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GENDER ANALYSIS OF THE INFLUENCE OF STUDY HABITS ON ACADEMIC PERFORMANCE AMONG STUDENTS AT VERITAS UNIVERSITY, ABUJA, NIGERIA

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Abstract
The study examined Gender Analysis of the Influence of Study Habits on Academic Performance 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 the study revealed there is no significant difference in the mean scores of male and female students on the influence of study habits on their academic performance in Veritas University Abuja, Nigeria. The study recommended that universities should design study skills programs that address universal strategies for effective learning, without gender bias, while ensuring they are adaptable to the unique needs of male and female students amongst several others.
Keywords: Academic Performance, Gender, Influence, Study Habits & University

Introduction

Academic performance is a critical measure of student success, reflecting their ability to achieve set educational goals and outcomes. 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).

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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.

Numerous factors influence academic performance, among which study habits play a pivotal role. Study habits refer to the routine practices, techniques, and strategies students adopt to process, retain, and apply knowledge effectively. They encompass behaviors such as time management, concentration, note-taking, and review techniques, all of which contribute to the learning process. 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. The effectiveness of these habits significantly impacts academic achievements, making their exploration crucial in higher education.

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

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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.

At Veritas University, Abuja, students face diverse academic challenges, including balancing rigorous coursework with personal responsibilities. Understanding how study habits differ between male and female students and how these differences influence their academic performance is essential for promoting equity and effectiveness in education. By addressing this issue, educators and policymakers can design targeted interventions to enhance learning outcomes for all students.

This study aims to analyze the influence of study habits on academic performance through a gendered lens, focusing on students at Veritas University. By examining these dynamics, the research seeks to provide insights into the relationship between study habits and academic achievement while addressing gender-based variations that may affect learning experiences and outcomes.

Statement of the Problem

Academic performance remains a key indicator of educational success, influencing students' career prospects and personal development. One of the most critical factors contributing to academic success is students' study habits, which encompass their time management, note-taking, concentration, and revision techniques. Despite the recognized importance of study habits, there is growing evidence that these practices vary between male and female students, potentially leading to differences in academic outcomes. These gender-based variations are influenced by societal expectations, individual preferences, and institutional environments, necessitating a deeper understanding of their impact on academic performance.

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At Veritas University, Abuja, where students come from diverse backgrounds, the role of study habits in shaping academic outcomes has not been sufficiently explored through a gendered perspective. The absence of empirical data on how male and female students differ in their study practices and how these differences affect their academic performance creates a gap in knowledge. Without this understanding, educational interventions may fail to address the unique needs of each gender, potentially perpetuating disparities in academic achievement. This research addresses the problem of limited insight into the gendered dynamics of study habits and their influence on academic performance at Veritas University. By analyzing these dynamics, the study seeks to provide evidence-based recommendations for educators, counselors, and policymakers to design targeted strategies that enhance learning outcomes for both male and female students, ensuring equity and effectiveness in education.

Effective Study Habits and Strategies for Academic Success

All students who find themselves in any given academic environment need to be adequately taught that Building effective study habits takes time and commitment, but the results are well worth the effort. By incorporating these strategies into your routine, you'll enhance your learning experience, boost your academic performance, and develop skills that will benefit you throughout your educational journey. Developing effective study habits is crucial for achieving academic success. By implementing proven strategies, you can optimize your learning, retain information more efficiently, and perform well in your studies. Here's a comprehensive guide to building effective study habits:

Create a Productive Study Environment

Every student needs to know that creating a productive study environment enhances your concentration, minimizes distractions, and sets the tone for effective learning. By customizing your space to suit your preferences and needs, you'll establish a study routine that maximizes your productivity and helps you achieve your academic goals. A productive study environment plays a crucial role in enhancing your focus, concentration, and overall study experience. By designing a space that minimizes distractions and promotes effective learning, you can optimize your study sessions and achieve better academic outcomes. Here's how to create a productive study environment:

Choose the Right Location: Select a quiet and comfortable place for studying. This could be a dedicated study room, a corner of your room, a library, or a quiet café.

Eliminate Distractions: Identify potential distractions and minimize them. Keep your phone on silent or in another room, close irrelevant tabs on your computer, and let family members or roommates know you're studying.

Ensure Good Lighting: Use adequate lighting that is easy on your eyes. Natural light is ideal, but if that's not possible, opt for a bright, non-glaring artificial light source.

Organize Your Space: Keep your study area clutter-free and well-organized. Use storage solutions like shelves, drawers, and organizers to keep materials easily accessible.

Ergonomics Matters: Use a comfortable chair and a desk or table at an appropriate height. Maintain good posture to prevent discomfort during long study sessions.

Comfortable Seating: Choose a chair that offers proper support to your back. Comfortable seating prevents physical strain during extended periods of studying.

Personalize the Space: Decorate your study area with motivational quotes, plants, or artwork that inspires you. Personal touches can make the environment more inviting.

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Keep Supplies Handy: Have all your study materials within reach, including textbooks, notebooks, stationery, and any necessary electronics.
High-Quality Equipment: Invest in good-quality equipment, such as a reliable laptop, a comfortable keyboard, and noise-canceling headphones if needed.
Use Whiteboards or Corkboards: Hang a whiteboard or corkboard on the wall for jotting down important notes, to-do lists, and reminders.
Time Management Tools: Place a clock or a timer on your desk to help you manage your study sessions and breaks effectively.
Proper Ventilation: Ensure the study area is well-ventilated to maintain fresh air and prevent feeling stuffy or sluggish.
Background Music or Ambience: Some individuals find ambient background noise or instrumental music helpful for concentration. Experiment to see if it works for you.
Establish a Routine: Create a consistent study routine in your chosen environment. The more consistent your study schedule, the more your brain associates the space with focused work.
Boundaries and Signals: Set boundaries with others in your household, indicating when you're studying. You could use headphones, closed doors, or a "do not disturb" sign.
Break Areas: Designate a separate area or space for breaks. This helps you mentally switch gears between study and relaxation.
Maintain Cleanliness: Regularly clean and organize your study area to ensure it remains conducive to focused work.
Adjust for Comfort: Pay attention to temperature and humidity levels. Adjust the room's temperature to ensure your comfort during study sessions.
Limit Multitasking: Reserve your study area exclusively for studying. Avoid using it for activities like socializing, eating, or watching TV.
Personal Reflection: Periodically reflect on your study environment. If something isn't working, don't hesitate to make adjustments.

Set Clear Goals

Students who want to be successful in their studies need to know that Seting clear goals empowers one to direct his or her efforts effectively and make meaningful progress in academic pursuits. By following these guidelines and consistently pursuing your objectives, such a student will be better equipped to overcome challenges, stay motivated, and achieve academic excellence. Clear goals usually provide the student with direction, motivation, and a sense of purpose in his or her academic journey. Whether you're preparing for exams, working on projects, or striving for continuous improvement, well-defined goals help you stay focused and organized. Here's a comprehensive guide to setting clear goals for academic success:
Define Your Objectives: Start by identifying what you want to achieve. Whether it's excelling in a particular subject, earning a specific grade, or completing a project, clarity is key.
Make Goals Specific: Make your goals specific and concrete. Avoid vague statements like "do well in chemistry." Instead, specify that you want to "achieve an A grade in chemistry by the end of the semester."
Use the SMART Criteria: Apply the SMART criteria to your goals:

- Specific: Clearly define what you want to accomplish.
- Measurable: Set criteria to measure your progress and determine when the goal is achieved.
- Achievable: Ensure the goal is realistic and attainable within your capabilities.

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- Relevant: Align the goal with your broader academic and personal aspirations.
- Time-Bound: Set a deadline for achieving the goal. This adds a sense of urgency.

Break Down Larger Goals: If you have big goals, break them down into smaller, manageable steps. This makes the process less overwhelming and allows you to track progress.
Prioritize Your Goals: Determine the order of importance for your goals. Focus on high-priority goals while keeping other objectives in mind.
Establish Short-Term and Long-Term Goals: Create a mix of short-term goals (achievable within days or weeks) and long-term goals (spanning months or semesters).
Write Them Down: Put your goals in writing. This adds a level of commitment and helps reinforce your intention to achieve them.
Visualize Success: Imagine yourself achieving your goals. Visualizing success can boost motivation and provide a sense of accomplishment.
Monitor Progress: Regularly track your progress toward your goals. Use tools like to-do lists, calendars, or tracking apps to stay on top of your tasks.
Celebrate Milestones: Celebrate your achievements along the way. Recognizing milestones keeps you motivated and energized.
Be Realistic: Set goals that are challenging yet attainable. Unrealistic goals can lead to frustration and demotivation.
Adapt and Adjust: Be flexible and open to adjusting your goals as circumstances change. Life is dynamic, and goals may need to be adapted accordingly.
Stay Committed: Maintain a strong commitment to your goals, even when faced with challenges or setbacks.
Seek Accountability: Share your goals with a friend, family member, or mentor who can provide support, encouragement, and accountability.
Review and Reflect: Regularly review your goals to ensure you're on track. Reflect on your progress and make any necessary adjustments.
Avoid Overloading: While setting goals is important, avoid setting too many at once. Focus on a manageable number to prevent overwhelm.
Embrace Continuous Learning: Embrace the journey of learning and growth. Each step you take toward your goals contributes to your overall development.
Use the Pomodoro Technique: By using the Pomodoro Technique, a focused student aiming at higher academic performance can overcome procrastination, stay engaged in his or her studies, and make significant progress with your tasks. This technique encourages disciplined work while preventing burnout, allowing you to achieve better results in less time and with improved focus. The Pomodoro Technique is a powerful time management method designed to improve focus, productivity, and concentration during study sessions. Named after the Italian word for "tomato" (inspired by a kitchen timer), this technique involves breaking your study time into short intervals with brief breaks in between.

Here is how to leverage the Pomodoro Technique for effective studying:
Set a Timer: Choose a task you want to work on, such as studying a specific topic. Set a timer for a predetermined period, typically 25 minutes (a "Pomodoro").
Study Intensely: During the Pomodoro interval, focus exclusively on your chosen task. Avoid distractions and work with full concentration.
Avoid Multitasking: Concentrate on one task at a time. Multitasking can decrease your overall productivity and quality of work.

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Embrace the Silence: Find a quiet place to work where you can immerse yourself in your studies without interruptions.
Work Until the Timer Rings: Commit to staying focused on your task for the entire Pomodoro interval. Avoid checking emails, messages, or other tasks.
Take a Short Break: Once the timer rings, take a 5-minute break. Use this time to relax, stretch, or do a quick mental reset.
Repeat and Rest: After completing four Pomodoros (each followed by a short break), take a longer break of 15-30 minutes to recharge.
Adapt to Your Needs: Adjust the Pomodoro intervals based on your attention span. Some people find 25 minutes effective, while others prefer shorter or longer intervals.
Stay Consistent: Stick to the Pomodoro Technique consistently. The routine helps train your brain to focus during study sessions.
Use a Timer or App: Use a physical timer, a Pomodoro app, or the timer on your phone to keep track of your intervals.
Set Achievable Goals: Break your tasks into smaller, manageable chunks that can be completed within a single Pomodoro.
Minimize Burnout: Short, regular breaks help prevent mental fatigue and burnout, ensuring sustained productivity.
Avoid Overextension: While the technique promotes focused work, don't force yourself to complete too many Pomodoros in a row. Listen to your body and mind.
Adjust Break Activities: During breaks, engage in activities that help you recharge and refocus. Avoid activities that might further distract you.
Reflect and Adjust: After using the Pomodoro Technique, reflect on your productivity. Adjust the duration of intervals or breaks if needed.
Stay Hydrated: Use your breaks to stay hydrated by drinking water, which can help maintain cognitive function.

Prioritize Time Management: Students desiring for high academic performance or achievement must know that academic excellence is attained only by means of effective time management. Students can achieve academic excellence with a balanced and productive lifestyle through effective time management. Prioritizing your tasks, setting clear boundaries, and making deliberate choices about how you spend your time will enable you to excel academically while maintaining your overall well-being. Effective time management is a cornerstone of academic success and overall well-being. By prioritizing your tasks, organizing your schedule, and making the most of your time, you can achieve more with less stress. Here's a comprehensive guide to prioritizing time management:
Set Clear Goals: Define your short-term and long-term goals. These goals will guide your time allocation and decision-making.
Create a To-Do List: List all the tasks you need to accomplish. Include both academic and non-academic responsibilities.
Categorize Tasks: Categorize tasks into urgent, important, and non-urgent categories. This helps you identify what needs immediate attention.
Use the Eisenhower Matrix: Divide your tasks using the Eisenhower Matrix:

- Urgent and Important: Prioritize and tackle these tasks first.
- Important but Not Urgent: Schedule these tasks for later.
- Urgent but Not Important: Delegate or minimize these tasks.
- Not Urgent or Important: Consider whether these tasks are necessary.

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Rank Tasks by Priority: Within each category, rank tasks based on their significance and impact on your goals.
Apply the 80/20 Rule (Pareto Principle): Focus on tasks that contribute to 80% of your desired outcomes. Eliminate or delegate tasks with lower impact.
Use a Time Management System: Utilize tools like calendars, planners, or digital apps to organize your schedule and tasks.
Block out Study Time: Allocate specific time blocks for studying, and treat these blocks as non-negotiable appointments.
Avoid over commitment: Be realistic about how much you can accomplish in a day. Avoid overcommitting and spreading yourself too thin.
Prioritize Health and Well-being: Dedicate time for exercise, sleep, and relaxation. A healthy mind and body enhance productivity.
Break Tasks into Chunks: Divide larger tasks into smaller, manageable chunks. This prevents overwhelm and helps you make steady progress.
Use Time Blocking: Allocate specific time blocks for different tasks. This creates a structured schedule and prevents multitasking.
Minimize Procrastination: Start with the most challenging or least enjoyable tasks first. Tackling them early can boost your motivation.
Limit Distractions: During focused work periods, eliminate distractions such as social media, notifications, and unrelated tasks.
Set Time Limits: Assign a specific time limit to each task. This prevents tasks from expanding beyond their necessary duration.
Review and Reflect: At the end of each day or week, review your accomplishments and areas for improvement. Adjust your strategies as needed.
Embrace Flexibility: While schedules are important, be flexible in adapting to unexpected changes and new priorities.
Learn to Say No: Politely decline tasks or commitments that don't align with your goals or will overload your schedule.
Monitor Your Progress: Regularly assess your time management habits and make adjustments to improve your efficiency.
Reward Yourself: Celebrate your accomplishments. Reward yourself for completing tasks and staying on track.
Develop Active Learning Strategies: Embracing active learning strategies transforms a student’s learning experience into an interactive and meaningful process. By engaging with content in diverse ways and taking an active role in your education, the student will build a stronger foundation of knowledge, critical thinking skills, and problem-solving abilities. Active learning is a dynamic approach that engages your mind in the learning process, promoting deeper understanding, retention, and critical thinking. Instead of passively absorbing information, active learning encourages you to interact, reflect, and apply knowledge actively.

Here are effective active learning strategies to enhance your learning experience:
Discussion and Group Activities: Engage in group discussions, study sessions, or collaborative projects. Sharing ideas and perspectives fosters a deeper understanding of concepts.

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Concept Mapping: Create visual concept maps to illustrate relationships between different ideas or concepts. This enhances your organizational skills and helps you see the bigger picture.
Peer Teaching: Teach a concept or topic to a peer. Explaining concepts in your own words solidifies your understanding and identifies areas you need to review.
Problem-Solving and Application: Apply theories and concepts to real-world scenarios or practice problems. This bridges the gap between theory and practical application.
Interactive Technology: Utilize interactive simulations, online quizzes, or educational apps to engage with content in a dynamic and visual way.
Role-Playing: Act out scenarios that involve applying concepts. This technique helps you view situations from different perspectives.
Think-Pair-Share: Think individually about a question or concept, pair up with a partner to discuss your thoughts, and the Socratic share your insights with the class.
Questioning: Ask and answer thought-provoking questions that encourage critical thinking and deeper exploration of concepts.
Self-Testing: Quiz yourself on key concepts or terms. Self-testing enhances memory retrieval and helps you identify areas that require further review.
Reflection Journals: Maintain a journal where you reflect on your learning experiences, insights, and challenges. This encourages metacognition and self-awareness.
Case Studies: Analyze real or hypothetical cases to apply concepts to complex situations. Case studies promote critical thinking and problem-solving skills.
Debate and Argumentation: Engage in structured debates where you defend a particular viewpoint. This sharpens your analytical skills and encourages logical reasoning.
Visual Aids and Demonstrations: Use diagrams, charts, models, or demonstrations to illustrate complex concepts visually.
Role of Feedback: Seek feedback from peers, instructors, or mentors. Constructive feedback helps you identify strengths and areas for improvement.
Active Note-Taking: Summarize and rephrase lecture content in your own words during note-taking. This processing aids understanding and memory retention.
Active Reading Strategies: Highlight key points, jot down notes, and ask questions while reading. Engage with the material actively rather than passively.
Mnemonics and Acronyms: Create memory aids like mnemonics or acronyms to remember complex information.
Experimentation and Exploration: Conduct hands-on experiments or explore concepts through simulations, if applicable to your field of study.
Regular Review: Periodically revisit and review material to reinforce your learning and prevent forgetting.
Combine Strategies: Mix and match different active learning strategies to cater to different learning styles and optimize your understanding.

Purpose of the Study
The study examined gender analysis of the influence of study habits on academic performance among students of Veritas University, Abuja, Nigeria

Research Questions
This research question guided the study:

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What are the influence of study habits on the academic performance of 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.

HO_1: There is no significant difference in the mean scores of male and female students on the influence of study habits on their academic performance 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 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
	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

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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
	Total	**291**

Source: Researchers, 2024

The research instrument for data collection was a structured questionnaire developed by the researchers. The questionnaire was title: "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, validates 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 be 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.

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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: What are the impact of study habits on the academic performance of students in Veritas University Abuja.

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Table 3: Impact of Study Habits on the Academic Performance of Students

		Male (n = 135)								Female (n = 156)							
Impact of Study Habits on the Academic Performance of Students		**SA 4**	**A 3**	**D 2**	**SD 1**	**FX**	**$\bar{X}$**	**STD**	**Decision**	**SA 4**	**A 3**	**D 2**	**SD 1**	**FX**	**$\bar{X}$**	**STD**	**Decision**
1	Long term retention of study materials	80	50	0	5	475	3.52	1.06	Agree	70	71	12	3	520	3.33	0.99	Agree
2	Improving in academic performance	65	59	10	1	458	3.39	1.05	Agree	90	60	0	6	546	3.50	0.93	Agree
3	Help balance academic with non-academic work	68	64	2	1	469	3.47	0.99	Agree	75	75	5	1	536	3.43	1.13	Agree
4	Regular self-assessment	76	55	2	2	475	3.52	1.15	Agree	90	65	0	1	556	3.56	1.03	Agree
5	Consistent study schedule	61	70	0	4	458	3.39	0.99	Agree	70	79	2	5	530	3.40	1.11	Agree
6	Enables students to complete task efficiently	63	62	2	8	450	3.33	0.95	Agree	90	60	1	5	547	3.51	0.96	Agree
7	Managing academic stress	79	53	2	1	480	3.55	0.93	Agree	81	71	2	2	543	3.48	0.93	Agree
8	Working hard	65	66	2	2	464	3.44	1.00	Agree	90	65	0	1	55	3.	1.03	Agree

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														56			
9	Participating fully in class activities	71	62	1	1	473	3.50	1.11	Agree	96	54	6	0	558	3.58	0.96	Agree
10	Enhances cognitive function, memory retention, and academic performance	63	67	5	0	463	3.43	0.91	Agree	68	78	2	8	518	3.20	1.03	Agree
Sectional Mean							**3.45**		**Agree**						**3.45**		**Agree**

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Table 3 showed the responses of students on the perception of students on the impact of study habits on the academic performance of students in Veritas University Abuja. Result in item 22 shows that the respondents agree that time management is an effective study habit with mean score ($\bar{X}$=3.52, STD= 1.06 for male and $\bar{X}$=3.33, STD= 0.99 for female students). For the rest see table 5. Results based on the cluster mean (3.45 for male and 3.45 for female students) indicated that male and female students agreed with all the items as perception of students on the impact of study habits on the academic performance of students in Veritas University Abuja. (Items: 22 - 31).

Test of Hypotheses
Hypotheses was tested at 0.05 level of significance

HO_1: There is no significant difference in the mean scores of male and female students on the impact of study habits on the academic performance of students in Veritas University Abuja, Nigeria.

Table 4: Test of Hypothesis

Students	N	$\bar{x}$	SD	df	t-value	P	Decision
Male	135	3.45	1.01				
				289	2.428	0.579	Retain
Female	156	3.45	1.01				

T-test was conducted to determine whether there is no significant difference in the mean scores of male and female students on the impact of study habits on the academic performance of students in Veritas University Abuja, Nigeria. The result indicate there was no significant difference in the mean perception scores of male ($\bar{x}$ = 3.45, SD = 1.01) and female ($\bar{x}$ = 3.45, SD = 1.01), (t = 2.428, p = 0.579 > 0.05) and female students on the influence of study habits on the academic performance of students in Veritas University Abuja, Nigeria. Since p = 0.579 > 0.05 is greater than significance level α = 0.05, the researcher retain the null hypothesis, and conclude that there is no significant difference in the mean perception scores of male and female students on the influence of study habits on the academic performance of students in Veritas University Abuja, Nigeria.
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Discussion of Findings
The finding of the study revealed that there is no significant difference in the mean scores of male and female students on the influence of study habits on the academic performance of students in Veritas University Abuja, Nigeria. The result is in line with that of Adebisi and Fakorede (2017) who found no statistically significant gender differences in how students perceive the role of effective study habits in boosting academic performance. Eze and Okoye (2018) discovered that both male and female students perceived the impact of study habits on academic performance similarly, with no significant gender-based differences. Also, Ibrahim and Musa (2019) study revealed that male and female students perceive the influence of study habits on academic achievement similarly, with no significant differences between the two groups. Adeola (2019) who conducted a study on the relationship between study habits and academic performance among male and female students, concluding that there were no significant gender differences in their perceptions of this relationship. Furthermore, Chukwu and Okeke (2020) found no significant gender-based differences in how male and female

students perceive the impact of study habits on their academic performance in Nigerian universities. In their study of college students in Latin America, Martinez and Rivera (2020) found no significant differences in male and female students' perceptions of the impact of study habits on academic performance. **Hassan and Ali (2021)** study showed no significant differences between male and female students' perceptions of how study habits impact academic achievement.

Conclusion

In conclusion, the research findings indicate that there is no significant difference in the mean scores of male and female students concerning the influence of study habits on their academic performance at Veritas University, Abuja, Nigeria. This suggests that both male and female students at the university tend to experience similar academic outcomes in relation to their study habits, despite potential gender-based differences in the ways they approach learning. This result challenges any preconceived notions that study habits may be influenced significantly by gender, implying that both male and female students, regardless of their gender, adopt comparable study techniques that contribute equally to their academic success.

Recommendations

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

1. Universities should design study skills programs that address universal strategies for effective learning, without gender bias, while ensuring they are adaptable to the unique needs of male and female students.
2. Lecturers should encourage mixed-gender study groups to promote shared learning and diverse study techniques, helping both male and female students benefit from each other's strengths.
3. University management should provide counseling and academic support tailored to the male and female students study needs to enhance their academic performance

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