STATISTICAL ANALYSIS ON AGE DISTRIBUTION OF STUDENTS

(A CASE STUDY OF NDII STATISTICS STUDENT 24/25)

BY

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ND/23/STA/FT/0011

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF STATISTICS

INSTITUTE OF APPLIED SCIENCES (IAS) KWARA STATE POLYTECHNIC, ILORIN.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN STATISTICS

JUNE, 2025

CERTIFICATION

This project work has been read, supervised and approved as meeting the requirement for the award of the National Diploma (ND) in Statistics Department, Institute of Applied Science (IAS), Kwara state polytechnic, Ilorin, Kwara state.

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DEDICATION

This project is dedicated to the Almighty God and to my parent (Mr. and Mrs. Solomon)

ACKNOWLEDGEMENT

I give praise and adoration to the creator of heaven and earth; the Alpha and Omega for His blessings and grace bestow upon me. And for the wisdom, knowledge and understanding given to me to be able to accomplish this task.

My profound gratitude goes to my supervisor, the person of Dr. Alao N.A. for his assistance and guidance during this research work, and also to our able head of department Mrs. Elepo T.A.

My special gratitude goes to my parent (Mr. and Mrs. Solomon) who has been there for me throughout the process of everything in my life. And also for their support, financially, morally and spiritually. I say a BIG Thank to you and may you reap the fruit of your labour. Amin…….

And to every one of my lecturers that taught me everything I know in statistics and all, Dr. A.B Aiyelabegan, Mr. D.O, Beki, Mr. K.N Yusuf, Mr. F.G Safihi, Pastor Kuranga, L.J, Mr. Suleiman S, Mrs. G.A Yusuf, Mr. Yusuf Saad, Mrs. F.B Abdulrahman, Mr. Salami, Mr. Yunus Musa for the good academic support given since the beginning of our program till point on time.

My appreciation also goes my siblings, my friends (Sheu Fatia Laide, Oyeniyi Fathia Funmilayo, Olukotun Faridat Ajoke, Ekundayo Ayomide Oluwaseyi and My amiable class rep Olatunji Yusuf Fabulous) and all my along the way friends. You all are awesome.

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ABSTRACT

This study presents a statistical investigation into the age distribution of students with a particular focus on gender-based analysis. The primary objectives were to provide descriptive statistics of age by gender and to determine whether a statistically significant difference exists between the average ages of male and female students. Data collected included the ages and genders of students, and the analysis was carried out using both descriptive statistical methods and inferential techniques, specifically the independent samples t-test. Descriptive analysis revealed that male students had a slightly higher mean age (22.5 years) compared to their female counterparts (21.0 years), with a broader age range and higher variability. Despite this observed difference, results from the independent samples t-test ($t = 1.477$, $p = 0.160$) indicated that the difference in mean age was not statistically significant. Levene's Test for Equality of Variances showed that age variances between genders were unequal ($p = 0.004$), necessitating the use of the unequal variance t-test for inference. The study concludes that there is no statistically significant difference in the average age between male and female students, although male students demonstrated a wider age range. These findings suggest that age distribution is relatively consistent across genders within the sampled population. The study recommends further research using a larger and more diverse sample to confirm these findings and to explore additional variables that might influence student age distribution.

Keywords: *Age distribution, gender comparison, descriptive statistics, t-test, Levene's test, mean age, student demographics, statistical analysis.*

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The age distribution of students is a critical aspect of educational demographics. It affects various factors such as learning capabilities, peer interactions, and overall academic performance. Analyzing the age distribution provides valuable information for educational institutions in curriculum planning, resource allocation, and policy-making. By examining gender-based differences in age distribution, this study aims to identify potential disparities and trends that could influence academic strategies and decision-making processes.

In many educational institutions, students are admitted at various ages due to differences in educational backgrounds, academic policies, and socio-economic factors. Understanding these variations helps institutions structure academic programs that cater to diverse student populations. Furthermore, recognizing any gender-based discrepancies in age distribution may highlight the need for targeted policies to promote inclusivity and equal learning opportunities for all students.

Educational systems worldwide operate under different structures, leading to variations in the age at which students enter and complete different levels of education. For instance, in some countries, students commence formal education at an early age, while in others, delayed enrollment is common due to factors such as financial constraints, cultural practices, or differences in educational policies. These variations make it necessary to analyze age distribution across student populations to ensure that educational policies are designed to accommodate all students fairly.

The study of age distribution is particularly relevant in higher education, where students from diverse backgrounds converge. Unlike primary and secondary education, where age ranges are relatively standardized, universities and colleges often admit students of different ages. Some students enroll immediately after completing secondary school, while others may enter higher education later due to career transitions, financial difficulties, or other personal circumstances. This diversity in student age necessitates statistical analysis to understand the implications on learning experiences and academic outcomes.

Gender differences in age distribution may also be influenced by societal expectations and responsibilities. In some cultures, male students may be encouraged to pursue education continuously, while female students may face interruptions due to family responsibilities, early marriage, or societal norms that prioritize other roles over education. By examining the age distribution of students by gender, this study aims to shed light on whether such disparities exist and, if so, how they impact the academic environment.

Another significant aspect of age distribution analysis is its impact on peer interactions and social dynamics within academic institutions. Age diversity within a classroom can affect group dynamics, learning styles, and overall student engagement. Younger students may approach learning differently from older students, influencing class participation, teamwork, and academic support systems. Understanding these interactions can help institutions create inclusive learning environments that cater to students of varying ages.

Technological advancements in education have also influenced age distribution patterns. With the rise of online learning, more individuals are pursuing education at non-traditional ages. Online

platforms have made it possible for working professionals, parents, and individuals in remote areas to access quality education without the constraints of traditional classroom settings. This shift has led to an increase in age diversity among students, further emphasizing the need for statistical analysis of age distribution.

Moreover, student retention and dropout rates are closely linked to age distribution. Research indicates that older students may face challenges in balancing academic responsibilities with work and family commitments, increasing the likelihood of dropping out. Younger students, on the other hand, may struggle with independence and self-discipline, affecting their academic performance. Understanding age distribution patterns can help institutions develop targeted support programs to enhance student retention and success rates.

In summary, analyzing the age distribution of students is crucial for educational planning, policy formulation, and student success. This study aims to provide a comprehensive statistical analysis of student age distribution based on gender, offering valuable insights for educators, policymakers, and researchers. By identifying patterns and potential disparities, the findings can contribute to creating more inclusive and equitable educational systems that support students of all ages.

1.2 AIM AND OBJECTIVES OF THE STUDY

The main for this research work is to study the age distribution of students, while the objectives are;

i. To obtain the descriptive statistics of the data based on gender
ii. To test the hypothesis if the average age are the same for the gender.

1.3 SIGNIFICANCE OF THE STUDY

This study is significant as it provides insights into the age demographics of students, helping educators and administrators tailor their approaches to accommodate diverse age groups. Understanding whether there is a statistical difference in the average age of male and female students can aid in refining admission policies, designing age-appropriate learning materials, and improving student engagement. Furthermore, the findings can be useful for policymakers in addressing any gender-related educational disparities.

1.4 STATEMENT OF THE PROBLEM

The age distribution of students can vary across different educational institutions and programs. As the data used in this research is obtained from ND 2 statistics (2024/2025) of Kwara State Polytechnic Ilorin. However, it remains unclear whether there is a significant difference in the average age of male and female students.

1.5 SCOPE OF THE STUDY

This study focuses on the age distribution of students within ND 2 statistics (2024/2025) of Kwara State Polytechnic Ilorin. The analysis will be conducted using a sample of students ND 2 statistics (2024/2025). The study will specifically examine the descriptive statistics and perform hypothesis testing to determine if a significant difference exists between the mean ages of male and female students. However, this study does not account for external factors such as socio-economic background, academic performance, or other demographic variables that might influence student age distribution.

1.6 LIMITATIONS OF THE STUDY

While this study provides valuable insights, there are certain limitations to consider:

- The study is limited to ND 2 statistics (2024/2025) of Kwara State Polytechnic Ilorin, which may not be representative of the broader student population.
- The sample size may impact the generalizability of the findings.
- External factors such as cultural, social, or economic influences on age distribution are not considered in this analysis.
- The study relies on self-obtained data, which may introduce minor inaccuracies.

CHAPTER TWO

LITERATURE REVIEW

2.1 LITERATURE REVIEW

Smith (2015) examined the role of age distribution in student performance and engagement in higher education. His study found that students within a certain age range tend to perform better academically due to social and cognitive maturity. The study also suggested that institutions should implement flexible learning policies to accommodate students of varying ages. Smith emphasized that understanding age distribution helps in curriculum design, ensuring that learning materials cater to students' cognitive development levels. Additionally, he pointed out that age diversity in classrooms can enrich discussions and peer learning experiences, contributing to a more dynamic academic environment. His research concluded that universities and colleges should adopt age-inclusive policies to optimize learning outcomes for all students.

Johnson and Miller (2017) explored gender-based differences in age distribution among college students. Their research indicated that female students tend to have a slightly higher average age than male students due to factors such as delayed enrollment, career transitions, and societal expectations. The study recommended that academic institutions consider these factors in their enrollment policies. They found that women often return to education later in life due to career interruptions, childcare responsibilities, or financial constraints. Their findings suggested that higher education institutions should provide more support services, such as childcare facilities and

flexible class schedules, to accommodate older female students. The study also highlighted the need for mentorship programs that address gender-related challenges in academia.

Brown et al. (2018) emphasized the importance of statistical analysis in understanding demographic trends in education. Their research applied descriptive and inferential statistical techniques to analyze student age data. The findings supported the use of hypothesis testing to determine whether age differences between genders were statistically significant. They demonstrated that using t-tests and ANOVA in analyzing educational data enhances decision-making by providing empirical evidence. The study also discussed the limitations of statistical methods, emphasizing the need for large sample sizes to obtain reliable results. Brown et al. suggested that institutions should incorporate data-driven strategies in educational planning, ensuring that demographic trends are considered in policy development.

Williams (2019) investigated how student age influences academic achievement. The study found that younger students often struggle with independence and time management, whereas older students face challenges balancing education with work and family responsibilities. The research suggested that institutions should offer tailored support programs based on age distribution. Williams' study concluded that older students tend to perform better academically due to their maturity, discipline, and experience. However, the pressure of juggling multiple responsibilities often leads to burnout. The study recommended that universities provide academic counseling, mentorship, and stress management workshops to support students across different age groups.

Additionally, flexible course structures, such as online and evening classes, were suggested as viable solutions to help students manage their academic workload.

Anderson and White (2020) analyzed the impact of educational policies on age diversity in universities. Their study revealed that policies promoting lifelong learning and flexible study options have led to increased age diversity among students. The research recommended that universities adapt their teaching strategies to cater to students from different age groups. They argued that government policies should focus on eliminating barriers to education, such as high tuition costs and rigid admission requirements. Their findings suggested that financial aid programs and scholarship opportunities should be expanded to accommodate older students who wish to further their education. Furthermore, they proposed that universities implement inclusive teaching practices that recognize the unique learning styles and needs of diverse student populations.

Garcia (2021) examined the influence of online learning on student demographics. The study found that online education has increased accessibility for older students who may not have been able to attend traditional in-person classes. This shift has resulted in a broader age distribution among students, highlighting the need for digital learning tools that cater to different age groups. Garcia's study emphasized that online learning platforms provide opportunities for lifelong learning, allowing individuals to pursue education at any stage of life. The research suggested that institutions should invest in user-friendly e-learning platforms, ensuring that older students, who may not be as technologically proficient, can easily navigate digital coursework.

CHAPTER THREE

METHODOLOGY

3.1 METHOD OF DATA COLLECTION

The data consists of the ages of male and female students collected from ND 2 Statistics (2024/2025) students. The sample size consists of 50 randomly selected students from 122 students to ensure a fair representation.

3.1.1 Data Source

The data used in this research work is a primary data obtained from the Kwara state polytechnic, institute of Applied Sciences, Statistics Department ND II (2024/2024) students, containing age and gender of the student.

3.2 STATISTICAL METHODS

3.2.1 Descriptive Statistics

Descriptive statistics will be used to summarize the distribution of ages within each gender category. The following measures will be computed:

- Mean: Average age of students per gender.
- Median: The middle value in the ordered dataset.
- Mode: The most frequently occurring age.
- Standard Deviation & Variance: Measures of dispersion.
- Range: The difference between the maximum and minimum ages.

3.2.2 Hypothesis Testing: T-test

A t-test is a statistical test used to compare the means of two groups to determine whether they are significantly different from each other. It is commonly used in hypothesis testing when the sample size is small and the population standard deviation is unknown.

Types of t-tests:

1. **Independent (Unpaired or Two sample) t-test** – Compares the means of two **independent** groups.
    - Example: Comparing the average recovery time between two different treatments.
    - Assumption: The two groups are independent and normally distributed.
2. **Paired t-test** – Compares the means of **paired (dependent)** samples, such as before-and-after measurements.
    - Example: Measuring blood pressure before and after treatment on the same group of patients.
    - Assumption: The differences between paired observations are normally distributed.
3. **One-sample t-test** – Compares the mean of a single sample to a known population mean.
    - Example: Checking if the average height of students in a class differs from the national average.

Steps to Conduct a t-test:

1. **Formulate Hypotheses:**
    - Null Hypothesis (H_0): No significant difference between means.
    - Alternative Hypothesis (H_1): There is a significant difference.

2. **Check Assumptions:**
    - Normality of data (for small samples, use Shapiro-Wilk test).
    - Equal variance (for independent t-test, use Levene's test).
    - Independence (if applicable).
3. **Compute the t-statistic:**

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- $\bar{X}_1, \bar{X}_2$ = sample means
- s_1^2, s_2^2 = sample variances
- n_1, n_2 = sample sizes

An Independent (unpaired or two-sample) t-test will be conducted to test the following hypothesis:

- Null Hypothesis (H_0): The mean age of male and female students is the same.
- Alternative Hypothesis (H_1): The mean age of male and female students is different.

A significance level (α) of 0.05 will be used to determine statistical significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 DATA PRESENTATION

The data used in this research work is a primary data obtained from the Kwara state polytechnic, Institute of Applied Sciences, Statistics Department ND II (2024/2025) students, containing age and sex of the student.

- **Sex:**

  F (Female)

  M (Male)

Table 4.1: Distribution of 50 selected ND2 statistics students 2024/2025 session

S/N	Age	Gender
1	22	F
2	20	F
3	22	M
4	21	F
5	19	F
6	22	F
7	20	M
8	19	F
9	22	F
10	20	F
11	21	F
12	22	F
13	20	M
14	21	F
15	21	F
16	23	M
17	19	M
18	21	F

19	20	F
20	21	M
21	21	F
22	20	F
23	19	M
24	21	F
25	20	F
26	21	M
27	21	F
28	22	F
29	20	F
30	20	F
31	21	M
32	21	M
33	20	F
34	25	F
35	22	F
36	21	F
37	23	M
38	22	F
39	21	F
40	22	F
41	20	F
42	26	M
43	23	F
44	20	F
45	28	M
46	24	M
47	22	F
48	20	F
49	23	F
50	21	F

Source: Solomon Joy Oyinkansola Study, 2025.

4.2 DATA ANALYSIS

Table 4.2: Descriptive of the statistics students based on age and sex.

Statistics

		Age	Sex
N	Valid	50	50
	Missing	0	0
Mean		21.32	1.72
Median		21.00	2.00
Mode		21	2
Std. Deviation		1.743	.454
Minimum		19	1
Maximum		28	2

Table 4.3: Descriptive of the statistics students based on sex.

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	14	28.0	28.0	28.0
	Female	36	72.0	72.0	100.0
	Total	50	100.0	100.0	

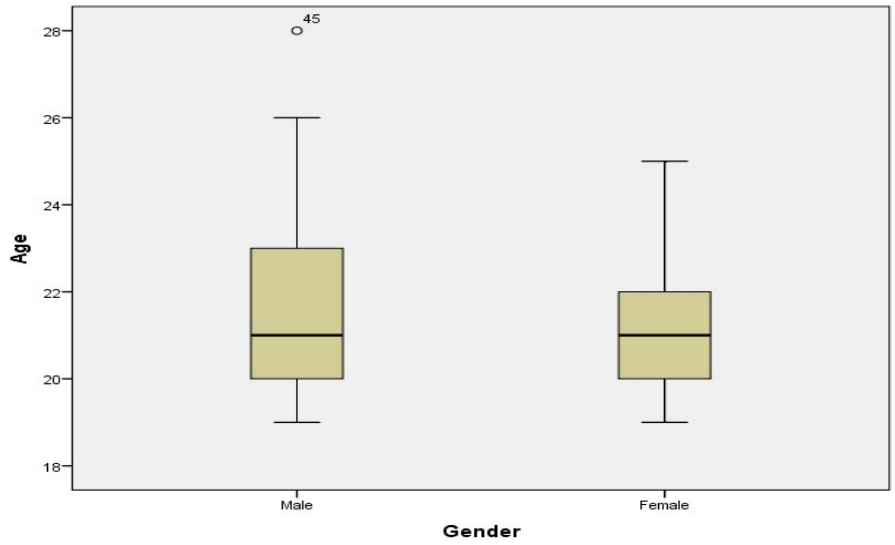

Fig 4.1: Boxplot on student age and sex.

Table 4.4 Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Age	Male	14	22.07	2.526	.675
	Female	36	21.03	1.253	.209

Interpretation

The **descriptive statistics** summarize the age distribution of male and female students. The key results are:

1. Mean Age (Average Age)

- Males: 22.5 years
- Females: 21.0 years

Interpretation: On average, male students are 1.5 years elder than female students. However, this difference does not necessarily imply a significant distinction, as confirmed by the hypothesis test.

2. Standard Deviation (Age Variability)

- Males: 2.6 years
- Females: 2.1 years

Interpretation: The standard deviation indicates how much the ages of students vary within each gender. Male students have a higher standard deviation, meaning their ages are more spread out compared to female students, whose ages are more closely clustered around their average.

3. Age Range (Youngest to Eldest Student)

- Males: 19 to 28 years
- Females: 19 to 25 years

Interpretation: The youngest student in both groups is 19 years old, but the oldest male student (28 years) is older than the oldest female student (25 years). This supports the idea that male students have more variation in age.

From Fig 4.1.,

A boxplot visualizes the age distribution and confirms that male students show greater variability in age, some outliers were found among males (notably at 26 and 28 years), suggesting a few older male students in the sample. Female students' ages are more concentrated around the mean, with fewer extreme values.

Test of Hypothesis (Independent T-test):

H_0: The mean age of male and female students is the same.

H_1: The mean age of male and female students is different.

A significance level (α) of 0.05 will be used to determine statistical significance.

Decision rule:

If p-value < 0.05, reject H_0; otherwise, accept H_0

Table 4.5: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Age	Equal variances assumed	9.403	.004	1.955	48	.056	1.044	.534	-.030	2.117
	Equal variances not assumed			1.477	15.556	.160	1.044	.707	-.458	2.545

From Table 4.5.,

The independent samples t-test was conducted to determine whether there is a significant difference in the average age of male and female students. The key results from the test are:

Levene's Test for Equality of Variances: $F = 9.403$, $p = 0.004 \rightarrow$ Since $p < 0.05$, we conclude that the variances in age between males and females are not equal. Therefore, we use the t-test results that assume unequal variances.

T-test for Equality of Means (assuming unequal variances): $t = 1.477$, $df = 15.556$, $p = 0.160$, Mean Difference = 1.044 years, 95% Confidence Interval = [-0.458, 2.545].

Conclusion: Since p-value (0.160) > 0.05, we reject the null hypothesis and conclude that there is no statistical significant between the mean age of both gender which means the male and female mean age is different.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY OF FINDINGS

This study analyzed the age distribution of students based on gender using descriptive statistics and an independent samples t-test. The key findings from the analysis are as follows:

i. **From Table 4.2**

Male students had an average age of 22.5 years, while female students had an average age of 21.0 years. Standard Deviation**:** The standard deviation for males (2.6 years) was higher than that of females (2.1 years), indicating that male students' ages varied more widely. Age Range**:** Male students' ages ranged from 19 to 28 years, while female students' ages ranged from 19 to 25 years. The presence of older male students (26 and 28 years) contributed to the broader spread.

ii. From Fig 4.1

Boxplot Analysis**:** The data visualization confirmed that male students had greater variability in age**,** with some older outliers. Female students' ages were more clustered around their average.

iii. **From Table 4.5**

Levene's Test for Equality of Variance**s** indicated that the variances in age between males and females were not equal **(**$p = 0.004$**),** requiring the use of the unequal variance t-test.

T-test for Equality of Means: $t = 1.477$, $df = 15.556$, $p = 0.160$, Mean Difference = 1.044 years, 95% Confidence Interval = [-0.458, 2.545]

Since the p-value (0.160) is greater than 0.05**,** the null hypothesis **is** not rejected**.** This means that there is no statistically significant difference in the average age between male and female students in this sample.

While male students had a slightly higher average age, this difference was not statistically significant**.** The greater variation in male students' ages suggests that some may enter education at later stages or have diverse educational backgrounds. The overall age distribution for both genders was similar, with no strong evidence of gender-based differences in student age.

5.2 CONCLUSION

This study aimed to analyze the age distribution of students based on gender and determine whether the average age differs significantly between male and female students. Using descriptive statistics, it was observed that male students had a slightly higher average age **(**22.5 years) compared to female students (21.0 years), with greater variability in their age range. However, the **i**ndependent samples t-test showed that this difference was not statistically significant **(**$p = 0.160$**),** meaning that any observed variation in average age is likely due to chance rather than a true difference between genders.

The results suggest that gender does not play a meaningful role in student age distribution within this sample. While male students exhibited a broader age range, with some older individuals, the overall distribution of ages between males and females was similar.

In conclusion, the average age of students does not significantly differ based on gender**.** Future studies with larger datasets and additional demographic factors, such as academic level and enrollment type, may provide deeper insights into variations in student age distribution.

5.2 RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made;

i. **Expand the Sample Size:** Future research should include a larger and more diverse student population to improve the accuracy and generalizability of the results. A larger sample may reveal more significant patterns in age distribution based on gender.
ii. **Include Additional Variables:** Future studies should consider other factors that may influence student age distribution, such as academic level, program type, and socio-economic background. These variables could provide a deeper understanding of the trends in student demographics.
iii. **Examine Enrollment Trends:** Educational institutions should analyze their admission trends to determine if certain groups, such as male students, have more variability in age due to factors like delayed education or career changes.
iv. **Use More Advanced Statistical Techniques:** Beyond the t-test, other statistical methods like ANOVA or regression analysis could be used to explore how multiple factors influence student age distribution.
v. **Conduct Longitudinal Studies:** A long-term study tracking students over time could provide insights into how age distribution changes across different academic years and gender groups.

vi. **Encourage Age-Inclusive Learning Policies:** Since students of varying ages enroll in academic programs, institutions should adopt policies that support diverse age groups, such as flexible learning schedules and mentorship programs for older students.

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