

Factors influencing students' academic achievement in linear algebra

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Abstract

This study investigated the relationship between students' year of study, gender and academic achievement in Linear algebra in a selected university in Kenya. One hundred and one 3rd and 4th year students were sampled for the study. The students were taught the same content by the same lecturer. An achievement test was then administered to them. The relationship between the selected variables and academic achievement in Linear algebra was tested using t-test at 0.05 level of significance. The study found that students' gender was not significantly related to academic achievement in Linear algebra. Students' year of study was significantly related to academic achievement in Linear algebra. It is anticipated that the findings of this study will give curriculum developers new insights into emerging issues on performance and influence the Ministry of Education on policy formulation.

Key words: Gender, academic achievement, year of study.