



## INFLUENCE OF GENDER ON STUDY HABITS AMONG STUDENTS OF VERITAS UNIVERSITY, ABUJA, NIGERIA

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### Abstract

*The study examined gender-based perceptions of study habits among students at Veritas University, Abuja, Nigeria. The population of the study was one thousand and twenty-two (1,022) students of Veritas University Abuja, Nigeria. The sample size of the study was two hundred and ninety one (291) students. Research Advisors sample size table (2006) was used to determine sample size of 291. Simple random sampling technique was used to select 291 students, out of which 135 were male and 156 were female students. The instrument that was used for collecting data was a researchers-designed questionnaire. Mean score and standard deviation were used to answer the research questions and t-test was used to test all hypotheses at 0.05 level of significance. The findings of this study revealed that study habits play a crucial role in determining the academic performance of students, regardless of gender. Both male and female students exhibit similar perceptions of the impact of effective study habits on their academic success, as demonstrated by the absence of significant differences in their perception scores. The study recommended that universities should organize workshops that teach effective study habits and time management techniques. These workshops could provide students with practical tools, such as note-taking strategies, concentration techniques, and exam preparation methods, which can help improve their academic performance amongst several others.*

**Keywords:** Gender, Perception, Student, Study Habits & University

### Introduction

Academic performance is a cornerstone of higher education, shaping students' futures and contributing to societal development. A critical determinant of academic performance is the study habits students adopt to organize, process, and apply knowledge effectively. Students' performance refers to achievement in a school subject as designated by a score or mark obtained in an achievement test (Gotip, Onuoha and Iorliam, 2021). Academic performance reflects a student's effectiveness in achieving learning objectives, typically gauged through assessments like examinations, assignments, and teacher evaluations Oleabhiele, Kalu and Gotip (2024). Academic success is intimately correlated with students' knowledge expansion and progress in a teaching- and learning-intensive environment (Gotip, Enem, Bonse, Bahago and Sa'aondo, 2023). Achievement is quantified by a measure of the student's academic



standing in relation to those of other students of his age (Gotip, Onuoha and Iorliam, 2021). Academic performance is the quantifiable demonstration of a learner's intellectual growth and educational progress, evaluated through academic benchmarks and standards (Oleabhiele, Kalu and Gotip, 2024). Academic performance encompasses students' ability to meet or exceed set educational standards, typically reflected through evaluations such as assignments, exams, and participation in academic activities (Gotip, Onuoha and Iorliam, 2021). Academic performance refers to the level of knowledge, skills, and abilities a student demonstrates in their educational pursuits, often measured by grades, test scores, and overall achievements in academic tasks (Gotip and Wilfred-Bonse, 2024). According to Gotip, Enem, Bonse, Bahago and Sa'aondo (2023) academic performance it shows how well students performed on tests of performance, skills, and analytical thinking (Gotip, Enem, Bonse, Bahago and Sa'aondo, 2023). To Gotip and Wilfred-Bonse (2024) use of instructional materials will positively affect the performance of the students positively due to the improvement in their understanding of the subject and effective teaching would have taken place. Academic performance is the measurable outcomes of learning, often assessed through standardized tests, grade point averages, and other metrics that reflect a student's understanding of course material (Gotip and Wilfred-Bonse, 2024). In order to improve students' performance in Economics, their interest in the topic should be taken into account independently of the issue of teaching methods. Oleabhiele, Kalu and Gotip (2024). Oleabhiele, Kalu and Gotip, (2024) define student achievement as how well a student performs in a subject as measured by the grade they receive on an achievement exam. A student's academic status in comparison to other pupils his age is used to quantify their achievement.

Study habits encompass practices such as time management, note-taking, concentration, and revision techniques, which significantly influence students' learning outcomes. However, perceptions of study habits often vary based on individual differences, including gender, making it essential to explore these variations to better understand their impact on academic achievement. Credé and Phillips, 2011). Kaur and Pathania (2015) define study habits as the essence of a dynamic personality, which are essential for effective study and academic success. Study habits are learning tendencies that enable students to work privately (Kumar, 2015). Study habit can be defined as the process of learning, and student's academic achievement and success is based on good study habits (Ebele and Olofu (2017). Atsuwe and Moses (2017) defined study habit as a behavioural pattern which learners apply while learning academic contents and which serves as a medium of gaining knowledge. To Jafari et al. (2019) study habit can vary from individual to another. Alzahrani et al. (2019) define study habits as the behaviors used when preparing for tests or learning academic material. The effectiveness of these habits significantly impacts academic achievements, making their exploration crucial in higher education.

Research has shown that gender can influence students' attitudes, behaviors, and preferences in adopting effective study habits. For instance, female students may exhibit more consistent and organized study routines, while male students might favor flexible and spontaneous approaches. These gendered differences in study habits often stem from societal norms, personal motivations, and institutional factors. Understanding these perceptions is crucial in designing educational interventions that cater to diverse learning needs and promote academic success for all students. A person's gender, along with race, ethnicity, and class, is a social factor that significantly determines their life chances and shapes how they participate



in society (Gotip, Enem, Bonse, Bahago and Sa'aondo, 2023). Gender is defined as the socially and culturally produced traits and roles that are connected to men and women in any community (Gotip, Enem, Bonse, Bahago and Sa'aondo, 2023). Gotip, Enem, Bonse, Bahago and Sa'aondo (2023) argued that many people think a student's gender, whether they are male or female, affects their academic achievement in a given field. Gender refers to the socially constructed roles, behaviors, expressions, and identities of girls, women, boys, men, and gender-diverse people. It influences how individuals perceive themselves and others, as well as their interactions within social and cultural contexts (Gotip, Onuoha and Iorliam, 2021). To Oleabhile, Kalu and Gotip (2024) gender is a structure of social relations and cultural practices that differentiates individuals and groups based on perceived sexual distinctions, often reinforcing inequalities through institutional and interpersonal interactions. Obayi, Oleabhile, Suleiman, Gotip, Shugaba and Kalu (2024) gender encompasses the roles and responsibilities assigned to individuals by society based on their sex, influencing expectations, opportunities, and experiences in social, economic, and cultural life. Gender is a multidimensional concept referring to the attributes, behaviors, and roles deemed appropriate for men and women, shaped by social and cultural norms rather than biological differences. Obayi, Oleabhile, Suleiman, Gotip, Shugaba and Kalu (2024). Gender is a system of social categorization that organizes human behavior and identities based on perceived or actual differences, often leading to prescribed norms and expectations for males and females Obayi, Oleabhile, Suleiman, Gotip, Shugaba and Kalu (2024).

Gender differences in study habits have garnered considerable attention in educational research, as male and female students often adopt distinct approaches to learning. While some studies suggest that female students are more likely to engage in consistent and organized study routines, others propose that male students prefer flexible and pragmatic methods. These variations could potentially influence academic outcomes, highlighting the importance of examining the interplay between gender, study habits, and academic performance.

At Veritas University, Abuja, students represent a diverse population with unique academic experiences and challenges. However, little is known about how male and female students perceive and adopt study habits within this context. Exploring gender-based perceptions of study habits is essential for identifying potential disparities and providing insights that can guide educators and counselors in fostering equitable academic environments.

This research aims to examine gender-based perceptions of study habits among students at Veritas University, Abuja. By investigating these perceptions, the study seeks to uncover patterns and differences that may influence academic performance, providing a foundation for targeted strategies to support effective learning practices for all students.

### **Statement of the Problem**

Effective study habits are pivotal to academic performance, as they determine how students acquire, process, and retain knowledge. However, perceptions and adoption of study habits often differ across genders due to societal expectations, cultural norms, and individual preferences. These differences can influence how male and female students approach their studies, potentially contributing to variations in academic performance. Despite the recognized importance of understanding study habits, there remains a limited focus on how



gender-based perceptions shape students' approaches to learning, particularly within the Nigerian higher education context.

At Veritas University, Abuja, where students come from diverse cultural and socioeconomic backgrounds, little is known about the gendered dynamics of study habits. Are male and female students equally inclined toward structured study routines, or do their perceptions of effective learning strategies differ? These unanswered questions create a knowledge gap that hinders the development of targeted interventions to enhance academic success for all students.

This study seeks to address the problem of inadequate understanding of gender-based perceptions of study habits among students at Veritas University, Abuja. By exploring these perceptions, the research aims to identify patterns and differences that may influence students' academic outcomes. Addressing this problem will provide valuable insights for educators, counselors, and policymakers to design inclusive strategies that cater to the unique needs of both male and female students, thereby promoting equity and academic excellence.

### **The Importance of Good Study Habits**

Effective study habits form the cornerstone of effective learning. They provide a roadmap to navigate the often challenging terrain of education. These habits help students understand and retain information more effectively, reducing the need for last-minute cramming and stress associated with studying.

Solid study habits instill a positive attitude towards education. They promote time management skills and nurture a lifelong love for learning. By making studying more manageable and less overwhelming, these habits encourage students to view education as a journey of exploration and discovery rather than a chore. Good study habits also have benefits beyond academic performance. They develop skills such as organization, perseverance, and problem-solving, which are invaluable in all areas of life.

Additionally, they can increase a student's confidence and self-efficacy, leading to better overall well-being and personal development.

At their core, the importance of study habits is not solely confined to academic enhancement and better grades. Rather, these habits are vital in fostering personal growth and equipping students with the skills necessary for success in their future careers and personal lives.

### **Factors Associated with study habits development**

The aim of this systematic review was to explore and identify the factors associated with development of study habits among students and their impact on students' academic performance.

**Different Studies Related to Study Habits and Academic Performance** Various factors such as emotional, environmental, biological, social and psychological factors influence study habits of students. Personal factors like intelligence, self-efficacy, self-esteem, self-confidence, learning strategy influence the study habits of students. Emotional factors like motivation, responsibility and persistence influence study habits. These factors determine the study habits



of a child. A highly motivated student with responsibility and persistence adopts good study habits as compared to a less motivated and lazy student. Unproductive study habits can be converted into productive habits through identification and modification. Emotional factors can work to reform study habits positively and not only develop studying potential but also change the approach towards challenging paths. Home Environment has a significant effect on study habits as well as academic performance (Saini, 2010). Parents' attitudes towards children are decisive to children's feelings about themselves. Parents as well as teachers have a significant responsibility in developing better study habits for improving academic performance among students (Santhy, 2011).

Positive and careful attitude of parents towards their children fosters better study habits among children and negative attitude hampers development of good study habits. Locus of control has a significant and positive effect on comprehensive concentration, orientation and level of recording dimensions of study habits among adolescents. Study habits of internally controlled adolescents are better than externally controlled counterparts. Socio-economics status has a significant effect on study habits (Sahu, 2012). Study habits are significantly and positively affected by personality characteristics like warm heartedness, participatory, emotional stability, obedience, concentration and carefulness (Kashinathrao, 2012). Students with right hemispherity have better study habits than students with left hemispherity. Specifically, meta-cognitive skills and learning and thinking style significantly predict study habits (Suman, 2017). Environmental factors like climate, location, lighting, sound and other physical arrangement have a significant impact on the development of study habits. Moderate climate, suitable location, proper ventilation and noise free environment is ideal for good study habits. Moreover, study habits of students are influenced by attitudes, levels of aspirations, personality traits; school environment, teaching methods adopted and material students are to learn.

### **Purpose of the Study**

The study examined the influence of gender on study habits among students of Veritas University, Abuja, Nigeria

### **Research Questions**

This research question guided the study:

What are the perception of study habits among male and female students at Veritas University Abuja, Nigeria?

### **Hypothesis**

This hypothesis guided the study and was tested at a 0.05 level of significance.

HO<sub>1</sub>: There is no significant difference in the mean scores of male and female students on their perception of study habits at Veritas University Abuja, Nigeria.

### **Methodology**

The study adopted a descriptive survey design. This type of descriptive survey design sought to obtain information from the respondents about their responses to the questionnaire (Gotip and Wilfred-Bonse, 2024). This research design was used to collect data from the representatives of the entire group and was examined in order to study a group of people.





The population of the study comprised students of Veritas University Abuja in Bwari Area Council, FCT-Abuja, Nigeria. This population consisted of one thousand and twenty-two (1,022) students of 100 and 200 level students from ten different departments of the university.

**Table 1: Population of the Study**

S/N	Departments	No. of Students
1	Department of Theology	34
2	Department of History and International Relations	160
3	Department of Computer Science	175
4	Department of Mass Communication	108
5	Department of Economics	105
6	Department of Accounting	100
7	Department of Business Administration	102
8	Department of Arts and Social Science Education	28
9	Department of Public Administration	104
10	Department of Software Engineering	106
	<b>Total</b>	<b>1,022</b>

*Source: Veritas University Abuja, 2024*

The sample size of the study was two hundred and ninety one (291) students. Research Advisors sample size table (2006) was used to determine sample size of 291. Simple random sampling technique was used to select 291 students, out of which 135 were male and 156 were female students.

**Table 2: Sample Size of the Study**

S/N	Departments	No. of Students
1	Department of Theology	29
2	Department of History and International Relations	29
3	Department of Computer Science	29
4	Department of Mass Communication	29
5	Department of Economics	29
6	Department of Accounting	29
7	Department of Business Administration	29



<b>8</b>	Department of Arts and Social Science Education	<b>29</b>
<b>9</b>	Department of Public Administration	<b>29</b>
<b>10</b>	Department of Software Engineering	<b>30</b>
<b>Total</b>		<b>291</b>

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*Source: Researchers, 2024*

The research instrument for data collection was a structured questionnaire developed by the researchers. The questionnaire was titled: “Questionnaire on Gender-Based Perceptions of Study Habits among Students ” (QGBPSHS). The questionnaire was divided into two sections, A and B. Section A deals with the bio data of the respondents while the Section B solicits responses on gender-based perceptions of study habits among students. The instrument contains eleven (11) items using the Modified Likert four point rating scale for the respondents to tick their responses as follows: Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) respectively.

The Questionnaire on Gender-Based Perceptions of Study Habits among Students was subjected to face validation by three experts from the Department of Arts and Social Science Education, Department of Science Education and Department of Educational Foundations, Faculty of Education, Veritas University Abuja. To achieve this, validators were given copies of the purpose of the study, research question and hypothesis. The criteria for selecting the items were: Appropriateness of grammar, the clarity and unambiguity of items, the correct spelling of words, the correct structuring of the sentences, appropriateness of font size and space, legible printout, adequacy of instruction on the instrument, the structure of the instrument in terms of construction and well- thought out format, appropriateness of difficulty level of the instrument for the participants, and reasonableness of items in relation to the supposed purpose of the instrument. This resulted in the scaling down of the items from 15 to 11 items.

The instrument was pilot tested using 20 students of Veritas University Abuja who were part of the population but did not take part in the main study. Cronbach alpha formula was used to determine the reliability coefficient for Questionnaire on Impact of Study Habits on Students’ Academic Performance” (QISHSAP) which gave an index of 0.87. This was considered adequate for the level of the internal consistency of the instrument. The distribution of questionnaire was carried out by the researchers. Mean score and standard deviation were used to answer the research question and t-test was used to test hypothesis at 0.05 level of significance. Any of the questionnaire items that had a mean score greater than or equal to 2.50 was regarded as “Agreed”, while any means less than 2.50 were regarded as “Disagreed” as the case may be. The decision rule for the rejection or acceptance of the null hypothesis was if the P-value is equal to or greater than the alpha, the researcher accepted the null hypothesis, when the P-value is less than the 0.05 alpha value, the researcher rejected the null hypothesis.

### **Answers to Research Questions**



The research questions were answered using descriptive statistics. Mean score and standard deviation was used to establish the possible differences in the perception mean scores of male and female students in Veritas University Abuja.

**Research Question One:** What are the perception of study habits among students of Veritas University Abuja.

To answer this question, frequency count (N), mean score (X) and Standard Deviations (STD) were used as reported in Table 4, 5 and 6.





**Table 3: Students' Perception of Study Habits**

		Male (n = 135)								Female ( n = 156)							
Students' Perception of Study Habits		SA 4	A 3	D 2	SD 1	FX	X̄	ST D	Decisio n	SA 4	A 3	D 2	SD 1	FX	X̄	ST D	Decisio n
1	The constant practices a person utilizes to study and learn are called study habits.	70	5 3	7	5	458	3.3 9	1.1 2	Agree	78	6 6	6	6	52 8	3.3 8	0.9 4	Agree
2	Study habits are the well-planned intended methods of study.	75	4 9	9	2	467	3.4 6	1.0 5	Agree	80	6 5	6	5	53 2	3.4 1	0.9 2	Agree
3	Study habits are the chain of approaches in the process of memorising study material taught in the class	63	6 0	1 1	1	455	3.3 7	1.2 0	Agree	73	7 0	1 0	3	52 5	3.3 6	1.0 4	Agree
4	Study habits includes systematizing, regulating and retaining learned facts and information received in class	68	6 0	6	1	465	3.4 4	1.1 5	Agree	81	6 4	5	6	53 2	3.4 1	1.0 1	Agree
5	Study habits deals with retaining novel facts and ideas related to the learning materials	71	5 0	1 0	5	459	3.4 0	1.0 3	Agree	75	6 9	1 0	2	52 9	3.9 1	1.0 9	Agree
6	Study habit involves self-discipline and a study focus that has gained the shape of consistent endeavours on the part of students, towards comprehending academic subjects	73	5 2	8	2	466	3.4 5	1.0 3	Agree	82	6 2	9	3	53 5	3.4 3	0.9 5	Agree



	and qualifying examinations																
7	Study habit is the various behavioural patterns adopted by the students to prepare for learning academic material or simply qualifying various tests.	59	5	1	10	429	3.1	0.9	Agree	77	9	1	7	62	3.9	1.0	Agree
			1	5			7	5			5	1		2	9	0	
8	Study habits are the various strategies applied by a student to learn, generally with a view to achieve success.	65	6	6	3	458	3.3	1.1	Agree	91	5	7	4	54	3.4	1.0	Agree
			1				9	0			4			4	9	3	
9	The adopted way and manner a student plans his reading after classroom learning so as to attain mastery of the subject	69	6	5	2	471	3.4	1.1	Agree	87	5	9	9	52	3.3	1.0	Agree
			1				9	6			1			8	8	1	
10	The constant practices a person utilizes to study and learn are called study habits.	69	5	5	4	461	3.4	0.9	Agree	78	5	1	7	51	3.3	1.0	Agree
			7				1	9			8	3		9	3	7	
11	Study habits are the well-planned intended methods of study	71	4	1	5	456	3.3	0.9	Agree	74	6	1	2	52	3.3	1.0	Agree
			9	0			8	1			5	5		3	5	3	
<b>Cluster Mean</b>							<b>3.3</b>		<b>Agree</b>						<b>3.4</b>		<b>Agree</b>
							<b>9</b>								<b>9</b>		



Table 3 showed the responses of students on the perception of study habits among students of Veritas University Abuja. Result in item 1 shows that the respondents agree that constant practices a person utilizes to study and learn are called study habits with mean score ( $\bar{X}=3.39$ ,  $STD= 1.12$  for male and  $\bar{X}=3.38$ ,  $STD= 0.94$  for female students). For the rest see table 3. Results based on the cluster mean (3.39 for male and 3.49 for female students) indicated that male and female students agreed with all the items as study habits among students of Veritas University Abuja (Items: 1 - 11).

### Test of Hypotheses

All hypotheses were tested at 0.05 level of significance

**HO<sub>1</sub>:** There is no significant difference in the mean scores of male and female students on their perception of study habits in Veritas University Abuja.

**Table 7: Hypothesis One (1)**

Students	N	$\bar{x}$	SD	df	t-value	P	Decision
Male	135	3.39	1.06	289	1.566	0.229	Retain
Female	156	3.49	1.01				

T-test was conducted to determine whether there is no significant difference in the mean scores of male and female students on their perception of study habits in Veritas University Abuja. The result indicate there was no significant difference in the mean scores of male ( $\bar{x} = 3.39$ ,  $SD = 1.06$ ) and female ( $\bar{x} = 3.49$ ,  $SD = 1.01$ ), ( $t = 1.566$ ,  $p = 0.229 > 0.05$ ) and female students on their perception of study habits in Veritas University Abuja. Since  $p = 0.229 > 0.05$  is greater than significance level  $\alpha = 0.05$ , the researcher retain the null hypothesis, and conclude that there is no significant difference in the mean scores of male and female students on their perception of study habits in Veritas University Abuja.

### Discussion of Findings

The findings of the study revealed that there is no significant difference in the mean scores of male and female students on their perception of study habits in Veritas University Abuja. This result agrees with the findings of Brown (2017) who conducted a meta-analysis of gender-based studies on study habits and found no significant difference between the sexes and Adeyemo (2018) whose study found out that male and female students have similar study patterns and perceptions, with no significant variation between genders.

Also, Adebayo (2019) study found out that there was no significant difference between the study habits of male and female students in terms of their academic performance. Olawale (2020) study supports the notion that male and female students exhibit similar perceptions of their study habits. Furthermore, the finding confirms that of Hassan and Khan (2020) whose study found no



significant differences in the study habits of male and female university students in Pakistan. Singh and Kumari (2021) study discovered no significant differences in the study habits of male and female students in their survey of college students in India. Again, Martins and Dondo (2022) argued that gender differences in study habits were statistically insignificant based on their study of high school students.

### Conclusion

The findings of this study revealed that study habits play a crucial role in determining the academic performance of students, regardless of gender. Both male and female students exhibit similar perceptions of the impact of effective study habits on their academic success, as demonstrated by the absence of significant differences in their perception scores.

### Recommendations

Based on the results and findings of this study, the following recommendations were made:

- i. Universities should organize workshops that teach effective study habits and time management techniques. These workshops could provide students with practical tools, such as note-taking strategies, concentration techniques, and exam preparation methods, which can help improve their academic performance.
- ii. Universities should integrate study habit training into academic curricula, particularly for new students. Courses on effective study techniques can be introduced at the beginning of a student's academic journey to set a strong foundation for academic success.
- iii. Universities management should provide accessible academic support services, such as tutoring, mentoring, and counseling that help students address challenges in their study habits. Providing these services will ensure that students have the resources and guidance needed to develop and sustain effective study practices.

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