GENDER DIFFERENCES IN STUDY HABIT SKILLS OF UNDERGRADUATE STUDENTS OF YOBE STATE UNIVERSITY, DAMATURU, YOBE STATE, NIGERIA

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Abstract

The study investigated gender differences in study habit skills of undergraduate students in Yobe state University, Damaturu, Yobe state. The study sought to determine whether gender differences in study habit skills exist among undergraduate students in Yobe State University. Furthermore, the study proceeded to determine in addition whether the students study habit skills differences (where they exist) varied from Faculty to Faculty. Two null hypotheses at .05 level of confidence were tested. A survey method was adopted for the study. Simple random technique was used to select the sample of the study. Pearson’s Product Moment Correlation was used to test the hypotheses. The sample was 200 undergraduate students in the four Faculties of the University. Undergraduate students’ Study Habit Skills and Examination Taking Technique (SHETTE) questionnaire was modified and adopted for the study. The alpha reliability of the instrument was .72. It was administered on 200 undergraduate students of Yobe State University, Damaturu. The undergraduate students were found to have significant gender differences in study habit skills at .5 level of significance. It was also uncovered that (at .5 level of significance) undergraduate students study habit skills varied with relation to Faculties. Based on the findings, recommendations were made in order to eliminate both gender and Faculty biases with respect to students study habit skills.

Gender is a social connotation built on assumptions based on the biological nature of the sexes (Nnachi, 2008). Human perceptions vary from culture to culture such that the way a man is perceived in one culture may be different from the way he is perceived in another culture. Similarly, a woman could be perceived differently from one culture to the other. According to Taylor (1994), gender is a set of assumptions about the nature and character of biological differences between males and females that are manifest in a number of ideas, and social practices that have determinate influence upon the identity, social opportunities and life experiences of human actors. Study Habit skills are processes of gaining knowledge usually from books and are key to success or failure in academics. Amuda (2006) reported study habits as systematic conscious effort to acquire specific knowledge general toward a set standard. It is a behaviour that is easily manifested without conscious exertion on the part of the learner.

Malgwi (2006) reported from empirical evidence that study habits promote effective learning and subsequent high academic performance. The important point of the habit is centered on planning and programming of study, how to use library, taking note at lectures, how to learn about remembering and how to prepare for examinations.

Several factors are responsible for poor study habits skills world wide. The major factors include method of note taking techniques, poor method of time management, and lack of clean study room devoid of dust and litters, lack of well ventilated study room in a noiseless area, lack of proper preparation for examinations and inability to remember what is taught, that is, inability to recall easily.

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A number of empirical studies revealed that for students study habit related to mass failure. Dikko (2008) reported in his study of the analysis of different study habits and their effects in Academic performance of Physics students. He discovered that there is significant relationship between study habit skills and academic performance. In addition, Hazard and Nadeau (2006) assessed that study habit skills such as time management and note taking have been found to have significant influence on University achievement. Similarly Tambuwal (2012) found that study habit skills have was significant relationship with student’s academic achievement. Kagu (2005) found poor study habit skills to have resulted to low grade point Average (GPA) of diploma students in University of Maiduguri. However, Gender was not a significant determinant of study habits skills as was reported by (Awabil, Kolo Bello & Oliagbo, 2013). Study habits skills involves time management techniques, taking of lecture notes, paying attention in class, visits to libraries, determining what one likes to read and be ready to read.

Gender plays an important role in human development and behaviors, just as effective study habit skills promote academic progress. One can also say that the way a human being view himself/herself has significance in developing effective study skills. Findings on gender difference in study habits have been very interesting and illuminating though findings have differed from one study to another. For example, Aluya and Blanch (2004) found that females scored higher on study habit measure.

Ossai’s (2012) study showed significant difference in the study habit of the students on the basis of age and gender, while Mushorriwa (2009) found no significant difference in the study habits of male and female students in Zimbabwe.

Understanding gender differences and study habit skills as it influences academic profession is obviously important. What is not clearly available is information on whether an undergraduate student in Yobe State University has exhibit significant gender difference or not. This is because many of the students do not do their assignment on time and few students go to the library for study. It is believed that the male students are more serious than the female students. It is based on these observations that the study raised the following Null hypothesis.

H01: There is no significant relationship between gender and study habits skills of undergraduate students of Yobe State University.

H02: There is no significant relationship between study habit skills and facilities in Yobe State University.

Methodology

The research design used in the study was correlation survey design. This is because the research is concerned with determining the relationship between variables. Emaiakwu (2006) reported that correlation method is the most appropriate for obtaining factual data for habits or different characteristics. Since the present study sought to obtain data from undergraduate students male and female in their study habits skills and facility, the researchers employed the survey design.

Population for the Study

The population for this study considered all the part III students in Yobe State University. The number of the facilities in Yobe State University is four that is Faculty of Arts/Education, Faculty of Social and Management Sciences, Faculty of Sciences and Faculty of Law. It has a total population of one thousand eight hundred and seventy (1870) part III students.
The sample for this study was drawn purposively from the four Faculties in Yobe State University, Damaturu. The decision to select all the Faculties was deliberate and to allow all the students to participated in this study.

A total of 200 undergraduate students were randomly selected to respond to the questionnaires. This is because according to Emaikwu (2006) two hundred subjects should serve as sample for a population that is up to two thousand (2000), while this study population was one thousand eight hundred and seventy (1870).

The instrument used in this study is modified Study Habits Skills and Examination Taking Technique (SHETTE). The instrument was validated by experts from Measurement and Evaluation and Guidance and Counselling from Education Department of Yobe State University, Damaturu. The reliability of the instrument was found to be .72 using Pearson Product Moment Correlation statistics.

All the faculties were visited by the researchers. Permission to administer the questionnaires was sought from the Deans of the Faculties and the Heads of Departments. The researchers administered the questionnaires to the parts III undergraduate students. The respondents were implored to give honest answers and were assured of confidentiality. Each undergraduate student was given a questionnaire to fill. All the 200 questionnaires were filled and returned.

Results
The data collected were analyzed using Pearson’s Product Moment Correlation Coefficient to test the two (2) null hypotheses. Person Product Moment Correlation Coefficient was used because it is very fast and suitable for the type of data obtained. To reject or not to reject the hypotheses an alpha level of .05 was set.

\[ H_0 \]: There is no significant relationship between male and female study habits skills of undergraduate students in Yobe State University, Damaturu.

\[ H_1 \]: There is no significant relationship between study habits skills and Faculties in Yobe State University, Damaturu.

Table 1: Analysis of the Relationship between Gender and Study Habit Skills

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r-cal</th>
<th>r-crt</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
<td>58.45</td>
<td>24.14</td>
<td>.690</td>
<td>.346</td>
<td>Rejected</td>
</tr>
<tr>
<td>Female</td>
<td>200</td>
<td>47.48</td>
<td>20.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 revealed that the correlation index of r-cal stands at .676 while r-crt stand at .345, the high value suggest that the degree of relationship between gender and student habit skills is positively significant. Therefore the null hypothesis was hereby rejected. This meant there is significant relationship between gender and study habit skills in Yobe State University, Damaturu.

\[ H_0 \]: There is no significant relationship between study habits skills and Faculties in Yobe State University, Daminatu.

Table 2: Analysis of the Relationship between Study Habit Skills and Faculties

<table>
<thead>
<tr>
<th>Variables</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>r-cal</th>
<th>r-crt</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study habit skills</td>
<td>200</td>
<td>48.75</td>
<td>20.52</td>
<td>.702</td>
<td>.428</td>
<td>Rejected</td>
</tr>
<tr>
<td>Faculties</td>
<td>200</td>
<td>61.38</td>
<td>27.73</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2 revealed that the correlation index of r-cal stands at .702 while r-crt stand at .428, the correlation Coefficient is high. There is significant relationship between study habit skills and Faculties. Therefore the null hypothesis is rejected.

**Findings of the Study**

The major findings of the study are:

1. There was significant relationship between male and female study habits skills in Yobe State University, Damaturu.
2. There was significant relationship between study habit skills and Faculties in Yobe State University, Damaturu.

**Discussion**

The findings in this study indicated that there was significant relationship between gender and study habit skills. In other words, study habit skills varied significantly with gender. The findings is in line with Mushorriwa (2009) who found that study habit skills have significant relationship with gender and learning outcome in Zimbabwe, while it contradicted the findings of Aluja and Blanch (2004) who found that girls scored higher on study habit measure. Therefore students should be encouraged to develop effective study habits skills generally.

From the result of the findings of hypothesis 2, it was observed that there existed significant relationship between study habit skills and faculties in Yobe State University. This indicated that study habit skills and Faculties have relationship. The findings further indicated that time management technique, note taking and use of library have significant influence on undergraduate students. Thus it is in support of Hazard and Nadeau (2006) who reported that study habit skills such as effective schedule, time management and note-taking influence academic achievement.

The study also discovered that there is significant relationship between male and female study habit skills and academic performance. This means that when one has good study habit skills, one is likely to perform better academically.

**Conclusion**

From the findings of this study it is concluded that study habit skills has positive relationship with gender and Faculty. It is also concluded that undergraduate students need effective study habit skills based on gender.

**Recommendations**

Based on the findings of this study the researchers make the following recommendations:

1. Since gender and study habit skills have significant relationship, undergraduate students should be provided with effective study habit skills according to gender.
2. Lecturers/Counsellors should provide means of assisting students based on gender, so that students can benefit according to their ability and needs.

**References**


