

Gender Stereotypes and Self-Efficacy on Learning Outcomes and Perceived Academic Performance of Office Technology and Management Students in Public Polytechnics, South-west, Nigeria

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Certification

This is to certify that **Lydia Yemisi OLUDELE** with matriculation number **LCU/PG/001987** carried out this research work titled “**Gender Stereotypes and Self-Efficacy on Learning Outcomes and Perceived Academic Performance of Office Technology and Management Students in Public Polytechnics, South-west, Nigeria**” in the Department of Information Management, Faculty of Communication & Information Sciences, Lead City University, Ibadan, Oyo State, For the award of Doctor of Philosophy Degree (PhD) in Office and Information Management and that this has not been previously submitted.

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Dedication

This thesis is dedicated to God, the Father, Son and Holy Spirit, from whom all blessings flow.

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Abstract

The study aimed at investigating influence of gender stereotypes and self-efficacy on learning outcomes and perceived academic performance of Office Technology and Management (OTM) students in public polytechnics, Southwest, Nigeria. The study employed descriptive research design. The study sample 341 from 2,327 OTM students, using proportionate stratified sampling technique. A 61-item questionnaire with 4 sections was used for data collection. The instrument's reliability yielded Cronbach Alpha values of 0.921, 0.848, 0.784, and 0.780 for the four sections. Descriptive and inferential statistics were used to analyzed the data. The study found that the levels of learning outcomes ($X=2.73$) and perceived academic performance ($X=2.74$) of the OTM students to be high. The study revealed that personal and societal gender stereotypes relate to OTM students. Self-efficacy level of the students was also found to be high ($X=2.75$). The study also found that gender stereotypes have significant negative influence on learning outcomes ($\beta = -0.257, t = -5.878, p < 0.05$) and perceived academic performance ($\beta = -0.180, t = -3.635, p > 0.05$), while self-efficacy was found to have significant positive influence on both learning outcomes ($\beta = 0.773, t = 20.622, p < 0.05$) and perceived academic performance ($\beta = 0.948, t=27.868, p < 0.05$). The study concluded that gender stereotypes negatively influence learning outcomes and perceived academic performance, and that self-efficacy has positive influence on both learning outcomes and perceived academic performance of Office Technology and Management students. It was recommended that both students and teachers should redirect efforts at boosting self-efficacy level and should avoid stereotypes having negative impact on learning outcomes and perceived academic performance.

Keywords: Learning Outcomes, Perceived Academic Performance, Gender Stereotypes, Self-efficacy, Office Technology and Management

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List of Acronyms

Abbreviation	Meaning
OTM	Office Technology and Management
LCU	Lead City University
LO	Learning Outcomes
PAP	Perceived Academic Performance

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