



GENDER DIFFERENCES IN EFFECTIVE TYPES OF STUDY HABITS AMONG STUDENTS AT VERITAS UNIVERSITY, ABUJA, NIGERIA

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Abstract

This study examined Gender Differences on the use of Effective Types of Study Habits among Students of Veritas University, Abuja, Nigeria. The population of the study was 1,022 students of Veritas University Abuja, Nigeria. The sample size of the study was 291 students. Research Advisors sample size table 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 researcher-designed questionnaire. The instrument used a 4-point scale which was subjected to face validation by three experts from Veritas University Abuja. Cronbach Alpha statistic was used to establish the internal consistency of the questionnaire which, yielded a reliability coefficient of 0.82. Mean score and standard deviation was used to answer the research question and t-test was used to test hypothesis at 0.05 level of significance. The findings of the study revealed that there was no significant difference in the mean scores of male and female students regarding the effective types of study habits used at Veritas University, Abuja, Nigeria. This suggests that both male and female students share similar approaches to studying, regardless of gender. The study recommended that university managements should establish peer mentorship programs that match male and female students with mentors of the same gender. This will allow students to share study habits, techniques, and experiences that are relatable and gender-specific, fostering a supportive learning community amongst several others.

Keywords: Effective, Differences, Gender, Study Habit & Student.

Introduction

Study habits are critical determinants of students' academic performance, as they encompass a range of practices, routines, and strategies that learners employ to acquire, process, and retain knowledge effectively. In the context of higher education, particularly in Nigeria, understanding the role of gender in shaping effective study habits is pivotal. Gender differences have been widely discussed in education, with varying perspectives on how male and female students adopt and sustain study practices. At Veritas University, Abuja, Nigeria, these differences may have significant implications for academic support services, pedagogical strategies, and policy development aimed at enhancing student outcomes.



Study habits refer to the behaviors associated with studying, such as time management, concentration, and the selection of appropriate study environments (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. These definitions underscore the critical role that effective study habits play in enhancing students' academic performance.

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.

Credé and Phillips (2016), Owusu-Acheaw and Larson (2017), Ebele and Olofu (2017), Atsuwe and Moses (2017), Jafari, Aghaei, Khatony and Kianipour (2019), Alzahrani,



Alzahrani and Alzahrani (2019), Kumar and Mahajan (2020) studies provide critical insights into the connection between study habits and academic success, highlighting that effective study habits contribute to higher levels of comprehension, retention, and application of learned concepts. They also promote time management, self-discipline, and the ability to balance academic and non-academic responsibilities.

Alzahrani, Alzahrani and Alzahrani (2019) highlighted time management, creating a conducive study environment, and prioritizing tasks as effective study habits for improved academic performance. Khatony, Jafari, Aghaei and Kianipour (2020) identified time management, eliminating distractions, and active learning strategies as effective study habits that improve academic achievement among medical students. Fong and Chang (2021) identified the significance of adopting digital tools for study planning, along with traditional habits like goal setting and spaced repetition, to enhance learning outcomes. Kukreja and Kapoor (2022) emphasized collaborative study habits, group discussions, and interactive learning as effective strategies for academic success. Rahman and Akter (2023) highlighted the role of online study resources, active recall, and self-testing as modern effective study habits.

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 Oleabhiele, 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.



Statement of the Problem

Academic success is significantly influenced by students' study habits, which vary widely based on individual preferences, environmental factors, and even gender. Effective study habits are essential for students to achieve their academic goals, yet gender differences in these habits remain a topic of debate and research. Despite the growing focus on enhancing academic outcomes in Nigerian universities, little attention has been given to understanding how male and female students at Veritas University, Abuja, differ in their study practices and the effectiveness of these habits.

Research has shown that study habits, such as time management, note-taking, concentration, and reviewing strategies, play a critical role in students' academic achievements. However, differences in these habits between male and female students could lead to disparities in academic performance. At Veritas University, there is a need to identify these gender-based variations to provide targeted interventions that cater to the specific needs of students.

The problem this study addresses is the lack of empirical data on how gender influences the effectiveness of various study habits among students at Veritas University, Abuja. Without this understanding, educators and counselors may find it challenging to design strategies to improve learning outcomes for both male and female students. This study seeks to bridge this gap by examining gender differences in effective study habits and their impact on students' academic success at the university.

What is Study and Study Habits?

Study is the process of devoting time and attention to learning new things. Unfortunately, a lot of students lack the skills necessary for effective study habits. The term "study habit" refers to a variety of personal behaviours related to studying that combine study method and competence. In other words, good study habits involve actions and skills that can boost motivation and transform the study process into one that yields high returns and eventually improves learning. In reality, successful study habits vary from person to person and are the key to success. The most crucial indicator of academic achievement is study habits, and studies conducted around the world have shown that study habits have an impact on academic performance. Academic achievement represents an important component of the constellation of variables influencing student success. It also has a huge impact on education, especially by serving as a practical method to assess students' learning progress. Psychologists and researchers have utilized numerous personality, attitudinal, mindsets, and ability measurements in an effort to understand how individuals differ in how they process, retain, and recollect learning material. The impact of the students' good study habits including doing their assignments, participating fully in class, managing their time, remaining focused, and working hard—has significantly improved their academic achievement. An important factor in the growth of knowledge and perceptual abilities is study habits. A person's study habits reveal how much they will learn, how far they want to go, and how much money they want to make. All of these could be determined during the course of a person's life with the aid of their study habits. Crede and Kuncel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment. Study habits are predominantly essential for all students whose requirements include time management, note taking, internet skill, the eradication of disruption and assigning a high importance to study. Study habits are



the well-planned intended methods of study, the chain of approaches in the process of memorising, systematizing, regulating, retaining novel facts and ideas related to the learning materials, which has gained the shape of consistent endeavours on the part of students, towards comprehending academic subjects and qualifying examinations. The constant practices a person utilizes to study and learn are called study habits. Study habits, whether systematically, efficient or inefficient, may be defined as the ways students utilize to study. The various behavioural patterns adopted by the students to prepare for learning academic material or simply qualifying various tests. These are the various approaches, techniques and strategies applied by a person to learn, generally with a view to achieve success. The better the study habits the best will be the grades in the examinations. (Maria Angelics S. 2019)

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Types of study habits

There are several types of study habits that could positively improve the academic performance of students in every academic endeavours. some of the study habits relevant to this study and identified here include the following:

Set Specific Goal

First step towards effective studying is setting specific goals. Successful students have a clear purpose for each session. They use SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to give their studies direction and focus. For instance, instead of having a vague goal like 'study chemistry,' they would set a specific goal like 'complete and understand chapter 5 of the chemistry textbook by the end of the day'. This provides a clear objective, making studying more productive and less overwhelming.

Use Active Learning Techniques

Active learning techniques promote active engagement with the study material instead of passive reading or listening. Techniques such as summarizing information in your own words, teaching the material to someone else, or applying the learned knowledge in real-life



scenarios are highly effective. They force students to think deeply about the material, facilitating a better understanding and long-term knowledge retention. So, try to find a technique that works for your particular learning style.

Employ the Pomodoro Technique

The Pomodoro technique is a time management strategy that helps maintain focus and prevent burnout. It involves studying for a set amount of time (usually 25 minutes), followed by a short break (usually 5 minutes). After completing four "Pomodoros," take a longer break. This cycle helps to maintain high levels of concentration without fatiguing the mind.

Create a Dedicated Study Space

Environment plays a significant role in our ability to focus. Successful students often have a dedicated study space that is clean, quiet, and free from distractions. This space is solely used for studying, which helps the mind associate it with focus and productivity.

A good study space also includes all the necessary resources for studying, reducing interruptions to fetching materials.

Regular Review and Self-Assessment

Successful students understand that learning is a continuous process. They regularly review their study material to solidify their understanding and prevent forgetting. Additionally, they frequently assess their comprehension through self-quizzes or practice tests. This habit reinforces what they've learned and helps identify areas to improve on.

Utilize Technology

Technology provides countless resources and tools to enhance studying in the digital age significantly. The possibilities are vast, from educational apps that simplify complex concepts to online platforms offering free courses. Successful students leverage these resources to make studying more interactive, engaging, and effective.

Practice Time Management

Time management is a crucial habit that extends beyond studying. It involves effectively planning and organizing your time to balance study time with other responsibilities such as extracurricular activities, part-time jobs, or socializing. They allocate sufficient time for each subject, break down large tasks into manageable chunks, and avoid procrastination. Most importantly, they ensure that their schedule includes time for relaxation to avoid burnout.

Maintain a Healthy Lifestyle

Physical health significantly influences cognitive functioning. Regular exercise boosts brain health, a balanced diet provides the necessary nutrients for the brain, and sufficient sleep improves memory and concentration. Successful students understand this interconnectedness and incorporate a healthy lifestyle into their routines. They prioritize their health and studies, resulting in optimal cognitive functioning and overall well-being.

Participate in Study Groups

Study groups provide a collaborative learning environment that can greatly enhance understanding and retention of knowledge. Discussing topics with peers allows students to gain different perspectives, clarify doubts, and reinforce their understanding. Successful



students often participate in or form study groups for subjects they find challenging, harnessing the group's collective knowledge to enhance their learning.

Cultivate a Growth Mindset

Finally, successful students cultivate a growth mindset. They believe in their ability to learn and grow, viewing challenges as opportunities for improvement rather than obstacles. They understand that learning involves effort and persistence; difficulties or failures do not deter them. Instead, they see them as an integral part of the learning process, fostering resilience and adaptability that contribute to their academic success.

Causes of Poor Academic Performance

There are several issues that contribute to pupil's low academic performance. Due to these challenges, students mostly don't improve or excel in their studies. This study will explain few causes as observed by Ansa (2018) that are responsible for student's poor academic performance. They are as follows:

Improper time table

This is mostly common in secondary schools and colleges, where students fail to create their own time table. Students without proper or workable time table may likely be distracted and lack focus in his/her studies. Study time table serves as a reminder to the student about the subject to study at particular time duration and gives the students direction. Students who fail to have a proper time table shows that they have no direction and focus; this may eventually lead to exam failure or poor grades.

Slothfulness:

Good number of students is very lazy and sluggish to devote their time to studies. They misuse their time in playing, browsing, watching videos, listening to music and partying. They end up with last minutes rush to test or examination. Such students may have the potential of getting good grades but may simply not care or work hard to achieve it. Such behavior can lead to failure, poor performance and bad result (Ansa, 2018).

Lack of study materials

The unavailability of appropriate study materials will certainly disrupts student learning progress. Many students fail their internal and external examination as a result of this problem. Lack of study materials like; adequate textbooks, notebooks, mathematical sets, e-learning materials, e-learning libraries access, pens and pencils etc, dis-organizes the student's ability and interest to be focus in their studies (Ansa, 2018). Students who have proper study materials will do well to focus and excel in his/her academic performance than those who do not have.

Anxiety

Anxiety arises when individuals are at odds with themselves. Conflicting inclinations, needs, and ideas collide to create the underlying conflict. Secondary school students are in their adolescent years, where many of them are confronted with facts about themselves, particularly their academic achievements. Such students will be experiencing internal conflict and discontent which may lead to anxiety and tension in the classroom, reducing their focus and resulting in poor academic performance (Johnson & Perry, 2004).



Poor Self-Concept:

Self-concept refers to one's sense of self which includes the individual beliefs and thought. A student's comprehension of his/herself as well as managing their conduct is aided by self-concept. Teachers, parents, peers, students all have a role in a student academic self-concept and achievement. Teachers approval/disapproval patterns are inextricably tied to pupils academic self-concepts (Maurin, 2006). The more a student trust in his or her teachers' evaluation, the better his or her academic performance, as measured by character, ability, interest and grades. A student who is self-aware will have a strong drive toward academic success and aim for such achievement.

Poor Reading Habits

Many secondary school students experience the challenges of poor reading habits, with the majority of them being slow readers who don't comprehend what they are reading, find it difficult to read and as such reading becomes boring to them. Lack of students' ability to identify the underlying structure and important aspects in previously studied content has been blamed to their poor academic performance. Many students who have performed poorly have had difficulty focusing on their studies. Good reading habit is a wonderful therapy for children who have difficulty in reading since it teaches them how to read properly.

Poor teaching methods

Poor teaching methods of some teachers mostly have great effect on student's poor academic performance. When a teacher has little interest or lack the experience in teaching or even lack the required competence to create an effective teaching-learning atmosphere, the students may have no interest in learning and may likely result to low performance in their studies (Ansa, 2018).

School environment.

The school environment contributes to poor academic performance of students. If there is no school culture that promotes hard work, no adequate funding to employ qualified staff, poor infrastructure, congested classroom and the inability of providing the required equipment and facilities for learning (Ansa, 2018). All these put together will geared towards offering less quality of education and poor academic performance.

Purpose of the Study

The study examined gender differences in effective types of study habits among students at Veritas University, Abuja, Nigeria

Research Questions

This research question guided the study:

What are the effective types of study habits used among male and female students of Veritas University Abuja, Nigeria

Hypothesis

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



HO₁: There is no significant difference in the mean scores of male and female students on the effective types of study habits used among students in 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 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
	Total	1,022

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
8	Department of Arts and Social Science Education	29
9	Department of Public Administration	29
10	Department of Software Engineering	30



The research instrument for data collection was a structured questionnaire developed by the researchers. The questionnaire was titled: “Questionnaire on Gender Differences in Effective Types of Study Habits among Students” (QDETSHS). 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 differences in effective types 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 differences in effective types 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 10 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 0.89. 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 question was answered using descriptive statistics. Mean score and standard deviation was used to establish the possible differences in the mean scores of male and female students in Veritas University Abuja, Nigeria

Research Question: What are the effective types of study habits used among students of Veritas University Abuja, Nigeria.



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Table 3: Types of Study Habits used among Students

Types of Study Habits used among Students		Male (n = 135)								Female (n = 156)							
		SA 4	A 3	D 2	SD 1	FX	X̄	STD	Decision	SA 4	A 3	D 2	SD 1	FX	X̄	STD	Decision
1	Time management is an effective study habit	70	50	10	5	455	3.37	1.10	Agree	70	60	12	14	498	3.19	0.89	Agree
2	Setting appropriate goals	75	49	9	2	467	3.50	1.01	Agree	85	60	5	6	536	3.43	0.99	Agree
3	Choosing a comfortable study environment	68	60	6	1	465	3.44	0.97	Agree	76	75	5	0	539	3.45	1.01	Agree
4	Taking notes effectively	68	55	6	6	455	3.37	1.11	Agree	80	65	6	5	532	3.41	1.05	Agree
5	Doing and completing assignments	61	60	9	5	447	3.31	0.91	Agree	70	59	20	7	504	3.23	1.13	Agree
6	Participating fully in classroom activities	63	62	7	3	455	3.37	0.93	Agree	80	60	11	5	527	3.78	0.99	Agree
7	Frequency of studying sessions	69	50	5	11	447	3.31	0.99	Agree	71	71	7	7	518	3.32	0.92	Agree
8	Review of study material	65	63	5	2	461	3.41	1.12	Agree	90	55	0	11	536	3.43	1.01	Agree
9	Self-testing	69	63	2	1	479	3.52	1.00	Agree	86	52	18	0	536	3.43	0.99	Agree
10	Rehearsal of learned	59	67	5	4	451	3.41	0.97	Agree	68	68	18	2	514	3.29	1.01	Agree



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material				
Cluster Mean	3.40	Agree	3.40	Agree



Table 3 showed the responses of students on the perception of students on the effective types of study habits used among students of Veritas University Abuja. Result in item 1 shows that the respondents agree that time management is an effective study habit with mean score ($\bar{X}=3.37$, $STD= 1.10$ for male and $\bar{X}=3.19$, $STD= 0.89$ for female students). For the rest see table 4. Results based on the cluster mean (3.40 for male and 3.40 for female students) indicated that male and female students agreed with all the items as perception of students on the effective types of study habits used among students of Veritas University Abuja (Items: 1 - 10).

Test of Hypotheses

Hypotheses was tested at 0.05 level of significance

HO₁: There is no significant difference in the mean perception scores of male and female students on the effective types of study habits used among students in Veritas University Abuja.

Table 4: Test of Hypothesis

Students	N	\bar{x}	SD	df	t-value	P	Decision
Male	135	3.40	0.91	289	1.314	0.200	Retain
Female	156	3.40	0.99				

T-test was conducted to determine whether there is no significant difference in the perception mean scores of male and female students on the effective types of study habits used among students in Veritas University Abuja. The result indicate there was no significant difference in the perception mean scores of male ($\bar{x} = 3.40$, $SD = 0.91$) and female ($\bar{x} = 3.40$, $SD = 0.99$), ($t = 1.314$, $p = 0.200 > 0.05$) and female students on the effective types of study habits used among students in Veritas University Abuja. Since $p = 0.200 > 0.05$ is greater than significance level $\alpha = 0.05$, the researcher retain the null hypothesis, and conclude that there is no significant difference in the perception mean scores of male and female students on the effective types of study habits used among students in Veritas University Abuja.

Discussion of Findings

The finding of the study revealed that there was no significant difference in the mean perception scores of male and female students on the effective types of study habits used among students in Veritas University Abuja. This result agrees with Williams (2017) who conducted research that highlighted the absence of significant gender differences in the perception of effective study habits, arguing that students' study preferences were largely similar regardless of gender and Bello and Adebayo (2018) whose study examined male and female students' perceptions of effective study strategies, concluding that there was no significant difference in how each gender viewed the utility of various study habits. **Also**, Akinwale (2019) study found no significant gender differences in the perceptions of effective study habits among secondary school students, indicating that both male and female students utilize similar strategies and Adedoyin (2020) study found no statistically significant difference between male and female students' perceptions of the most effective study habits



used in preparing for examinations. Furthermore, Chen and Wong (2020) study revealed that male and female college students perceive effective study habits similarly, with no significant differences in their preferences for specific types of study methods. Oni (2021) also investigated the use of effective study habits among university students and found that gender did not significantly influence students' perceptions of which study habits were most effective. In their study, Ramos and Santos (2021) revealed that male and female students have similar perceptions of the effectiveness of different study methods, with no significant gender differences.

Conclusion

In conclusion, there is no significant difference in the mean scores of male and female students regarding the effective types of study habits used at Veritas University, Abuja, Nigeria. This suggests that both male and female students share similar approaches to studying, regardless of gender.

Recommendations

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

- i. Universities should provide academic counseling services that recognize male and female students study habits.
- ii. Universities should organize study skills workshops that address the different effective types of study habits specific needs of male and female students.
- iii. University managements should establish peer mentorship programs that match male and female students with mentors of the same gender. This will allow students to share study habits, techniques, and experiences that are relatable and gender-specific, fostering a supportive learning community.

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