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Academic performance of students related literature

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Globalization

-A study based on the globalization processes of Chinese corporations

2 Literature review

2.1 A Brief Introduction

"Globalization" is always a popular word in news and TV. It has also become a key thought for economic theory and practice, and entered academic argues. But what people say by "globalization" is often confusing and contradictory. Here we explore some important themes in the theory and experience of globalization.

"Globalization" is commonly used as a "shortcut" of describing the trend and connectedness of production, communication and technologies across the world. That spread has involved the interlacing of economic and cultural activities. Rather than "globalization" is also used by some people to refer to the effort of the International Monetary Fund (IMF), the World Bank and others to create a free global market for goods and services. This political project, while being significant—and potentially damaging for a lot of poorer countries—is really a way to exploit the larger process. Globalization in the sense of connectivity in economic and cultural life across the world, has been going for centuries. However, many people believe the present situation is of a fundamentally different order to what has gone before. The types of communication and exchange, the complexity and size of the networks involved, and the sheer volume of economy, interaction and risk give what we now label as "globalization" a particular force.

With increased economic "interconnection", deep-seated political changes— poorer has come, "surrounding" countries have become even more dependent on activities in "central" economies such as the USA where capital and technical expertise tend to be located. There has also been a shift in power away from the nation state and toward, some argue, multinational corporations. We have also witnessed the rise and globalization of the "brand". It isn't just that large corporations operate across many different countries—they have also developed and marketed products that could be just as well sold in Peking as in Washington. Brands like Coca Cola, Nike, Sony, and a lot of others have become part of the fabric of vast numbers of people's lives.

2.2 Four themes of globalization

Globalization involves the diffusion of thoughts, practices and technologies. It is something more than internationalization and universalization. It isn't simply

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2. Do you agree with the statement that globalization is a net benefit to the world?
3. Do you agree with the statement that globalization is a net loss to the world?
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Review of related literature about academic performance of working students in the philippines. Review of related literature about academic performance of working students. Related literature on factors affecting academic performance of students pdf. Review of related literature about factors affecting students academic performance. Related literature on factors affecting academic performance of students. Review of related literature about the impact of social media on students academic performance. Related literature about academic performance of senior high school students. Related literature the academic performance of students.

These admission points or entry certificates are always of equivalent rating or value, even though they may be awarded by different examination bodies. Entry qualifications linked to different certificates of equivalent value for student admission into post-secondary institutions is another factor that affects the students' academic performance at post-secondary levels. The mean scores also revealed that both groups had low passing marks in TED 111, and moderate, yet passing marks in TED 112 and TED 114. Techniques of Education and Vocational Planning. This being the case, one might wonder whether other researchers totally agree that prior educational performance, admission points and different entry qualifications truly affect future academic performance. Validity of high school grades in predicting studentsuccess beyond the freshman year. An analysis of some factors affecting student academic performance in an introductory biochemistry course in the University of the West Indies. Group Mean-Scores The scores further revealed that the School Certificate students performed better than their City and Guilds counterparts in each of the courses. The Academic Admission Council at Oregon State University (2003) also disagreed with the view that academic performance is determined by prior academic performance. American Journal of Educational Research, 1(8), 283-289. Guidance and Counseling in JSS Education: Policy and Practice. Journal of Technical Teacher Education, 1(1), 79-86. The calculated t-values of the courses taken by the secondary school certificate and the City and Guilds groups were as follows: for TED 111 Metalwork, 3.48; TED 112 Woodwork, 3.26; TED 113 Electrical/Electronics, 18.26; and TED 114 Building, 8.39. (2011). Ibe-bassey, G. The type of school a child attended also affects the academic performance of the student. Geiser, S., & Santelices, V.M. (2007). 40 10.22 104.22 1.22 NS C & G Cert. 30 9.24 85.38 5 TED 115 Automotive mechanics Sec. Available at: (Retrieved: December 2013). Farooq, M.S., Chaudry, A.H., Shafiq, M., & Berhanu, G. 2.2 Population And Sample The study population was made up of eighty-four (84) first year technical students at the College during the 2011/2012 academic year. Test of Significance of Difference in Group Performance 3.3 Test Of Homogeneity Of Group Variances The results of the F-tests using the Hartley's F-max test for homogeneity of variance are presented in Table 3. Thus, a student's school background is positively related to his or her academic performance at an undergraduate level. Cert. 40 11.18 124.99 1.07 NS C & G Cert. The tests were two-tailed and conducted at a 0.05 level of significance. Therefore, when such students, whose curriculum is not broad, but rather narrowly focused on a career, are obligated to study courses that are not traditionally in their area of study according to the NCE Technical Programme, they are bound to perform more poorly than their school certificate counterparts, who had much more flexible curriculum content. (2013) and Kwesiga (2002) also observed that the learning outcomes and educational performance of students are strongly affected by the type of educational institution where they received their education. Available at: (Retrieved: December 2013). Available at: 3Faction%3DdownloadArticle%26articleId%3D10%26gal (Retrieved: December 2013). 2 DESIGN/METHODOLOGY/APPROACH 2.1 Choice Of Institution The Federal College of Education (Technical) in Omoku, Rivers State, Nigeria was chosen for the study. This reveals that the secondary school certificate students performed significantly better than their City and Guilds certificate counterparts. Osuala, E.C. (1987). West African Journal of Education, 18(3), 8-15. The school we attend is the institutional environment that sets the parameters of a student's learning experience. . Whether the academic performance of the groups differed significantly. Student time allocation and educational production functions. NCCE (2008). Ifejika, A.I. (1990). Deviation (SD) Variance (S2) Fvalue 1 TED 111 Metalwork Sec. Mean scores of secondary School and City and Guilds certificate students were calculated for each course. Available at: SAT 6.12.07.pdf (Retrieved: December 2013). Considine, C., & Zappala, G. He has taught Building Technology Education at the Federal College Education (Technical) in Omoku, Nigeria for 24 years and has published several research articles in various local and international academic journals. Nigeria Educational Forum, 11(2), 261-266. Therefore, the reliability of t-test results for the five courses in the study shall depend on normality of the distribution of scores of both groups and the homogeneity of their variances (Ihegbullem, 1992). The free encyclopedia. Bratti, M., & Staffolani, S. 40 1960 49.00 C & G 30 1405 46.83 2 TED 112 Woodwork Sch. The secondary school certificate group earned moderate, yet passing marks in TED 113 and TED 115. Admission Council of Oregon state University. (2003). Minimum Standards for NCE Teachers – Vocational and Technical. Ringland and Pearson. (2003) reported that although there was no significant difference in academic performance between the diploma entrants and direct 'A'-level entrants, performance in terms of the academic achievement of students prior to university studies had an affect on their performance at university to a small extent. Data were analysed using the arithmetic means and a t-Test of two independent group means. Since four (4) out of the five (5) courses used for the test confirmed that there was a significant difference, the conclusion was therefore valid: there was statistically significant difference in academic performance between the secondary school Certificate and City and Guilds certificate students. Wikipedia (2013). Banjo, J.A. (1974). (2006). Reshaping Technical Education in Nigeria. 40 52.38 13.54 18.26 (S) C & G 30 39.03 11.76 4 TED 114 Building Sch. Available at: (Retrieved: December 2013). 5 CONCLUSION It was concluded from the findings that the level of academic performance of secondary school certificate and City and Guilds certificate groups were unequal, with the secondary school certificate group having a noticeable edge in academic performance over the City and Guilds certificate group. Forty (40) students with secondary school certificates and thirty (30) students with City & Guilds certificates (representing 83.33% of the population) were used as the study sample. Citation: Amasomo, J.O.M. (2014). Introduction to Research Methodology. Graduate entry to medical school: Testing some assumptions. In light of the related literature reviewed, it seemed pertinent to find out whether there is actually any difference in the academic performance of students with different qualifications. 40 2741 68.53 C & G 30 1984 66.13 3 TED 113 Electrical/Electronics Sch. Ringland, C., & Pearson, S.A. (2003). Admission points and the different entry qualifications, which are the results of prior or previous academic performance likely to affect the students' future academic performance, have been considered in this study, as this research concerns the academic performance of students admitted with different entry certificates. Academic Performance of Nigeria Certificate in Education (Technical) Students, with Different Entry Requirements: A Case Study of Federal College of Education (Technical), Omoku, Rivers State. The minimum passing mark of 40% and a maximum passing mark of 100 % for each course were used for the purposes of this study. These factors may range from the academic background of the students admitted to a programme of study (Ihegbullem, 1992; Geiser & Santelices, 2007), the type of school a student attended prior to admission into a programme (Kyshaba, 2009; Considine & Zappala, 2002), and the various entry qualifications obtained by the students for admission into a higher academic programme (Ibe-bassey, 1988; Mlambo, 2011). There was also a statistically significant difference in the performance of both groups in the five courses at the 5% level of significance. . The College should provide both lecturers and students with tools, equipment and other instructional aides to improve academic performance. They were used to determine the level of academic performance of each group in each course. According to Osuala (1987), in order for a t-test to be reliable, there should be proper sampling and the variances of the populations should be homogenous. Test of Homogeneity of Group Variance The F-max test was used to determine whether or not the assumption had been satisfied that there is no statistically significant difference in the homogeneity of variance in the performance of the school certificate and City & Guilds certificate students in any of the courses. 40 13.54 183.33 1.33 NS C & G Cert. In a related study, Mlambo (2011) observed that for a number of institutions, student admission is based on a number of different qualifications, to the extent that students receiving instruction in the same course differ greatly in terms of their prior knowledge. 30 6.98 48.72 2 TED 112 Woodwork Sch. Thus Bratti and Staffolani (2002) observed that the measurement of the students' prior educational outcomes or performance is the most important indicator or determinant of the students' future academic performance. (2013) and Kwesiga (2002), who collectively and separately agreed that educational outcomes and academic performance was greatly influenced by the type of school a student attended, and that schools have an independent effect on a student's educational attainment. 3 RESULTS 3.1 Determination Of The Level Of Academic Performance Of The Groups Table 1 demonstrates that both groups earned a passing mean score of 40 % in each of the courses, except TED 113 (Electrical/Electronics) where the City and Guilds group had a score of39.03%, which fell below the passing mark of 40%. They held that traditional measures of academic potential, such as point average or 'A'-level, did not predict academic performance at university. Available at: 3FpublicationId%3D157715 (Retrieved: December 2013). S/No Course Entry Certificate No. of Students (N) Mean Score (X) Std. 40 10.49 110.04 1.56 NS C & G Cert. Page 2 Some limits in peer assessment Joan Domingo Penya, Herminio Martinez Garcia, Spartacus Gomariz Castro, Juan Gámiz Caro 12-24 While one group attended secondary schools, the other attended technical colleges. 2.3 Choice Of Course Five (5) courses taught in the first year of NCE Technical Programme were considered for the study. 40 2321 58.03 C & G 30 1552 51.25 5 TED 115 Automotive mechanics Sch Cert 40 2050 51.25 C & G 30 1494 49.80 Table 1. Bojuwoye, O. In the same vein, Miller and Birch (2007), while studying the influence of the high school attended on university performance, observed that outcomes at the university level differ according to the type of high school attended. Osuala (1987) further stated that, for larger samples of 30 or more, if the t-distribution approaches the z (normal) distribution and t-value for the means of the two independent groups, it also approaches the z-value for the same group. . Students (especially the City and Guilds group) should be advised to work harder to improve their academic performance. Caribbean Teaching scholar, 1(2), 79-92. On-line ISSN: 2013-6374 - Print ISSN: 2014-5349 - DL: B-2000-2012 AUTHORS BIOGRAPHY Dr. Japo Oweikeye Morte Amasomo Completed a Ph.D in Technology and Vocational Education, Building Technology Option, after earning his M.Ed. in Industrial/Technical Education. Ipaye (Ed). This finding was robust and proved reliable through the results of the homogeneity test of group variance in the five courses. The t-test results were considered to be reliable enough, since the sample was large. Entry Qualification and Level of Performance of Student- Teachers in Design and Production of Instructional Materials: The University of Cross Rivers State Experience. Does the academic performance of the groups differ significantly in the selected courses? This is because quality technical teachers are very relevant in technical education. (2002). Dr. Amasomo is presently a Senior Lecturer and Head of the Vocational and Industrial Education Department at Niger Delta University at Wilberforce Island, in Amasomo, Bayelsa State, Nigeria. 30 8.40 70.56 3 TED 113 Electrical/Electronics Sec. Also, the t-distribution curve must be fairly close to the normal curve. Secondly, the NCE Technical curriculum blends theory with practice, and this favoured the School Certificate group more than the City and Guilds students whose training has a more practical orientation. In testing the hypothesis, the standard deviation of both groups was calculated for each course. 40 2095 52.38 C & G 30 1171 39.03 4 TED 114 Building Sch. 40 58.03 10.22 8.39 (S) C & G 30 51.25 9.24 5 TED 115 Automotive mechanics Sch Cert 40 51.25 11.18 1.81 (NS) C & G 30 49.80 10.82 DF = 64; P>0.05; Expected t-Value = 2.00; NS=Not Significant; S=Significant Table 2. The effect of entry qualifications in the form of different certificates of equivalent value for student admission to post-secondary institutions was described by Mlambo (2011); he describes that for a number of institutions, a student's admission is based on a number of different qualifications, and the result is that students receiving instruction in the same course differ widely in terms of their prior knowledge. Factors contributing to student's academic performance: A case study of Islamia University Sub campus. Of these students, forty-eight (48) students entered the programme with secondary school certificates and thirty-six (36) students gained admission with City and Guilds certificates. Journal of Quality and Technology management, 7(2), 01-14. In agreement with this, Considine and Zappala (2002) reported that the type of school a child attends influences the educational outcomes; furthermore, schools have an independent effect on the students' educational attainment, and this is likely to operate through the variation of quality and attitudes. The researcher used only five (5) core courses for reasons of convenience and with the assumption that similar results were likely to be obtained in other courses. Onitsha, Nigeria: African - FEP Publishers Limited. Sch. Cert. . There is no statistically significant difference in the homogeneity of variance of the school certificate and City & Guilds certificate students in terms of their performance in each of the courses. Furthermore, Ibe-bassey (1988) also reported that the academic performance of students on end-of-semester degree examinations has been significantly influenced by the various entry qualifications of the students. S/No Course Entry Certificate No. of Students (N) Total Score (T.S) Mean Score (X) 1 TED 111 Metalwork Sch. Educational and Vocational Guidance. An F-test was used to ascertain the homogeneity of group variance. In T. Faculty of Medicine and Health Sciences. Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. Influence of social and economic disadvantage in the academic performance of school students in Austria. Journal of Sociology, 8, 129-148. 40 6.28 39.44 1.24 NS C & G Cert. These courses were: TED 111 (Introduction to Metalwork), TED 112 (Introduction to Woodwork), TED 113 (Introduction to Electrical/Electronics), TED 114 (Introduction to Building) and TED 115 (Introduction to Automobile). Available at: (Retrieved: December 2013). Journal of Technology and Science Education (JOTSE), 4(1), 39-47. The test was conducted with a degree of freedom (df) of 64 and probability level of P>0.05, with an expected critical table value (t-value) of 2.00. Nonetheless, it is very important to note that even though these studies do not agree with former studies that indicate achievement in previous studies affects future performance, they did confirm that admission scores are related to academic performance at the university level, but to a very minimal extent (Ali, et al.; Mlambo, 2011; Kyshaba,

2007). (2013). All t-tests were two-tailed and conducted at a 5% level of significance. 1.1 Literature Review According to Wikipedia (2013), academic performance is the outcome of education; it is the extent to which a student, teacher or institution has achieved their educational goals. Mlambo, V. This means that the first forty (40) and thirty (30) names on the list of each group were selected, respectively. Mlambo (2011) also reported that there was no significant difference in the academic performance among students due to differences in the admission criteria employed; the same study observed that while varied, these criteria adequately assessed the potential of students to handle the demands of courses in agriculture. It also presumably has qualified staff and standard workshops with tools and equipment for the NCE Technical Programme. This was in accordance with the passing mark for every course taught at the College. Huws, N., Reddy, P., & Talcott, J. Factors affecting academic performance of undergraduate students at Uganda Christian University. The results in Table 3 revealed that the calculated f-values of the courses for the secondary school certificate and the City and Guilds groups were: for TED 111 Metalwork, 1.24; TED 112 Woodwork, 1.56; TED 113 Electrical/Electronic, 1.33; moreover, the values for TED 114 Building (1.22) and TED 115 Automobile (1.07) were lower than the expected t-critical value of 1.84. (1988). 30 10.82 117.29 P > = 0.05; Expected f-Value = 1.84; Numerator = 39; Denominator = 29; NS = Not Significant; S = Significant Table 3. University of Newcastle, Australia. A t-test was used to test for the significance of differences in academic performance between the two groups. The t-test of significance also showed that both groups statistically differ in terms of academic performance. Women's access to higher education in Africa: Uganda's experience. However, holders of diplomas in agriculture and other qualifications appeared at the bottom of the academic performance chart. To determine the f-value, the larger variance among the two groups in each of the course was divided by the smaller variance. The courses were chosen because they are the core/compulsory courses taken by all first year technical students. The selection of the sample was done alphabetically for both groups for reasons of convenience. Kampala: Fountain Publishers Ltd. Hence, the null hypothesis is rejected. However, this is a function of the number of facilities a school offers, which usually determines their quality, and which in turn affects the performance and accomplishments of its students. This means that group mean-scores of 40% or above constitute a passing score for the group in each course. The Problems Affecting the Technical Courses in College of Education in Rivers State. Undergraduate admissions policy proposal. In light of the foregoing, the study is therefore an attempt to determine the levels of academic performance of the secondary school certificate and the City and Guilds certificate groups of students. (2009). Academic performance of students admitted with different entry certificates to the Nigerian Certificate In Education Programme at the Federal College of Education (TECHNICAL), Omoku. 1.2 Objectives Of The Study Specifically, the objectives of this study were to determine: - The levels of academic performance of two groups of students, one with a senior secondary school certificate and another with a City & Guilds certificate, admitted to the NCE Technical Programme. Amasuomo, J.O.M., & Biebuma, J.J. (1993). Abuja: National Commission for College of Education. The choice was based on the fact that it has an approved School of Technical Education with accredited departments. 30 11.76 138.30 4 TED 114 Building Sec. The answer is no. This finding is consistent with results reported by Kyoshaba (2009); Considine and Zappala (2002); Ali et al. Ile-Ife: University of the Press Limited. Education Today, 3(40), 36-42. Available at: 2520Martha.pdf (Retrieved: December 2013). Factors affecting students' quality of academic performance: A case of secondary level. Another factor that could contribute to the difference in the level of performance between the two groups is that the secondary school students, apart from taking many subjects at the Junior Senior Secondary School, are also exposed to curricula offerings which begin to focus their attention and interest toward future career goals (Bojuwoye, 1989). Nigeria Educational Forum, 12(1), 121-132. Predicting university success in psychology: Are subject-specific skills important? On the whole, the level of academic performance of the School Certificate group was moderate, while the City and Guilds group was low.



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