

Influence of Age, Financial Status, and Gender on Academic Performance among Undergraduates

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ABSTRACT This study examines the influence of age, financial status and gender on Academic Performance among undergraduates. To guide this study, one question was asked and three hypotheses were formulated and tested 0.05 level of significance. The design is correlational and simple random sampling was used to select sample size of 175 respondents. The instrument used for this study has face and content validity. Cronbach alpha was used to obtain reliability coefficient of 0.84. In addition to the instrument, the cumulative grade point average (CGPA) of the respondents was collected from the departmental office and marched with the names of the respondents. The findings of the study reveal that gender, age and finance are not significant predictors of academic performance. There was no significant difference in academic performance based on age, gender and financial status. It was recommended that counselling centres should open to handle varying problems confronting student irrespective of age, financial status or gender.