

Age, Gender and Verbal Ability as Predictors of Students' Achievement in Biology

Abstract.

This study examines the relationship between age, gender, verbal ability and achievement in biology among senior secondary school students within Ibadan metropolis, Oyo State, Nigeria. The study adopted an ex-post factor research design. The sample for the study consisted of 305 senior secondary school II students selected randomly from two local governments within the metropolis. Two research instruments were used to collect data from respondents selected for the study. Independent t-test and one-way ANOVA were used to analyze the data collected for the study. Results from the study reveal a significant difference in students' achievement based on age, gender and verbal ability. The call for biology stakeholders and curriculum planners to ensure that the medium of instruction is given adequate and necessary attention was highlighted. The need for authors of biology textbooks to reduce gender bias and ways to sustain students' interests irrespective of gender, age or level were also highlighted.

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