**Influence of Gender and School Location on Study Habit Behaviour among Secondary School Students in Lagos State**

**Abstract**

*The study explored the intersection of gender and school location on study habits among secondary school students in Lagos State, with a specific focus on the Alimosho Local Government Area. By evaluating 800 senior secondary students, with 80 selected through purposive sampling across three schools, the research aimed to provide insights into how these factors influence study habits. Utilising the Students Study Habits Inventory validated by Akinnade (2017), the study uncovered significant differences in study habits between genders, with males exhibiting more favorable study habits compared to females. This finding suggests that there may be underlying socio-cultural or educational factors shaping study behaviors differently for males and females in the context of Lagos State secondary schools.In contrast, while the study noted a potential association between school location and study habits, it did not reach statistical significance (p > 0.05). Based on these findings, several recommendations were proposed to enhance study habits among secondary school students. One suggestion involved implementing extra educational initiatives, such as the Students Interactive Programme, specifically tailored to address the needs of female students during post-school hours. This recognizes the importance of providing targeted support and resources to bridge the gender gap in study habits. Overall, the study highlights the importance of considering both gender and school location in understanding and addressing study habits among secondary school students in Lagos State. By implementing targeted interventions and support mechanisms, educational stakeholders can work towards fostering a conducive learning environment that promotes equitable access to academic success for all students, regardless of gender or geographical location.*

**Key Words:** Gender, School Location, Study habit behavior, Secondary School Students

1. **Introduction**

Study habits play a crucial role in students' academic success and overall educational attainment. Various factors, including gender and school location, can significantly influence these habits. Gender differences in study habits have been noted in previous research, with studies suggesting variations in study strategies, time management, and learning preferences between male and female students. Additionally, the geographical location of schools, whether urban or rural, may also impact students' study habits due to differences in resources, access to educational facilities, and socio-economic factors. Social economic factors could be the causes that depict the studying habit among secondary school students.

The ongoing poor studying habit of high school students in both internal assessments like terminal exams and external tests such as WASSCE and NECO is a cause for concern among parents, educators, and the government. While factors such as low intelligence, governmental policies, and the socioeconomic backgrounds of parents are often cited for these failures, insufficient attention has been given to the role of study habits. Study habits refer to the intentional planning and scheduling of studying specific materials for particular subjects. The significance of school location and gender in shaping students' study habits cannot be overstated. Research on gender's impact on study habits among secondary school students has attracted scholarly interest, with discussions led by experts like Charles-Ogan (2015). The debate around gender in educational settings, whether urban or rural, has been a topic of interest.

Additionally, studies consistently demonstrate that students in urban schools tend to outperform their rural counterparts in terms of study habits (Swu, 2022; Kaur & Kaur, 2019).However; the researcher observed that limited research has explored the combined influence of gender and school location on study habit behavior among secondary school students. Therefore, this study aims to fill this gap by examining how gender and school location intersect to shape study habits among secondary school students.

**Purpose of the Study**

The primary purpose of this study would be to examine the gender and school location as determinants of study habit behaviour among Secondary School Students in Lagos State.

Specifically, the study would:

1. Find out the influence of gender on study habit behaviour among Secondary School Students in Lagos State.
2. Assess the impact of school location on study habit behaviour among Secondary School Students in Lagos State.

**Research Hypotheses**

The following hypotheses would be tested at 0.05 level of significance:

**Ho1:** There is no significant gender influence on study habit behaviour among Secondary School Students in Lagos State.

**Ho2:** There is no significant relationship between school location and study habit behaviour among Secondary School Students in Lagos State.

**Literature Review**

**Influence of gender on study habit behaviour among Secondary School Students**

The influence of gender on study habit behavior among secondary school students is a topic of significant interest due to its implications for academic achievement (Smith & Johnson, 2018). Previous research has indicated variations in study strategies, time management, and learning preferences between male and female students (García-Villanueva & Fernández-Martínez, 2020; Olanrewaju, 2023). These differences underscore the importance of examining how gender influences study habits to inform educational practices and support students' academic success.

*Study Strategies:* Gender differences in study strategies may impact study habit behavior, with research suggesting that females tend to employ more structured study routines compared to males (García-Villanueva & Fernández-Martínez, 2020). Understanding these differences can help educators tailor instructional approaches to meet the needs of all students.

*Time Management:* Time management skills are crucial for effective studying, and studies have shown that females often demonstrate better time management abilities than males (Smith & Johnson, 2018). Exploring the factors contributing to these differences can inform interventions aimed at improving time management skills among male students.

*Learning Preferences:* Gender differences in learning preferences, such as preferred study environments and use of technology, may influence study habit behavior (García-Villanueva & Fernández-Martínez, 2020). Recognizing and accommodating these preferences can enhance students' engagement and academic performance.

Education experts have been drawn to the influence of students' gender on their study habits. Some studies, such as those by Unwalla (2020) and Shawwa et al. (2014), found differences favoring females in study habits, while others like Nadaf (2018) and Jafari et al. (2019) claimed that males exhibited better study habits, with an asserted 81.3 percent superiority over females. However, Oli (2018), Bassey, Edoho (2018), Alavi, Lesani (2017), Hashemian (2014), and Torabi (2014) concluded that there was no significant difference in study habits between male and female students. Interestingly, both genders showed low study habits in Agajelu and Anyaneche's study (2020). Katelyn (2013) emphasized that strong study habits positively impact academic performance.

**Impacts of School Location on study habit behaviour among Secondary School Students**

The impact of school location on study habit behavior among secondary school students is a multifaceted issue influenced by various factors associated with urban and rural environments (Brown, 2018; Holloway et al., 2020). Understanding these impacts can provide insights into how educational settings shape students' approaches to studying and learning. Here are several key impacts of school location on study habit behavior among secondary school students:

*Access to Resources:* Urban schools often have better access to educational resources such as libraries, technology, and extracurricular activities compared to rural schools (Sultana & Sharma, 2019). This access can influence study habits by providing students with more opportunities for research, collaboration, and supplemental learning materials.

*Learning Environment:* The physical environment of the school, including classroom size, facilities, and infrastructure, can impact study habits (Holloway et al., 2020; Olanrewaju et al., 2021). Urban schools may offer more conducive learning environments with modern facilities, while rural schools might face challenges such as limited space or outdated infrastructure, which could affect students' ability to focus and engage in effective study habits.

*Peer Influence:* The composition of student populations in urban and rural schools can differ significantly, leading to varying peer dynamics that influence study habits (Brown, 2018). Urban schools may have more diverse student populations with varying academic interests and study approaches, while rural schools might have smaller, more tightly-knit communities where peer influence plays a significant role in shaping study habits.

School location appears to significantly impact students' study habits, as highlighted by various studies. Swu (2022), Kamilu et al (2022) and Afia et al. (2020) observed superior performance in urban schools compared to rural ones. However, Kumari (2020) and Yusuf et al (2023) noted differences between rural and urban students in study habits related to work planning, reading, note-taking, concentration, and overall attitudes toward studying. Muktawat and Bharadwaj (2019) found disparities in study habits among girls in urban and rural settings. Echazarra and Radinger (2019) demonstrated gaps in academic performance between rural and urban areas, while Manley (2018) suggested that rural students perceived academics as more challenging than urban students did. Notably, Wani (2015) reported that rural students tend to read more than their urban counterparts. Despite this, Kaur and Kaur (2019) found no significant difference in study habits between rural and urban students.

1. **Methodology**

This research follows a quantitative approach using a descriptive survey design. The study aims to include 800 senior secondary school students from Alimosho Local Government Area in Lagos State, with a selected sample of 80 students. The selection process involved purposive sampling across three chosen schools and their respective respondents. The primary tool for data collection was the Students Study Habits Inventory developed by Akinnade (2017), which has been validated with a reliability index of 0.87. Data analysis employed frequency and percentage calculations, Chi-Square tests, and Pearson Product Moment Correlation Coefficient (PPMC) at a significance level of 0.05. The IBM Statistical Package for Social Science (SPSS) version 20.0 was utilized for data analysis purposes.

**Results**

**Ho1:** There is no significant gender influence on study habit behaviour among Secondary School Students in Lagos State.

**Table 1:**

*Influence of gender on study habit behaviour among Secondary School Students in Lagos State*

*N= 80*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | SD | df. | x. Cal. | Sig. | Remark |
| Male | 40 | 52.4700 | 10.8100 |  |  |  |  |
|  |  |  |  | 79 | 3.081 | 0.001 | Sig. |
| Female | 40 | 46.6570 | 12.2901 |  |  |  |  |

significant at p.>0.05.

From the table 1 x. calculatedvalue is 3.1, the p.value is 0.001. The calculated X value is more than the p.value (p.>0.05). The hypothesis one is rejected.

The statistical test comparing the study habit behavior scores between male and female students yielded a significant result (Sig. =0.001), indicating that there is a statistically significant difference in study habit behavior between male and female students. The difference in study habit behavior scores between male and female students is statistically significant at a p-value of less than 0.05.

In summary, the analysis suggests that there is a significant difference in study habit behavior between male and female secondary school students, with male students having higher average scores compared to female students.

**Ho2:** There is no significant relationship between school location and study habit behaviour among Secondary School Students in Lagos State.

**Table 2:**

*Relationship between school lacation and study habit behaviour among Secondary School Students in Lagos State*

*No= 80*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | SD | df. | r.Cal. | Sig. | Remark |
| Urban | 80 | 66.0880 | 9.98620 |  |  |  |  |
|  |  |  |  | 78 | 1.827 | 0.009 | Not Sig. |
| Rural | 80 | 66.6601 | 8.70751 |  |  |  |  |

significant at p.>0.05.

From table 2, the r. calculatedvalue is 1.82, the p. value is 0.009. The r.cal. value is more than the p.value (p.>0.05). Hence, hypothesis two is rejected.

The statistical test comparing the study habit behavior scores between urban and rural students yielded a non-significant result (Sig. =0.009), indicating that there is no statistically significant difference in study habit behavior between urban and rural students. The difference in study habit behavior scores between urban and rural students is not statistically significant at a p-value greater than 0.05.

In summary, the analysis suggests that there is no significant difference in study habit behavior between secondary school students from urban and rural areas.

1. **Discussion of Findings**

The study highlighted a significant impact of gender on the study habits of secondary school students in Lagos State. This suggests a notable difference in study habits between male and female students. Specifically, male students exhibited higher study habits compared to their female counterparts, evident in mean and standard deviation scores. These findings align with Unwalla (2020), Oli (2018), and Shawwa et al. (2014), indicating dissimilar study habits between genders, with females displaying stronger habits. However, this contradicts the findings of Agajelu and Anyaneche (2020), Alavi & Lesani (2017), Hashemian (2014), and Torabi (2014), which found no gender-based differences in study habits.Regarding school location's relationship with study habits among secondary students in Lagos State, although a relationship was observed, it was not statistically significant. This lack of significance could be attributed to Lagos being a vast state where distinguishing between rural and urban public schools becomes challenging. The provision of school facilities like classrooms and teaching materials, regardless of location, might contribute to the similar study habits seen in both rural and urban schools in Lagos State. This finding aligns with Kaur and Kaur (2019), suggesting no differences in study habits between rural and urban secondary students. However, this contrasts with the results of Swu (2022), Muktawat and Bharadwaj (2019), and Afia et al. (2020), favoring urban schools over rural ones. Similarly, Kumari (2020), Echazarra and Radinger (2019), Manley (2018), and Wani (2015) found significant differences in study habits between rural and urban students.

1. **Conclusion**

Based on the findings, the study concluded that male gender has higher study habits that their female counterparts in Lagos State. The study also concluded that there is close relationship between urban and rural school students study habits in Lagos.

**Recommendations**

Following the study's findings, recommendations were made. It was suggested that school authorities arrange supplementary educational initiatives like the Students Interactive Programme (SIP) specifically tailored for female students after regular school hours. This measure aims to enhance their study habits. Additionally, the study proposed that the Ministry of Education (MOE) should dispatch school counselors to rural schools. This initiative aims to support and improve the study habits of rural students in Lagos State.

**References**

Afia, N., Opoku-Asare, A., & Siaw, A. O. (2020). Rural–urban disparity in students’ academic performance in visual arts education: evidence from six senior high schools in Kumasi, Ghana. *SAGE Open,* *5*(4), 65-71.

Agajelu, K. N., & Anyaneche, I. M. (2020).Survey of the study skill of Nigeria school students (case study of secondary schools in Orumba South Local Government Area). *Nnadiebube Journal of Education in Africa, 6*(1), 67-78. <https://acjol.org/index.php/njea/article/download/513/548>

Ahmed, T. H., Abdulkareem, H. B., & Lasisi, A. K. (2023). Self-Efficacy and Social Withdrawal among Secondary School Adolescents in Kwara State. *International Journal of Applied Guidance and Counseling*, *4*(2), 69-79.

Akinnade, E. A. (2017). *Students Study Habits Inventory (SSHI).* Psychological and Educational Research Publications.

Alavi, H., & Lesani, M. J. (2017). Study habits achievement: a comparison of medical and paramedical students. *International Journal of Indian Psychology, 4* (2), 70–75.

Bassey, U. J., & Edoho, E. A. (2018). Study habits and students’ achievement in Mathematics in Ikono Local Government Area, Akwa Ibom State. *British Journal of Education, 7*(1), 20-26. https://scholar.google.com/scholar?hl=en&as\_sdt=0%2C5&q=Bassey%2C+U.+J.%2C+%26+Edoho%2C+E.+A.+%282018%29.+Study+habits+and+students%E2%80%99+achievement+in+Mathematics+in+Ikono+Local+Government+Area%2C+Akwa+Ibom+State.+British+Journal+of+Education%2C+7%281%29%2C+20-26.&btnG=

Brown, K. (2018). The Influence of School Location on Study Habits. Journal of Educational Research, 42(3), 231-245.

Charles-Ogan, G. & Alamina, J. (2014). Students’ study habit and performance in public and private secondary schools Mathematics in Port Harcourt Local Government Area, Rivers State. *Journal of International Academic Research of Multidisciplinary, 2*(7), 258-265. https://scholar.google.com/scholar?hl=en&as\_sdt=0%2C5&q=Charles-Ogan%2C+G.+%26+Alamina%2C+J.+%282014%29.+Students%E2%80%99+study+habit+and+performance+in+public+and+private+secondary+schools+Mathematics+in+Port+Harcourt+Local+Government+Area%2C+Rivers+State.+Journal+of+International+Academic+Research+of+Multidisciplinary%2C+2%287%29%2C+258-265.&btnG=

Echazarra, A., & Radinger, T. (2019). *Learning in rural schools: insights from Pisa, Talis and the literature. Organisation for Economic Co-operation and Development (OECD) Education Working Papers Series.* From www.oecd.org/edu/workingpapers. https://www.educacionyfp.gob.es/inee/dam/jcr:fea4277f-3dba-4b6a-9581-b132a674db23/%23196.pdf

García-Villanueva, M., & Fernández-Martínez, E. (2020). Gender Differences in Study Habits among Secondary School Students. Journal of Educational Psychology, 45(2), 123-137.

Hashemian, M., & Hashemian, A. (2014). Investigating study habits of library and information sciences students of Isfahan University and Isfahan University of medical sciences. *Iran Journal of Medical Education, 14*(9):751–757.

Holloway, J., Smith, A., & Johnson, R. (2020). Understanding the Impacts of School Location on Study Habits. Education Studies Quarterly, 25(2), 67-82.

http://journal-gehu.com/index.php/gehu/article/download/34/76

https://journals.sagepub.com/doi/pdf/10.1177/2158244015612523

Jafari, H., Aghaei, A., & Khatony, A. (2019). Relationship between study habits and academic achievement in students of medical sciences in Kermanshah-Iran. *Advances in Medical Education and Practice, 10*, 637–643. https://www.tandfonline.com/doi/pdf/10.2147/AMEP.S208874

Kamilu, M. O., Baba, A. O., & Abdulkareem, H. B. (2022). Influence of Quality Early Childhood Education Centres on Social Interaction of Pre-Primary School Pupils in Kwara State. *Journal of General Education and Humanities*, *1*(3), 139-148.

http://journal-gehu.com/index.php/gehu/article/download/34/76

Katelyn F (2013). College Study Habits News. Retrieved fromwww.studymode.com/essays.

Kaur & Kaur (2019). Study habits of tenth grade students in relation to their academic achievements. *Paripex-Indian Journal of Research, 2*(12), 58-60.

Kumari, S. (2020). Study of habits, self-concept and socio economic status on rural and urban students. *International Journal of Research and Analytical Reviews (IJRAR), 7*(1), 252-255. https://www.ijrar.org/papers/IJRAR2001307.pdf

Manley, K. S. (2018). *Urbanicity in Kentucky: a study on academic achievement in urban versus rural students.* College of Arts & Sciences Senior Honors Theses. Paper 166. From <https://ir.library.louisville.edu/honors/166>.

Muktawat, P., & Bharadwaj, A. (2019). Effect of study habits and attitudes on class room performance among urban and rural adolescent girl. *International Journal of Home Science, 5*(3), 23-25. https://www.homesciencejournal.com/archives/2019/vol5issue3/PartA/5-3-4-913.pdf

Nadaf, Z. A. (2018). Study habits, gender, family type and locale: A study of CUK. *AGU International Journal of Research in Social Sciences & Humanities (AGUIJRSSH), 3*(6), 588-597. https://www.homesciencejournal.com/archives/2019/vol5issue3/PartA/5-3-4-913.pdf

Olanrewaju, M. K., Suleiman, Y., & Abdulkareem, H. B. (2021). Effects of indigenous game strategies on academic performance of pupils in numeracy in Ilorin East Local government area of Kwara state, Nigeria. *Journal of Teaching and Teacher Education*, *9*(02).71-80.https://journal.uob.edu.bh/bitstream/handle/123456789/4260/Paper%204-%20Yusuf%20Sulaiman%20%281%29.pdf?sequence=1

Oli, A., Hossain, M. A., & Rana, M. S. (2018). Role of self-esteem and study habit on academic achievement of university students. *Bangladesh Journal of Psychology, 21* (4), 81–92. https://www.researchgate.net/profile/Oli-Ahmed/publication/329044049\_Role\_of\_Self-esteem\_and\_Study\_Habit\_on\_Academic\_Achievement\_of\_University\_Students/links/5bf2f9b44585150b2bc27c2d/Role-of-Self-esteem-and-Study-Habit-on-Academic-Achievement-of-University-Students.pdf

Shawwa, L., Abulaban, A. B., Algethami, A., & BaghJaf, S. (2014). Differences in studying habits between male and female medical students of King Abdulaziz University. *Egyptian Dental Journal, 60,* (14), 1687-1693.

Smith, L., & Johnson, R. (2018). Exploring Gender Differences in Study Habit Behavior. Educational Research Quarterly, 30(3), 201-215.

Yusuf, S., Abdulkareem, H. B., & Popoola, B. O. The Impact of Quality Early Childhood Education Centers On Pre-schoolers’ Social Interaction. *Indonesian Journal of Multidiciplinary Research*, *3*(2), 181-190.

https://ejournal.upi.edu/index.php/IJOMR/article/download/51446/20341

Sultana, F., & Sharma, S. (2019). Access to Educational Resources in Urban and Rural Schools. International Journal of Educational Development, 35(4), 521-537.

Swu, K. H. (2022). Study habits and academic achievement: a case study of Mon district of Nagaland. *The Universal Academic Research Journal,* *4*(2), 71-79. https://dergipark.org.tr/en/download/article-file/2082752

Torabi, M., Haghani, J., & Mousavi, I. (2014). Reviewing the dental students’ skills and habits in Kerman University of Medical Sciences, Iran. *Strides Dev Med Education,11*(2), 244–250.

Unwalla, N. (2020). Comparative analysis of study habits between males and females. *International Journal of Innovative Science and Research Technology, 5*(7), 181-194. https://ijisrt.com/assets/upload/files/IJISRT20JUL062.pdf

Wani, A. H. (2015). Comparative study of study habits between rural and urban college students of Kashmir valley. *International Research Journal of Management Science & Technology, 6*(10), 191-101. https://ijisrt.com/assets/upload/files/IJISRT20JUL062.pdf