

# Exploring Gender and School Location influence on Study Habits: A Case Study of Primary School Pupils' in Kwara State

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## ABSTRAK

*Dalam bidang prestasi akademik, kebiasaan belajar memegang peranan penting yang dipengaruhi oleh faktor-faktor seperti gender dan lokasi sekolah. Meskipun penelitian yang ada menggarisbawahi kesenjangan dalam kebiasaan belajar antar gender dan antar sekolah di perkotaan dan pedesaan, masih terdapat kekurangan penelitian yang menyelidiki pengaruh gabungan gender dan lokasi sekolah terhadap kebiasaan belajar di kalangan siswa sekolah dasar di Negara Bagian Kwara. Studi ini berupaya menjembatani kesenjangan ini dengan mengeksplorasi bagaimana gender dan lokasi sekolah bersinggungan dalam membentuk kebiasaan belajar di kalangan siswa sekolah dasar di Negara Bagian Kwara. Studi ini menyelidiki dampak gender dan lokasi sekolah terhadap kebiasaan belajar di kalangan siswa sekolah dasar di Negara Bagian Kwara. Ini mengadopsi pendekatan kuantitatif, mensurvei 800 siswa menggunakan inventaris yang divalidasi. Hasilnya menunjukkan perbedaan yang signifikan berdasarkan gender dalam kebiasaan belajar, dengan laki-laki mendapat skor lebih tinggi. Namun, tidak ada perbedaan signifikan yang ditemukan antara siswa di perkotaan dan di pedesaan. Rekomendasinya mencakup inisiatif pendidikan yang disesuaikan untuk perempuan dan penempatan konselor di sekolah-sekolah pedesaan. Studi ini menawarkan wawasan bagi para pendidik dan pembuat kebijakan untuk mendorong keberhasilan akademik yang adil di kalangan siswa sekolah dasar di Negara Bagian Kwara.*

## ABSTRACT

In the realm of academic achievement, study habits play a pivotal role, influenced by factors such as gender and school location. While existing research underscores the disparities in study habits between genders and across urban and rural school settings, there remains a dearth of studies investigating the combined influence of gender and school location on study habits among primary school pupils in Kwara State. This study endeavors to bridge this gap by exploring how gender and school location intersect to shape study habits among primary school pupils in Kwara State. The study investigates the impact of gender and school location on study habits among primary school pupils in Kwara State. It adopts a quantitative approach, surveying 800 pupils using a validated inventory. Results show significant gender differences in study habits, with males scoring higher. However, no significant difference is found between urban and rural pupils. Recommendations include tailored educational initiatives for females and deploying counselors to rural schools. This study offers insights for educators and policymakers to promote equitable academic success among primary school pupils in Kwara State.

## 1. INTRODUCTION

In the pursuit of academic success, study habits are vital determinants that significantly influence pupils' performance. Among the myriad of factors shaping these habits, gender and school location stand out as crucial influencers. Research has consistently highlighted variations in study strategies, time management, and learning preferences between male and female pupils' (García-Villanueva & Fernández-Martínez, 2020; Olanrewaju, 2023). Furthermore, the geographical context of schools, whether urban or

rural, introduces disparities in access to resources, educational facilities, and socio-economic factors, which in turn impact study habits (Swu, 2022; Kaur & Kaur, 2019). Study habits are integral to academic success among pupils', and they are influenced by various factors such as gender and school location. Prior research has highlighted differences in study strategies, time management, and learning preferences between male and female pupils' (García-Villanueva & Fernández-Martínez, 2020; Olanrewaju, 2023). Additionally, the geographical location of schools, whether urban or rural, can impact study habits due to variations in available resources and socio-economic factors (Swu, 2022; Kaur & Kaur, 2019). Despite concerns regarding pupils' inadequate study habits; insufficient attention has been paid to their significance in academic achievement. While urban schools tend to outperform rural ones in terms of study habits, there is a paucity of research examining the combined influence of gender and school location on study habit behavior among Primary school pupils'. This study aims to address this gap by investigating how gender and school location intersect to shape study habits among Primary school pupils'. Despite the recognised significance of these factors, there remains a research gap in understanding how gender and school location intersect to shape study habits, particularly among secondary school pupils' in Primary State.

### 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 Primary school pupils' in Primary State. Specifically, the study would:

1. Find out the influence of gender on study habit behaviour among Primary school pupils in Kwara State.
2. Assess the impact of school location on study habit behaviour among Primary school Pupils' in Kwara State.

### Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

**Ho1:** There is no significant gender influence on study habit behaviour among Primary school Pupils' in Kwara State.

**Ho2:** There is no significant relationship between school location and study habit behaviour among Primary school Pupils in Kwara State.

### Literature Review

This study is premise on Social Cognitive Theory of Albert Bandura 1986. According to Bandura, (1986), individuals learn by observing others (modeling), by receiving feedback from the environment, and by self-regulating their behavior. Previous studies have highlighted gender variations in study habits, with females often demonstrating more structured study routines compared to males (García-Villanueva & Fernández-Martínez, 2020). Additionally, urban schools tend to outperform rural ones in terms of study habits due to better access to resources and facilities (Swu, 2022; Kaur & Kaur, 2019). However, there is a lack of research specifically focusing on the combined influence of gender and school location on study habits among school pupils' in Kwara State. The influence of gender on study habit behavior among Primary school pupils' 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 pupils's (García-Villanueva & Fernández-Martínez, 2020; Olanrewaju, 2023). The differences underscore the importance of examining how gender influences study habits to inform educational practices and support pupils' academic success. 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 pupils' in the area of time management and learning preferences *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 pupils'. *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). Recognising and accommodating these preferences can enhance pupils' engagement and academic performance. Education researchers have been interested in how pupils' gender influences their study habits. Some studies, like those conducted by Unwalla (2020) and Shawwa et al. (2014), found evidence supporting the idea that females tend to have better study habits. In contrast, other research, such as that by Nadaf (2018) and Jafari et al. (2019) argued that males exhibit

superior study habits, with an asserted 81.3 percent advantage over females. However, studies by [Oli \(2018\)](#), [Bassey and Edoho \(2018\)](#), [Alavi and Lesani \(2017\)](#), [Hashemian \(2014\)](#), and [Torabi \(2014\)](#) concluded that there was no significant difference in study habits between male and female pupils's. Notably, both genders demonstrated low study habits in the study conducted by [Agajelu and Anyaneche \(2020\)](#). [Katelyn \(2013\)](#) emphasized the positive impact of strong study habits on academic performance.

The influence of school location on study habit behavior among primary school Pupils' is a complex issue influenced by various factors related to urban and rural environments ([Brown, 2018](#); [Holloway et al., 2020](#)). Understanding these influences can provide insights into how educational settings shape pupils' studying and learning approaches. Several key impacts of school location on study habit behavior among primary school pupils include: Access to Resources: Urban schools typically have better access to educational resources such as libraries, technology, and extracurricular activities compared to rural schools ([Sultana & Sharma, 2019](#)). This accessibility can affect study habits by offering pupils' more opportunities for research, collaboration, and additional learning materials. Learning Environment: The physical environment of the school, encompassing factors like classroom size, facilities, and infrastructure, can influence study habits ([Holloway et al., 2020](#); [Olanrewaju et al., 2021](#)). Urban schools may provide more conducive learning environments with modern facilities, while rural schools may encounter challenges such as limited space or outdated infrastructure, potentially impacting pupils' ability to concentrate and engage in effective study habits. Peer Influence: The pupils' populations in urban and rural schools often differ significantly, resulting in varied peer dynamics that shape study habits ([Brown, 2018](#)). Urban schools may have more diverse pupils' populations with different academic interests and study approaches, whereas rural schools may feature smaller, close-knit communities where peer influence plays a substantial role in shaping study habits. Various studies have indicated that school location significantly affects pupils' study habits. [Swu \(2022\)](#), [Kamilu et al. \(2022\)](#), and [Afia et al. \(2020\)](#) have observed better performance in urban schools compared to rural ones. Conversely, [Kumari \(2020\)](#) and [Yusuf et al. \(2023\)](#) have identified differences between rural and urban pupils' in study habits related to work planning, reading, note-taking, concentration, and overall attitudes toward studying. [Muktawat and Bharadwaj \(2019\)](#) found differences in study habits among girls in urban and rural settings. [Echazarra and Radinger \(2019\)](#) demonstrated disparities in academic performance between rural and urban areas, while [Manley \(2018\)](#) suggested that rural pupils' perceive academics as more challenging compared to their urban counterparts. Notably, [Wani \(2015\)](#) reported that rural pupils tend to engage in more reading compared to urban pupils'. Despite these findings, [Kaur and Kaur \(2019\)](#) found no significant difference in study habits between rural and urban pupils'.

## 2. METHOD

This research adopts a quantitative approach using a descriptive survey design. The study aims to include a sample of 800 primary school pupils' from various schools in Primary State. Multi-stage sampling technique was used to select the respondents. Stratified sampling technique was used to classify primary school into strata. Primary state was classified strata (3 senatorial district) Primary Central, north and Primary south. However, 20 schools were randomly selected in which the selection process cut across the three senatorial district. Purposive sampling technique was used to draw samples from the selected primary schools to ensure representation across different genders and school locations. Data were collected using a validated Pupils' Study Habits Inventory, and analysis was employed. Statistical techniques such as frequency calculations, Chi-Square tests, and Pearson Product Moment Correlation Coefficient (PPMC) were used to analyses the responses of the respondent 0.05 level of significant.

## 3. RESULT AND DISCUSSION

### Result

Preliminary analysis was conducted to examine the influence of gender and school location on study habits among primary school pupils' in Primary State. Hypotheses were tested to determine the significance of these factors on study habit behavior.

**Ho<sub>1</sub>:** There is no significant gender influence on study habit behaviour among Primary school Pupils' in Kwara State.

From the [Table 1](#) x. calculated value is 3.1, the p.value is 0.000. 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 pupils 'yielded a significant result (Sig. =0.001), indicating that

there is a statistically significant difference in study habit behavior between male and female pupils'. The difference in study habit behavior scores between male and female pupils' 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 Primary school pupils, with male pupils' having higher average scores compared to female pupils'. **Ho<sub>2</sub>**: There is no significant relationship between school location and study habit behaviour among Primary school pupils' in Primary State.

**Table 1.** Influence of gender on study habit behaviour among Primary school Pupils' in Kwara State N= 80

Variable	N	Mean	SD	df.	x. Cal.	Sig.	Remark
Male	40	55.4700	11.8100				
				79	3.081	0.000	**
Female	40	43.6570	11.2901				

**Table 2.** Relationship between school location and study habit behaviour among Primary school Pupils in Kwara State No= 80

Variable	N	Mean	SD	df.	r.Cal.	Sig.	Remark
Urban	80	66.0999	9.88620				
				78	1.819	0.007	Not Sig.
Rural	80	66.5601	8.60751				

From Table 2, the r. calculated value is 1.81, 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 pupils' yielded a non-significant result (Sig. =0.007), indicating that there is no statistically significant difference in study habit behavior between urban and rural pupils'. The difference in study habit behavior scores between urban and rural pupils' 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 Primary school pupils from urban and rural areas.

## Discussion

The study highlighted a significant influence of gender on the study habits of primary school pupils' in Kwara State, indicating notable differences in study habits between male and female pupils'. Specifically, male pupils' exhibited higher study habits compared to their female counterparts, as evidenced by mean and standard deviation scores. These findings are consistent with Unwalla (2020), Oli (2018), and Shawwa et al. (2014), which suggest varying study habits between genders, with females displaying stronger habits. However, this contradicts the findings of (Agajelu & Anyaneche, 2020 ; Alavi & Lesani, 2017; Hashemian, 2014) & Torabi, 2014), which found no gender-based differences in study habits. Regarding the relationship between school location and study habits among primary school pupils' in Kwara State, while a relationship was observed, it was not statistically significant. This lack of significance could be attributed to the vastness of Kwara State, making it challenging to distinguish between rural and urban public schools. The provision of school facilities such as classrooms and teaching materials, regardless of location, might contribute to the similar study habits observed in both rural and urban schools in Kwara State. This finding aligns with Kaur and Kaur (2019), suggesting no differences in study habits between rural and urban primary school pupils'. However, this contrasts with the results of Swu (2022), Muktawat and Bharadwaj (2019), and Afia et al. (2020), which favored 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 pupils'.

## 4. CONCLUSION

Based on the findings, the study concluded that male gender has higher study habits than their female counterparts in Primary State. The study also concluded that there is close relationship between urban and rural school pupils' study habits in Kwara. By exploring the influence of gender and school location on study habits, this study aims to provide valuable insights for educators and policymakers in Primary State to develop targeted interventions that support pupils' academic success..

## 5. ACKNOWLEDGE

Following the study's findings, recommendations were made. It was suggested that school authorities arrange supplementary educational initiatives like the Pupils' Interactive Programme (SIP) specifically tailored for female pupils' 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 pupils' in Kwara State.

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