



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

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ABSTRACT

The research paper examined gender and school location as determinants of study habit behaviour among Secondary School Students in Lagos State. This is a quantitative study. A descriptive research design of the survey type would be adopted. The population of the study would be 800 senior secondary school students in Alimosho Local Government Area of Lagos State. A purposive sampling was used to select three schools and 80 student respondents. The researcher's instrument adopted the Akinade instrument on Students Study Habits Inventory. Frequency count and percentage were used to present the demographic information of the students while Chi-Square and Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The paper showed that there is a significant influence of gender on study habit behaviour among secondary school students in Lagos State. The paper showed that there is a significant relationship between school location and study habit behaviour among secondary school students in Lagos State. It was concluded that the male gender has higher study habits than their female counterparts in Lagos State. The study also concluded that there is a close relationship between urban and rural school students' study habits in Lagos.

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1. INTRODUCTION

The persistent poor performance of senior secondary schools in internal such as in terminal and external examinations like West African School Certificate Examinations (WASSCE) and National Examinations Council (NECO) has become a source of worry to the parents, teachers and government. Students' consistent failures in these examinations are attributed to various factors such as low intelligence, poor government policy and parents' socio-economic background among others. However, little attention has been paid to the influence of study habits. The study habit is the conscious schedule and planning for studying certain materials in a particular subject. The impact of school location and gender on the students' study habits can never be over-emphasized. Research on secondary school students concerning gender shows its impact on the study habits of students. According to Charles-Ogan (2015), gender is a topic of interest to scholars in society in rural and urban centre education institutions are not an exception. In addition, the study habits of students in rural and urban schools have been investigated with results indicating that students in urban schools do better than their counterparts in rural schools (Swu (2022; Kumar & Sohi, 2013). Given this, the present study intends to investigate gender and school location are determinants of study habit behaviour among Secondary School Students in Lagos State.

The gender of students has attracted the attention of educationists because it influenced study habits. Researchers have confirmed that discovered a difference between male and female students' study habits in favour of females (Unwalla, 2020; Al-Shawwa et al., 2014). Conversely, male students have better study habits than females asserted that study habits in 81.3 per cent of male students (Nadaf, 2018; Jafari et al., 2019). However, in the studies of Ahmed et al (2018), Basse and Edoho (2018); Alavi et al (2017); Hashemian and Hashemian (2014) and Torabi et al (2014) male and female students did not differ from each other significantly in study habits. Interestingly, both the male and female students recorded low study habits in the study of Agajelu and Anyaneche (2020). Katelyn (2013) noted that good study habits improve their academic performance. School location has been perceived to influence the study habits of students. Swu (2022) and Opoku-Asare and Siaw (2015) showed that urban schools performed better than rural schools. However, Kumari (2020) that rural and urban students differed in their study habits in terms of planning work, reading, note-taking habits, habits of concentration and general habits and attitudes towards study. Muktawat and Bharadwaj (2019) revealed that girls in urban and rural have different study habits. Echazarra and Radinger (2019) showed that there are rural-urban gaps in academic performance Manley (2018) asserted that rural students had better perceived academic difficulty than urban students. It is worthy of note that rural students read more than urban students (Wani, 2015). Even though Kumar and Sohi (2013) indicated no significant difference between rural and urban students' study habits. The primary purpose of this study would be to examine gender and school location as determinants of study habit behaviour among Secondary School Students in Lagos State.

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.

1.1 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.

2. METHODS

This is a quantitative study. A descriptive research design of the survey type would be adopted. The population of the study would be 800 senior secondary school students in Alimosho Local Government Area of Lagos State. 80 students would be selected. A purposive sampling was used for the selection of 3 schools and respondents. Students Study Habits Inventory is the main data collection instrument (Akinade, 2018). The validity has been established with a reliability index of 0.87. Frequency and percentage, Chi-Square and Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance were used for data analysis. IBM Statistical Package for Social Science (SPSS) version 20.0 was used.

3. RESULTS AND DISCUSSION

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

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				

Table 2. Relationship between School Location and Study Habit Behaviour among Secondary School Students in Lagos State

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				

From the table 1 x. the calculated value 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.

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

From Table 2, the r. the calculated value is 1.82, and 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 paper revealed that there is a significant influence of gender on study habit behaviour among secondary school students in Lagos State. The implication of this finding is that male and female students' study habits differ significantly. Therefore, the gender of the students goes a long way in influencing the manner of study among male and female students in Lagos State. Male gender has higher study habits than their female counterpart as indicated in the mean and standard deviation scores. This finding correlated with Unwalla (2020), Ahmed et al (2018) and Al-Shawwa et al. (2014); that males and females did not have the same study habit behaviour female students possess good study habits as compared to males. On the contrary, the outcome of this study was in contrast to the findings of Agajelu and Anyaneche (2020), Alavi et al (2017), Hashemian and Hashemian (2014) and Torabi et al (2014) who showed no gender difference in the study habits. The paper indicates that there is a relationship between school location and study habit behaviour among secondary school students in Lagos State. However, the relationship is not significant, the reason may to the fact that Lagos state is a mega-state where it is difficult to differentiate between rural and urban public schools in Lagos State. The provision of school facilities such as classrooms, teaching materials, etc irrespective of the school location may have accounted for the close relationship in the study habits of students in the rural and urban schools in Lagos State. This finding agreed with the outcomes of the study by Kumar and Sohi (2013) indicating rural and urban secondary students' study habits were the same. However, the result of this study contrasts with the findings of Swu (2022), Muktawat and Bharadwaj (2019) and Opoku-Asare and Siaw (2015) whose results were in favour of urban schools than rural schools. In the same vein, Kumari (2020), Echazarra and Radinger (2019), Manley (2018) and Wani (2015) who studied the habits of rural and urban students differed significantly.

4. CONCLUSION

Based on the findings, the study concluded that the male gender has higher study habits than their female counterparts in Lagos State. The study also concluded that there is a close relationship between urban and rural school students' study habits in Lagos. Based on the conclusion, the study recommended that the school management should organize extra educational programmes such as the Students Interactive Programme (SIP) after school hours for female students. This would help in improving their study habits. The study also recommended that the Ministry of Education (MOE) should deploy school counsellors to rural areas schools. This would assist the rural students in enhancing their study habits in Lagos State.

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