are; competitiveness, self-belief, schedules, and focus. We chose four colleges from the two disciplinary fields; two from sciences (College of Engineering, Design, Art and Technology (CEDAT), and College of Health Sciences (CHS)) and two from humanities (College of Humanities and Social Sciences (CHUSS), and College of Education and External Studies (CEES)). We interviewed two female students from every college, making a total of eight. The names herein are pseudonyms. Findings

## Competitiveness

As a female, interacting academically with males inevitably creates positive competition. Particularly Rehema noted:

*There's this competing personality, may be let's look at a man who achieves so high, he's a male and he's always bright. And then there is this competing personality of, he is a male so what, I can also compete with him and be better than him. So there are those who are performing well so that they can reach them or be better than them. So it can be a good influence on a female or the other way round.*

In addition, Josephine is certain that life is about being competitive. That females to be somewhere, they have to compete with the males. In her submission she stated:

*Within our current generation we have seen women want to compete with males in various positions and field, so as female we feel we can do better than males. E.g. In medicine we have seen most medicals are males. In a class of 20 there can be only 4 girls. So you find the males out-competing the few females. So while we are here at campus we work like we really want to out-compete with these male. But a challenge comes in when a coordinator of the course is a male and head of the course is a male too, the lecturer is a male and in the whole department there is no female. I find it a bit hard to fit in this department since there's no female. There is no one to motivate me to keep going on this career of mine.*

Participants arguably said that the desire to academically succeed has created in them a spirit to compete with male students in academics. Josephine further stated that:

*In class I would like to take the 1<sup>st</sup> position because I would want to pass but with this self-esteem, males being more I do perhaps have a better chance to compete with them. Then there are some things that are reserved for men when we go into the field so you will find a man doing it not a female due to the self-esteem. But I don't want to be left behind, each step they take, I also want take which helps me to improve in my academic interaction.*

It feels good to compete positively. Girls feel great when they do what the boys can do and win them. Carol stated that, "we can sit for the same paper and I actually win the boys; that pushes me to be better than them." Josephine supplemented to this when she noted,

*With our current generation we really compete with the males. So this keeps us more committed to our academics because we know we can win them and I will want to excel while other females feel less committed like if they miss a lecture they will say a male will discuss for me because perhaps they would have understood very well.*

## Self-belief

Participants were certain that in their academic journey it is important to believe in self. This was highlighted by Chantal when she noted:

*Believing in myself has influenced the way I do things in such a way that it has accredited me a lot; most students and lecturers appreciate what I do for them, so this has enabled me to excel academically, because every other year I perform even better.*

However, in the female effort of self-belief, participants noted the destructiveness of males which slows down or completely stop their academic pursuance. For instance Carol confided that:

*When males realize that a female believes in oneself, they tend to destruct you a lot, like falling in love with you such that they can disorganize you completely. When a discussion is held and you don't appear, they feel happy that you have not appeared.*

*This has influenced me in such a way that, I may fail to get time because I am very much pre occupied with my thoughts of say a broken heart. I may even fail to get time to do personal reading. If there is an exam the following day, I may fail. This affects my academics.*

Despite self-belief, females feel they have been segregated by males in their academic journey which may affect their academic interaction. This was established by some participants when they opined that boys think they are not good enough to join their discussion groups. Carol in particular shared that:

*Well you see in the college of engineering, they basically look for people who know Mathematics and Physics, these two subjects are dominated worldwide by males. So you find that it will actually have an effect on the ladies and that's why you find groups where certain boys will say like let's just have a boy's thing we don't need any girls. We had such groups in our class whereby they were just boys. Perhaps the girls were slow and would drag them.*

### **Schedules**

Some participants disclosed that the timetables disfavor their academic efforts. Chantal explained how academic timetables contribute to their failures:

Josephine shared further in support and bringing to the fore the male dominance:

*Like I said in the administrative structure of Makerere, it's dominated by males. So when they are designing the timetables, they do it in general. They never consider whatever affects the female; they just look at them as students not as a female or a male. So when they are designing these timetables it's something general they never consider gender or the factors that affect female or male. E.g. not that every student in Makerere is a full time student, some do work, some are married so if you consider a person who is studying and she's a mother and a wife looking after her other siblings and put class on Saturday or evening classes that go up to may be 11 pm and she has to go back and cook and perform all other duties, so they never consider all that but rather put it all on the same platform and find time to put all your other factors.*

### **Focus**

Campus life in addition to society around has a lot of allurements that can keep one away from studies. For instance Florence shared:

*From what I have observed girls are not that committed to their studies because of the several factors around the university. You find them wanting to be socially active and giving little attention to their books even when you go to the main library the biggest number you find there are the boys.*

Rehema reiterated further that:

*Males are always bright; always have time to read but females have very many factors that mean to disturb our academics. Social things disturb us so much and male have this personality of I can overcome any problem i.e. books are books and social is social so let me first put social aside and concentrate on books. But we always see that there are some people who always look up to them and they will improve and even be better than males.*

However, the way male students approach social life sometimes differs from the way females do. Some male students' disinterested attitude to these things is a good example that some female students emulate in order to achieve their academic endeavors. Thus Florence added that:

*So when the girls look at the boys performing better than them, it makes them to think twice about it or if like you have male they will encourage you come let's go to the main library, or we have a discussion come and we attend to that. So at the end of the day, girls end up being inspired by the males to be committed just because they look up to the males who are very committed to their studies.*

In addition, other boys can be helpful and encourage females to stay focused on academics. This is common in science subjects. This encouragement plays a big role in the female academic achievements. Florence for instance shared that:

*When we girls come to the university we have a lot of needs. We want to sleep in the best hostel, to wear the latest clothes, have the best phones and all that. So in most cases we end up losing the determination whereas boys don't mind sleeping in the dirtiest hall and eating posho and beans every day. Their main focus would be on reading their books. So in most cases the boys tend to counsel the girls that all these things they are looking at will be short lived, but if they focus on their books they will get much better rewards. So you even find boys discussing for girls especially those tough course units, the boys are usually more knowledgeable about them so when they form discussion groups the boys help out even when we felt we didn't know a lot especially via calculations and all that they would always encourage us and make us to be as determined and focused as they are.*

On the other hand, when females are determined and focused, they outperform the males in academics. When this happens, they are despised by the males after realizing that also females can beat them in academics. Being despised may impact on their performance. For instance Felicity shared:

*Most of the times the males get first classes, these are mostly in sciences courses. But in my history class, there are more ladies than males. During discussions, when males realize that you are better than them in academics, they feel bad and end up not helping you out because they believe the females should have little knowledge and perform badly.*

## DISCUSSION

### Competitiveness

Learning experiences that involve students and require them to interact are more likely to maintain student interest, focus, and competitiveness in thought exchanges. Additionally, active learners seem to be more likely to attend class, to become "engaged." When students are asked to participate instead of passively receiving information, they stay focused, audit their own understanding, and are cued to content that has been selected for emphasis. These efforts are vitally important to amend the negative impact of learning at some hours of the day. According to Burrus and Graham [66] incorporating in-class discussion exercises increases attention; students get to grapple with a key concept, get moving and talking during the interaction. However, despite the male presence as impacting on female student academic performance there are other factors that researches have focused on which are worth discussing. Interacting academically with males inevitably creates positive competition (Kruger, Fisher & Wright, [67]; Stucke, [68]). There are women who want to compete with males in various positions specifically in the academic fields, simply because females feel they can even do better than males. Since males are perceived as great achievers especially in academics females have embraced this competitive personality because they desire to academically succeed. Girls feel great when they do what the boys can do and win them (Clark, [69] & Legewie & DiPrete, [70]). Carol stated that, "we can sit for the same paper and I actually

win the boys; that pushes me to be better than them." Josephine supplemented to this when she noted,

*With our current generation we really compete with the males. So this keeps us more committed to our academics because we know we can win them and I will want to excel while other females feel less committed like if they miss a lecture they will say a male will discuss for me because perhaps they would have understood very well.*

### **Self-belief**

It is through self-belief that any individual can see opportunities to clear goals (Lunenburg, [71]). Having clear goals helps one to notice those elements around oneself that can assist one in reaching them, because the clarity of one's goals gives meaning to those elements (Butler-Barnes, Estrada-Martinez, Colin & Jones, [72]). If one makes use of those elements, one will eventually reach the desired goals. This is in relation to the female students we interacted with, because they are certain that in their academic journey it is important to believe in oneself. This was highlighted by Chantal when she noted:

*Believing in myself has influenced the way I do things in such a way that it has accredited me a lot; most male students and lecturers appreciate what I do for them, so this has enabled me to excel academically, because every other year I perform even better.*

Self-belief stimulates action and persistence, because if females believe in themselves, they will feel motivated to take action, and stay motivated over long periods of time, and won't be discouraged by mistakes or setbacks. They will be inclined to simply see them as a part of the process, and will keep going despite them, until they get what they want. This, of course, will reinforce self-belief. This is echoed by Ebong [19] that the male teachers have much influence on female students' performance in some disciplinary fields as against what most previous studies portrayed. Indeed this male representation conceptualizes the material acts that subordinate specific groups of females. This indicates that female students in the classes of male teachers seem potentially more at an upper hand of higher future achievements than students with female teachers (Drudy, [20] & Azman, [21]). This also suggests that once females believe in themselves and are committed to doing something, they can excel even in complex subjects like mathematics (Niederle & Vesterlund, [73]). Similar to the above studies, Udoukpong et al., [12]) confirm that female students' academic performance is significantly affected by male influence. This implies that female students who perceive their male teachers as motivating, are encouraged to work hard and achieve academically. This is shown in their level of self-confidence and readiness to work harder (Camacho-Minano & Del Campo, [22]; Morales et al., [23]). Therefore, possessing better learning strategies is essential for achieving higher academic performance (Montagud & Gandia, [26]; Malik & Courtney, [74]).

Igbol et al., [54] also indicate that gender stereotype has a significant influence on students' academic performance in favor of the females. The influence of gender stereotype in relation to academic performance, confirms the possibility of gender stereotypic views of parents and teachers encouraging male children with particular courses and discouraging female children in the same courses, thus influencing their academic performance. This possibility can be extended by fellow male students in showing their advantageous stance over females in some aspects. In the long run, this might affect the self-concept or self-belief of female students. This is in line with Steele et al., [55] who opine that stereotypic views manifest underperformance on the part of females and affect their self-concept. Powerful application of stereotype is related to female weaknesses and strengths (Vescio, Gervais, Snyder & Hoover, [75]). Therefore, the use of stereotypic views could be responsible for the manifestation of male and female performance.

## Schedules

A dearth of literature shows a relationship between time-spent studying (duration) and academic performance (Diseth, Pallesen, Brunborg & Larsen, [76]). This implies that when students are given ample time to engage in their studies, their performance is likely to improve. Pertaining more closely to daily study hours, Rytkonen et al. [41]) showed that females tend to academically perform and retain their high grades when they become time conscious in their learning process. In fact most of the students acknowledged that problems in time management impeded their studies and that pre-set schedules enhanced them. This indicates that social support and self-regulation skills were important for achieving academic performance. However, some scholars emphasise that there is a strong influence of study time on academic performance (George et al., [53]; Barrow et al., [52]; Khwaileh & Zaza, [33]; Sheard, [32]). We need to appreciate that most time schedules are drawn by males due to their dominant presence in various contexts. Therefore, working to bit time lines is an indirect response to satisfying male control systems. This is similar to what some participants disclosed about how timetables disfavor their academic efforts. Chantal and Josephine explained how academic timetables contribute to their failures and also shared further in support and bringing to the fore the male dominance:

*Like I said in the administrative structure of Makerere, it's dominated by males. So when they are designing the timetables, they do it in general. They never consider whatever affects the female; instead they just look at them as students not as a female or a male. So when they are designing these timetables it's something general they never consider gender or the factors that affect female or male.*

## Focus

It was found out that boys can be helpful and encourage females to stay focused on academics. This is common in science subjects. This encouragement plays a big role in the female academic achievements. Florence for instance shared that:

*In most cases boys tend to counsel us girls and encourage us to remain focused on our books until we get better rewards. So you even find boys discussing for girls especially those tough course units, the boys are usually more knowledgeable about them so when they form discussion groups the boys help out even when we felt we didn't know a lot especially via calculations and all that they would always encourage us and make us to be as determined and focused as they are.*

Therefore being focused on academics helps females to make the right decisions; which forms an important aspect of our life. While the some studies bring out the awareness of how male dominant presence influence female academic performance, Mullona [77]'s findings differed in asserting that males influence boys more positively and are more capable in academic performance than females. Boys are able to achieve this because of their ability to engage in task-orientation which involves high activity, high persistence and constant mood (Rudasill & Rimm-Kaufman, [78]), compared to females who are more vulnerable to various situational issues. This seems to indicate that despite the irritable and annoying nature of boys (Keogh, [47]; Silver, Measelle, Armstrong, Essex, [79]), they usually have less challenges when it comes to adapt to classroom routines and changes (Dee, [46]).

## CONCLUSION

HE male dominant presence is manifested in the female students' academic performance through competition, self-belief, schedules and focus. Females have embraced a competitive personality in order to academically succeed. As a matter of fact, girls feel great when they do what the boys can do and especially when they out-compete them. This makes the females to perform better in their academics than the males. Believing in themselves has also influenced



their academics since most male students and lecturers appreciate what females do. This has motivated many to excel academically. On the other hand, in the effort of self-belief, females have been destructed by males which has slowed down or completely stopped their academic pursuance. Since most time schedules are drawn by males due to their dominant presence at decision making levels, the findings indicate that these timetables often times disfavor the females' academic efforts. This may contribute to their academic failures. In many instances, boys have played an important role in helping and encouraging female students to remain focused on their academics. This encouragement plays a big role in the female academic achievements. Despite the female competitive efforts, feelings of self-esteem, and being focused which enhance their identity during academic interactions, there are also unfortunate distractive contexts reflected in male dominated drawn schedules which inhibit the female identity.

### RECOMMENDATION

Basing on the findings and conclusions related to how campus male presence enhances or inhibits female students' identity during academic interactions, we recommend that the academic staff is tasked with the responsibility of equally and equitably integrating female and male students in academic tasks and projects. They should provide approval where it is due without bias towards a particular sex. They should create a context that allows ease to pursue a desired study, by a desired mode, and at a desired time. Students believe in themselves and are motivated to excel academically when appreciated by their lecturers and fellow students. This may not only enable females to perform well but also may enhance their female identity.

### References

- Baliks, J. M. (2013). Academic procrastination, academic life satisfaction and academic achievement: the mediation role of rational beliefs about studying. *Journal of Cognitive and Behavioral Psychotherapies*, 13(1), 57-74.
- Balkis, M., & Duru, E. (2009). Prevalence of academic procrastination behavior among pre-service teachers and its relationship with demographics and individual preferences. *Journal of Theory and Practice in Education*, 5(1), 18-32.
- Bruinsma, M., & Jansen, E. P. W. A. (2009). *Improving student learning through the curriculum*. Rust, C. (ed.). Oxford: Brookes University, 182-192.
- Duru, E., Duru, S., & Balkis, M. (2014). Analysis of relationship among burnout, academic achievement and self-regulation. *Education Sciences: Theory & Practice*, 14(2), 12-22.
- Krishnan, G. V., & Parsons, L. M. (2008). Getting to the bottom line: An exploration of gender and earnings quality. *Journal of Business Ethics*, 78, 65-76.
- Ozer, E. M., Zahnd, E. G., & Adams, S. H. (2009). Are adolescents being screened for emotional distress in primary care? *Journal of Adolescence Health*, 44(6), 520-527.
- Golubovic, Z. (2010). An anthropological conceptualization of identity. *Synthesis Philosophica*, 51(1), 25-43.
- Oyserman, D., Elmore, K., & Smith, G. (2012). *Self, self-concept and identity*. In M. Leary & J. Tangney (Eds.). *Handbook of self and identity* (2nd ed.) (pp. 69 – 104). New York, NY. Guilford Press.
- Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributing to the students' academic performance: A case study of Islamia University Sub-campus. *American Journal of Educational Research* 1(8), 283-289. doi: 10.12691/education-1-83.
- Baker, C. N. (2015). Gender differences in the experiences of African American College students: The effects of co-ethnic support and campus diversity. *Women, Gender and Families of Color*, 3(1), 36-57. Retrieved from <http://www.jstor.org/stable/10.5406/womgenfamcol.3.1.0036>
- Baker, M. M .H. (2015). The relationship of technology use with academic self-efficacy and academic achievement in urban middle school students. Unpublished Doctoral Dissertation, Johnson & Wales University, USA.

- Udoukpong, B. E., Emah, I. E., & Umoren, S. E. (2012). Business studies academic performance differences of secondary school juniors in Akwa Ibom state of Nigeria. *International Education Studies*, 5(2), 35-43. Retrieved from <https://eric.ed.gov/?id=EJ1066765>
- Watson, J. E., Dudley, N., Segan, D. B., & Hockings, M. (2014). The performance and potential of protected areas. *Nature*, 515(7525), 67-73. doi: 10.1038/nature13947.
- Amabda, B. K. (2016). Diversity-related experiences and academic performance among ethnic minority college students. All Graduate Theses and Dissertations. Paper 5089.
- Gale, T., & Parker, S. (2013). Widening participation in Australian HE report to the HE funding council of England (HEFCE) and the office of fair access (OFFA), England. Report submitted to CQ University, Australia.
- Scott, E. C., Marianne, E. P., & James, E. W. (2010). "Sex and science: How professor gender perpetuates the gender gap," *The Quarterly Journal of Economics*, 125(3), 1101-1144.
- Rubie-Davies, C. M. (2010). Teacher expectations and perceptions of student attributes: Is there a relationship? *British Journal of Educational Psychology*, 80(1), 121-135.
- Bandiera, O., Buehren, N., Burgee, R., Goldstein, M., Gulessi, S., & Rasul, I. (2012). *Empowering adolescent girls: evidence from a randomized control trial in Uganda*. London: London School of Economics.
- Ebong, T. (2015). The influence of parental background on students' academic performance in physics in WASSCE 2000 – 2005 Samuel. *European Journal of Science and Mathematics Education*, 3(1), 33-44.
- Drudy, S. (2008). Gender balance/gender bias: The teaching profession and the impact of feminization. *Gender and Education*, 20(4), 309-323.
- Azman, N. (2013). Choosing teaching as a career: perspectives of male and female Malaysian student teachers in training. *European Journal of Teacher Education*, 36(1), 113-130.
- Camacho-Minano., & Del Campo, (2015). Impact of the intrinsic motivation on the academic performance through voluntary assignments: An empirical analysis. *Revista Complutense de Educación*, 26 (1), 67-80.
- Morales, M., Hernandez, R., Barchino, R., & Medina, J. A. (2015). MOOC using cloud-based tools: A study of motivation and learning strategies in Latin America. *International Journal of Engineering Education*, 31 (3), 901-911.
- Gbollie, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*, 2017 (2017), 11 pages. Retrieved from <https://doi.org/10.1155/2017/1789084>
- Khatib, A. A. (2010). "Meta-cognitive self-regulated learning and motivational beliefs as predictors of college students' performance," *International Journal of Research in Education*, 27, 57-72.
- Montagud, M., & Gandía, C. (2014). Virtual learning environment and academic outcomes: empirical evidence for the teaching of management accounting. *Spanish Accounting Review*, 17 (2), 108-115.
- Byun, S., Meece, J. L., & Irvin, M. I. (2012). Rural-non-rural disparities in postsecondary educational attainment revisited. *American Educational Research Journal*, 49(3), 412-437. Retrieved from <http://www.jstor.org/stable/23249232>
- Welsh, A. J. (2012). Exploring Undergraduates' Perceptions of the Use of Active Learning Techniques in Science Lectures. *Journal of College Science Teaching*, 42(2), 80-87. Retrieved from <http://www.jstor.org/stable/43748429>
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology, *Psychological Science in the Public Interest*, 14(1), 4-58.
- Lyle K. B., & Crawford N. A. (2011). Retrieving essential material at the end of lectures improves performance on statistics exams. *Teaching of Psychology*, 38, 94-97.
- Afuwape, M., & Oludipe, D. (2008). Gender differences in integrated science achievement among pre service teachers in Nigeria. *Educational Research and Review*, 3(7), 242-245.
- Sheard, M. (2009). Hardiness commitment, gender, and age differentiate university academic performance. *British Journal of Educational Psychology*, 79 (1), 189- 204.
- Khwaileh, F. M., & Zaza, H. I. (2011). Gender differences in academic performance among undergraduates at the University of Jordan: Are they real or stereotyping? *College Student Journal*, 45, (3), 323-336.

Sheldon, P. (2015). Understanding students' reason and gender difference in adding faculty as face book friend. *Journal of Computers in Human Behavior*, Vol.53, 58- 62.

Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement. *Proceedings of the National Academy of Sciences*, 107, 1060–1063.

Hyde, J. S., Lindberg, S. M., Linn, M. C., Ellis, A. B., & Williams, C. C. (2008). Diversity. Gender similarities characterize math performance. *Science (New York, N.Y.)*, 321 (5888), 494-5 PMID

Hoffmann, F., & Oreopoulos, P. (2009). A Professor like me: The influence of instructor gender on college achievement. *The Journal of Human Resources*, 44(2), 479-494. Retrieved from <http://www.jstor.org/stable/20648905>

Abdorrezza, K., & Rozumah, B. (2010). Parenting attitude and style and its effect on children's school achievements. *International Journal of Psychological Studies*, 2(2), 217-222.

Cheng, W., Ickes, W., & Verhofstadt, L. (2012). How is family support related to students' GPA scores? A longitudinal study. *Institutions of Higher Education*, 64(3), 399-420. Retrieved from <http://www.jstor.org/stable/23256471>

Fischer, F., Schult, J., & Hell, B. (2013). Sex differences in secondary school success: Why female students perform better. *European Journal of Psychology of Education*, 28(2), 529- 543. Retrieved from <http://www.jstor.org/stable/23421908>

Rytkönen, H., Parpala, A., Lindblom-Ylänne, S., Virtanen, V., & Postareff, L. (2012). Factors affecting bioscience students' academic achievement. *Instructional Science*, 40(2) 241-256. Retrieved from <http://www.jstor.org/stable/43575412>

Sharique, H., & Surendrakumar, B. (2013). The mechanics of social capital and academic performance in an Indian college. *American Sociological Review*, 78(6), 1009-1032.

Spivey, M. F., & McMillan, J. J. (2013). Using the Blackboard course management system to analyze student effort and performance. *Journal of Financial Education*, 19-28.

Zahari, I., Suet, F. L. and Poh, L. L. (2012). Parenting style as a moderator for students' academic achievement. *Journal of Science Education and Technology*, 21(4), 487-493. Retrieved from <http://www.jstor.org/stable/41674476>

Carrington, B., & McPhee, A. (2008). Boys' underachievement and the feminization of teaching. *Journal of Education for Teaching: International Research and Pedagogy*, 34(2), 109-120. (doi:10.1080/02607470801979558)

Dee, T. S. (2007). A teacher like me: Does race, ethnicity or gender matter? *American Economic Review*, 95(2), 158-165.

Keogh, B. K. (2003). *Temperament in the classroom*. Baltimore: Brooks Publishing.

Driessen, G. (2007). The feminization of primary education: Effects of teachers' sex on pupil achievement, attitudes and behavior. *Review of Education* 53(2), 183-203.

Kwok, O., Hughes, J. N., & Luo W. (2007). The role resilient personality on lower achieving first grade students' current and future achievement. *Journal of School Psychology*, 45, 61–82. doi: 10.1016/j.jsp.2006.07.002

Baran, B & Kihç, E. (2015). Applying the CHAID algorithm to analyze how achievement is influenced by university students' demographics, study habits, and technology familiarity. *Journal of Educational Technology & Society*, 18(2), 323-335. Retrieved from <http://www.jstor.org/stable/jeductechsoci.18.2.323>

Macher, D., Papousek, I., Ruggeri, K., & Paechter, M. (2015). Statistics anxiety and performance: Blessings in disguise. *Frontiers in Psychology*, 6(1116), 1-4. doi: 10.3389/fpsyg.2015.01116

Barrow, M., Reilly, B. R., & Woodfield, R. (2009). The determinants of undergraduate degree performance: how important is gender? *British Educational Research Journal*, 35 (4), 575-597. Retrieved from <http://dx.doi.org/10.1080/01411920802642322>

George, D., Dixon, S., Stansal, E., Gelb, S. L., & Pheri, T. (2008). Time diary and questionnaire assessment of factors associated with academic and personal success among university undergraduates. *Journal of American College Health*, 56(6), 706- 715.

Igbo, J. N., Onu, V. C., & Obiyo, N. O. (2015). Impact of gender stereotype on secondary school students' self-concept and academic achievement. *SAGE Open*, 5(1), 1-10. doi: 10.1177/2158244015573934

- Steele, J., James, J. B., & Barnett, R. (2002). Learning in a man's world: Examining the perceptions of undergraduate women in male-dominated academic areas. *Psychology of Women Quarterly*, 26, 46-50.
- Stone, J., & McWhinnie, C. (2008). Evidence that blatant versus subtle stereotype threat cues impact performance through dual processes. *Journal of Experimental Social Psychology*, 44, 445-452.
- Bhatia, S. (2017). The semantic representation of prejudice and stereotypes. *Cognition*, 164, 46-60.
- Vick, S.B., Seery, M. D., Blascovich, J., & Weisbuch, M. (2008). The effect of gender stereotype activation on challenge and threat motivational states. *Journal of Experimental Social Psychology*, 44, 624-630.
- Yeung, N. C. J., & von Hippel, C. (2008). Stereotype threat increases the likelihood that females' drivers in a simulator run over jaywalkers. *Accident Analysis & Prevention*, 40, 667-674.
- Ukwayi, J. K., Lucy, A. U., Chibuzo, C. U., & Undelikwo, V. A. (2013). Alcohol abuse as a cause of poor academic performance among social science students of the University of Calabar, Nigeria. *Mediterranean Journal of Social Sciences*, 4 (1), 413-421. doi:10.5901/mjss.2013.v4n1p41
- Labrie, J., Ehret, P., Hummer, J., & Prenovost, K. (2012). Poor adjustment of college life mediates the relationship between drinking motives and alcohol consequences: A look at college adjustment, drinking motives, and drinking outcomes. *Addictive Behaviors*, 37, 379-386.
- Marczinski, C. A. (2011). Alcohol mixed with energy drinks: Consumption patterns and motivations for use in U.S. college students. *International Journal of Environmental Research and Public Health*, 8, 3232- 3245.
- Pettit, M. L., & De Barr, K. A. (2011). Perceived stress, energy drink consumption, and academic performance among college students. *Journal of American College Health*, 59, 335-341.
- Poulos, N. S., & Pasch, K. E. (2016). Socio-demographic differences in energy drink consumption and reasons for consumption among US college students. *Health Education Journal*, 75(3) 318-330. doi: 10.1177/0017896915578299 hej.sagepub.com
- Makerere University (2017). *Directorate of Quality Assurance Report*. Kampala, Uganda.
- Burrus, R. T. & Graham, E. J. (2013). Sleep deprivation and introductory finance student performance. *Journal of Financial Education*, 39(3/4), 31-46. Retrieved from <http://www.jstor.org/stable/23608646>
- Kruger, D. J., Fisher, M. L., & Wright, P. (2014). Patriarchy, male competition, and excess male mortality. *Evolutionary Behavioral Sciences*, 8(1), 3-11. doi: 10.1037/h0097244
- Stucke, M. E. (2013). Is competition always bad? *Journal of Antitrust Enforcement*, 1(1), 162-197. Retrieved from <https://doi.org/10.1093/jaenfo/jns008>
- Clark, N. (2015). Education in Kenya. *World Education News & Reviews*. Retrieved from <http://wenr.wes.org/2015/06/education-kenya>
- Legewie, J., & DiPrete, T. A. (2012). School context and the gender gap in educational achievement. *American Sociological Review*, 77(3), 463-485. doi:10.1177/0003122412440802
- Lunenburg, F. C. (2011). Goal-Setting Theory of Motivation. *International Journal of Management, Business and Administration*, 15(1), 1.
- Butler-Barnes, S. T., Estrada-Martinez, L., Colin, R. J., & Jones, B. D. (2015). School and peer influences on the academic outcomes of African American adolescents. *Journal of Adolescents*, 44, 168-181. doi: 10.1016/j.adolescence.2015.07.007
- Niederle, M., & Vesterlund, L. (2010). Explaining the gender gap in math test scores: The role of competition. *Journal of Economic Perspectives*, 24(2), 129-144. Retrieved from <https://web.stanford.edu/~niederle/NV.JEP.pdf>
- Malik, S., & Courtney, K. (2011). Higher education and women's empowerment in Pakistan. *Gender and Education*, 23(1), 29-45. Retrieved from <https://doi.org/10.1080/09540251003674071>
- Vescio, T., Gervais, S. J., Snyder, M., & Hoover, A. (2005). Power and the creation of patronizing environments: The stereotype-based behaviours of the powerful and their effects on female performance in masculine domains. *Journal of Personality and Social Psychology*, 88, 658-672. Retrieved from <http://digitalcommons.unl.edu/psychfacpub/34>
- Diseth, A., Pallesen, S., Brunborg, G. S., & Larsen, S. (2010). Academic achievement among first semester undergraduate psychology students: The role of course experience, effort, motives and learning strategies. *Institutions of Higher Education*, 59(3), 335-352. doi:10.1007/s10734-009-9251-8. Retrieved from <http://www.jstor.org/stable/25622187>

Mullona, S., Ravaja, N., Lipsanen, J., Alatupa, S., Hintsanen, M., Jokela, M., & Keltikangas-Jarvinen, L. (2012). Gender differences in teachers' perceptions of students' temperament, educational competence and teachability. *British Journal of Educational Psychology*, 82, 185-206.

Rudasill, K. M., & Rimm-Kaufman, S. E. (2009). Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. *Early Childhood Research Quarterly*, 24(2), 107-120.

Silver, R. B., Measelle, J. R., Armstrong, J. M., Essex, M. J. (2011). The impact of parents, childcare providers, teachers and peers on early externalizing trajectories. *Journal of School Psychology*, 48(6), 555-583.