



## GENDER DIFFERENCES IN STUDY HABITS AND ACADEMIC MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN EKITI STATE

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source are credited.

**ABSTRACT:** *This study examines gender differences in study habits and academic motivation among secondary school students in Ekiti State, Nigeria. Despite growing evidence on the importance of non-cognitive factors in academic success, limited localized research exists on how gender influences these variables in this region. Using a descriptive survey design, data were collected from 450 students selected through stratified sampling. Standardized instruments (SHI and AMS) were employed, and data were analyzed using descriptive statistics, independent samples t-tests, and Pearson correlation. Findings revealed significant gender differences, with female students demonstrating higher study habit and motivation scores. A strong positive relationship between study habits and academic motivation was also observed. The study highlights the need for gender-sensitive educational interventions to enhance student outcomes.*

**KEYWORDS:** Study Habits; Academic Motivation; Gender Differences; Secondary School Students; Ekiti State.



## INTRODUCTION

### Background to the study

Academic achievement is influenced by both cognitive ability and non-cognitive factors such as psychosocial and behavioural variables. Study habits and academic motivation represent essential non-cognitive factors that determine student success because they determine how students connect with schoolwork and stay committed to academic challenges (Credé & Kuncel, 2008; Pintrich & De Groot, 1990). Educational psychology researchers have recently revitalized their interest in these variables, especially within developing nations, because these countries face additional challenges from systemic inequalities and cultural norms that affect student learning.

The consistent approaches students use to get academic content and maintain their understanding and storage define study habits. Time management and note-taking, along with environmental control and review techniques, are the key components that Kpolovie et al. (2014) identified in study habits. Students who develop effective study habits during early adolescence experience better academic results. Students need academic motivation as an essential force to maintain their learning behavior because it enables them to stay focused and develop academic orientation and resilience (Deci & Ryan, 2000). Research divides student motivation into three categories: intrinsic motivation, which means studying because learning is enjoyable, extrinsic motivation, which means studying to receive rewards, and amotivation, which means having no motivation or purpose (Vallerand et al., 1992).

These variables have been widely studied in both global and African educational contexts. Research evidence shows that female students consistently perform better than male students when it comes to managing their time and finishing homework and preparing for tests (Duckworth & Seligman, 2006; Adekola et al., 2023). Findings from Adekola et al. (2023) studies in Lagos State showed that female students in secondary schools maintained better discipline in their study routines compared to male students, especially within rural educational environments. Several studies produce findings that do not match this research pattern. Findings from the study of Akinwale (2019) revealed that there were no notable differences in study habits between genders among secondary school students, yet the research found that socio-economic status, together with parental support, were more influential factors.

Research results regarding academic motivation create complex findings in the present study. The current research in Nigeria indicates that female students achieve higher scores in extrinsic motivation domains because of societal expectations and reward systems and competition, but male students perform better in intrinsic domains because they show interest in subjects and feel competent in their learning (Ike & Okoro, 2023; Omoike & Adebayo, 2022). Research findings from Western educational settings show that female students show better compliance with school rules and achievement expectations, but male students excel more in independent and competitive learning tasks (Meece et al., 2006; Rusillo & Arias, 2004).

The Nigerian state of Ekiti maintains exceptional academic achievement, together with elevated literacy rates, despite limited research on gender dynamics in its secondary school student population. National literature provides generalized findings that do not consider regional variations in school facilities and teacher capabilities, and cultural expectations. Inclusive education initiatives worldwide and the United Nations' Sustainable Development



Goal 4 require a detailed analysis of how gender influences learning behaviors throughout specific Nigerian states.

Despite extensive research on study habits and academic motivation globally, there is limited empirical evidence focusing specifically on gender differences within secondary school contexts in Ekiti State. Existing studies often generalize findings across regions, overlooking localized socio-cultural and educational dynamics. This study therefore addresses this gap by providing region-specific evidence on how gender influences study habits and academic motivation.

### **Statement of the Problem**

The recognized importance of study habits and academic motivation as factors affecting academic achievement has not been adequately investigated in localized studies that focus on gender differences among secondary school students from Ekiti State in Nigeria. Although global and Nigerian studies report gender differences in learning behaviors, these findings may not apply to all regions due to cultural and contextual variations. Research shows that female students show better academic motivation and improved study habits (Duckworth & Seligman, 2006; Meece et al., 2006), yet other studies (Akinwale, 2019; Ike & Okoro, 2023) present conflicting results about male students' cognitive strengths in learning domains.

Most existing research studies urban areas and tertiary education institutions while ignoring how gender dynamics and unique learning environments interact with available resources in secondary schools of academically proactive, under-researched regions like Ekiti State. Ekiti State has a strong educational reputation, making it an important context for investigating gender differences in learning behaviors. Region-specific empirical data deficiency hampers educators and policymakers from developing targeted interventions that they can implement effectively.

The absence of detailed research prevents educators from delivering learning solutions that match the actual experiences of students while creating an imbalance in educational support. Formulating policies to close gender achievement gaps and promote inclusive learning environments becomes limited when there is no understanding of how study habits and academic motivation differ between male and female students in this region. Current attempts to enhance academic performance and student support systems may be ineffective because there is limited knowledge about the distinct behaviors of male and female students in this region.

### **Objectives of the Study**

The study aims to:

1. examine gender differences in study habits among secondary school students in Ekiti State.
2. investigate gender differences in academic motivation among these students.
3. analyze the relationship between study habits and academic motivation across gender groups.



## Research Questions

1. Are there significant gender differences in study habits among secondary school students in Ekiti State?
2. Are there significant differences in the academic motivation levels of male and female students?
3. What is the nature of the relationship between study habits and academic motivation, and does this relationship vary by gender?

## Significance of the Study

This study is expected to provide findings that are very useful for the education sector in Nigeria, especially in Ekiti State. First, for educators, the study provides empirical evidence on gender-specific academic behaviors that can inform differentiated classroom practices. Teachers will be able to enhance their instructional methods that are based on the motivational patterns and study strategies that are most common among male and female students to create more inclusive and effective learning environments.

For school counselors and educational psychologists, the study will be a useful guide for the development of student-centered interventions that can enhance academic motivation and encourage healthy study habits. It will be possible to develop and implement more relevant and supportive services for students of both genders, as the research will provide exact information on how these factors differ from each other.

For educational policymakers and curriculum developers, the research will offer a local, evidence-based platform for developing gender-based educational policies and programs. Such insights are important in the effort to close the gap in achievement between males and females, particularly in regions such as Ekiti State, where education is highly valued but has not been sufficiently explored in terms of gendered academic behavior.

Furthermore, this study contributes to the overall literature on gender and education in sub-Saharan Africa. While much of the existing literature focus on the national or urban level, this research focuses on a regional level, thus addressing the dearth of states like Ekiti in the literature. In this way, the findings will not only enhance theoretical knowledge but also provide a foundation for comparative studies and future educational reforms that are aimed at promoting gender equity and academic excellence at the grassroots level.

## LITERATURE REVIEW

### Theoretical Framework

To comprehend the processes of study habits together with academic motivation, we must base our understanding on established psychological principles that describe the initiation, regulation, and maintenance of learning behaviors. This research draws its foundation from two major frameworks, including Self-Determination Theory (SDT) and Social Cognitive Theory (SCT). The two theories establish effective models that help researchers study



individual learning behaviors and motivational patterns, as well as academic engagement differences between genders.

According to SDT, developed by Deci and Ryan (1985, 2000), human motivation exists as a spectrum that includes amotivation and extrinsic motivation as well as intrinsic motivation. SDT indicates that people achieve their best learning results through motivation, which originates from personal interests combined with values and individual decision-making (Ryan & Deci, 2020). The theory presents autonomy as a basic psychological need alongside competence and relatedness since people require autonomy in their actions, need to feel competent in their activities, and must connect with others. Student satisfaction of psychological needs leads to intrinsic motivation that produces enhanced engagement along with persistence and more profound learning results (Niemi & Ryan, 2009). The framework serves as a strong tool to study gender differences because research shows that boys and girls obtain their motivation from various sources, where girls receive external regulation through social expectations and boys thrive in autonomy-supportive environments (Verschaffel et al., 2022).

SDT finds support from Bandura's Social Cognitive Theory (SCT) that explains the triadic connection between personal elements and environmental factors and behavioural patterns (Bandura, 1986, 1997). Self-efficacy represents one of Bandura's fundamental constructs, which describes people's belief in their capacity to handle the required actions needed for situation management. Student self-efficacy determines their selection of activities, along with their work commitment and persistence levels, and their ability to endure obstacles (Zimmerman, 2000). Students who possess high academic self-efficacy tend to use more effective learning strategies alongside showing higher academic motivation in educational environments (Schunk & DiBenedetto, 2020). The literature shows that self-efficacy levels differ between males and females. The combination of cultural norms and classroom learning environments cause male students to demonstrate greater mathematics and science self-efficacy but female students to display better language-based self-efficacy (Pajares, 2002; Klassen & Krawchuk, 2009).

The study's examination of internal psychological processes together with social-contextual influences on study habits and motivation among male and female secondary school students in Ekiti State benefits from integrating SDT and SCT as theoretical frameworks. The theoretical frameworks provide an extensive understanding of academic gender differences by explaining both student activities and their underlying motivations and persistence mechanisms.

### **Gender Differences in Study Habits**

The academic success of students depends heavily on their study habits, which include time management, note-taking, and concentration abilities. Research studies about gender-based differences in study habits among secondary school students have produced inconsistent results.

Akinwale (2019) discovered that secondary school students from both genders use identical study methods without noticeable differences between them. The study by Adekola et al. (2023) discovered that male students demonstrated better study habits than female students in Lagos State, Nigeria. The study by Ojelade and Aregbesola (2018) found no substantial link between gender and study habits and academic performance in Chemistry.



The research results demonstrate how educational settings, together with cultural values and specific subject requirements, affect student learning habits. The differences in educational resources and cultural expectations between regions lead to variations in study behaviors between male and female students. The way students develop study habits varies between genders because of their differing perceptions about specific subjects and their difficulty level.

The analysis of these detailed differences enables the creation of specific interventions to enhance study habits in secondary school students. Educators, together with policymakers, should use their understanding of gender and contextual factors to create better academic improvement strategies for all students.

### **Gender Differences in Academic Motivation**

The internal force that drives students to participate in educational activities shows different patterns between genders. Research studies about gender-based academic motivation patterns in secondary school students produce conflicting results.

According to Rusillo and Arias (2004), male students demonstrate higher intrinsic motivation through personal interest and satisfaction, yet female students show stronger external reward-based extrinsic motivation. Adamma et al. (2018) discovered that female students demonstrated higher intrinsic motivation than male students, but male students displayed stronger extrinsic motivation. According to Ike and Okoro (2023), motivation, together with interest, serves as the primary factors that influence student achievement instead of gender since motivation development should focus on all student groups. The findings show that gender influences academic motivation, but personal characteristics, together with environmental elements, also determine student motivation levels.

Research has shown that academic motivation depends on the specific subject students study. Udegbunam (2024) discovered that female students achieved higher mean results after receiving intrinsic motivational teaching in Chemistry but achieved lower results with extrinsic motivational teaching. The study revealed that male students achieved better results when their instruction included extrinsic motivational approaches. The study results demonstrate that motivational strategies produce different outcomes based on both student gender and academic subject.

The identification of specific motivational patterns between genders helps educational professionals create specific programs to boost academic motivation in secondary school students. Educational institutions and policy-making bodies should use their understanding of gender complexities and environmental influences to create better academic improvement strategies for every student.

### **Interplay Between Study Habits and Academic Motivation**

Study habits and academic motivation create a mutual relationship because proper study habits strengthen motivation, which in turn helps students develop improved study strategies. Students who create organized study routines through effective time management and active note-taking tend to demonstrate stronger academic motivation, according to research findings. Students who maintain motivation tend to establish and sustain effective study habits, which results in better academic achievement.



The study by Ojelade and Aregbesola (2018) discovered a positive relationship between students' study habits and their academic achievements, which shows that students with superior study habits reach higher academic results. Students who maintain effective study habits outperform their classmates who have inadequate study habits (Siahi and Maiyo, 2015). Their research confirms that students who practice effective study habits achieve better academic results.

Research evidence demonstrates that academic motivation acts as a key factor that shapes both the creation and sustainability of study habits. Kaur (2014) discovered through his research that students who achieve better grades tend to demonstrate higher motivation levels, which leads them to practice better study behaviors. Ebele and Olofu (2017) discovered that study habits directly affect academic performance while demonstrating motivation plays a vital role in developing productive study practices.

Educational interventions need to focus on both study habits and academic motivation because these elements interact with each other. Educational programs that boost student motivation need to include methods for enhancing study habits, and programs that enhance study habits need to focus on motivation development. Educators who develop motivation alongside effective study behaviors create a combined effect that leads to better academic results for students.

### **Significance of Understanding Gender Differences in Study Habits and Academic Motivation in Nigeria**

Understanding gender differences in study habits and academic motivation within the Nigerian educational framework of Ekiti State, which stands out for academic excellence, is vital for creating specific intervention programs. Educational strategies that focus on the distinct differences between genders will help reduce performance gaps between genders while ensuring equal learning possibilities. The implementation of research results from recent studies enables better decision-making for educational policies and learning strategies that enhance student involvement and success.

Research shows that differences between study habits and motivation between genders produce substantial effects on educational achievements. The research conducted by Adekola et al. (2023) showed male students in Lagos State displayed superior study habits to female students, thus indicating the need for gender-based interventions to improve study habits. According to Rusillo and Arias (2004), male students achieve better intrinsic motivation scores, but female students demonstrate stronger extrinsic motivation levels. The research highlights the significance of recognizing and handling gender-related motivational elements in educational institutions.

The educational hub of Ekiti State remains understudied regarding the relationship between gender characteristics, study methods, and academic drive among secondary school students. The existence of this knowledge gap requires immediate attention to establish educational approaches which meet the specific requirements of male and female students in the area. Educational practitioners, together with policymakers, should use this knowledge to create focused educational approaches that boost student involvement and academic success.

Research on gender-based study habits and motivation patterns provides valuable information that guides the creation of gender-responsive educational policies and practices. The



implementation of programs that develop intrinsic motivation in female students and support better study habits in male students will narrow the achievement gap between genders. These initiatives support the Sustainable Development Goals (SDGs) by focusing on SDG 4, which strives to provide inclusive and equitable quality education to everyone.

## **METHODOLOGY**

### **Research Design**

The research used descriptive survey methods to investigate and analyze gender-based differences in study habits and academic motivation among secondary school students. The research design enabled the collection of self-reported behaviors and attitudes from a large, diverse sample population.

### **Population and Sampling Technique**

#### **a. Target Population**

The research population includes all students enrolled in senior secondary school levels SS1 through SS3 throughout Ekiti State in Nigeria.

#### **b. Sampling Technique**

A multi-stage stratified random sampling technique was employed:

- The research begins with Stage 1 by dividing the population into public and private schools and urban and rural locations.
- The second stage involved selecting 15 secondary schools through random processes across these established strata (5 public urban, 5 public rural, 3 private urban, 2 private rural). The second stage involved selecting 15 secondary schools through random processes across these established strata (5 public urban, 5 public rural, 3 private urban, 2 private rural). The distribution was guided by the proportional representation of school types in Ekiti State and considerations of accessibility, ensuring adequate coverage of both public and private as well as urban and rural schools.
- The third stage involved randomly picking 30 students from each school to maintain equal gender distribution.

#### **c. Sample Size**

The research study included 450 participants who were evenly distributed between 225 male and 225 female students to achieve valid gender-based results.

### **Research Instruments**

Two standardized questionnaires were used:



### **a. Study Habits Inventory (SHI)**

Bakare's Study Habit Inventory served as the basis for this tool, which evaluates essential study behaviors through the following subscales:

- Time management
- Reading comprehension
- Note-taking and retention
- Concentration
- Examination strategies

The survey uses a 5-point Likert scale, which ranges from 1 (Never) to 5 (Always).

### **b. Academic Motivation Scale (AMS)**

The scale based on Vallerand et al. (1992) assesses three motivational dimensions.

- **Intrinsic motivation** (learning for personal growth)
- **Extrinsic motivation** (driven by rewards/recognition)
- **Amotivation** (lack of motivation)

The instrument consists of 28 items rated on a 7-point scale.

### **Validity and Reliability**

The instrument received face and content validation through evaluations by three educational psychologists and one measurement expert.

Two schools outside the main study population received pilot testing, which led to modifications based on participant feedback.

The reliability test used **Cronbach's alpha** to evaluate the data.

- SHI:  $\alpha = 0.81$
- AMS:  $\alpha = 0.87$ . These values indicate strong internal consistency.

### **Data Collection Procedure**

- The research team obtained written consent from school principals, together with verbal assent from students.
- The research assistants who received training distributed the questionnaires to students during school time in controlled educational environments.



## Method of Data Analysis

- The study used descriptive statistics (mean, standard deviation) to present study habits and motivation scores.
- The independent sample t-tests were used to determine gender differences.
- Pearson's correlation coefficient was used to determine the relationship between study habits and academic motivation.
- All analyses were conducted using **SPSS version 25** with a significant level of  $p < 0.05$ .

## RESULTS AND DISCUSSION

### Descriptive Statistics of Study Habits and Academic Motivation

The Study Habits Inventory (SHI) and Academic Motivation Scale (AMS) showed that students from both genders achieved moderate scores in descriptive analysis. The study habits scores of male students averaged 3.41 (**SD = 0.52**), but female students scored slightly higher at 3.58 (**SD = 0.49**). The academic motivation scores averaged **5.02 (SD = 0.61)** for males and **5.29 (SD = 0.55)** for females. The data suggest that female students demonstrate higher study habits and motivation than male students.

### Gender Differences in Study Habits

An independent samples t-test was used to determine whether there is a statistically significant difference in study habits between male and female students.

- $t(448) = -3.75, p < 0.01, \text{Cohen's } d = 0.34$  (small-to-moderate effect)

This indicates a statistically significant difference with a small-to-moderate practical effect. This indicates a significant difference in study habits in favour of female students. This finding is consistent with previous studies (e.g., Rusillo & Arias, 2004; Adekola et al., 2023) that found that females were more organized and concentrated. This may be due to gender socialization patterns where females are encouraged to be more meticulous and disciplined.

### Gender Differences in Academic Motivation

The second t-test analysis of academic motivation scores between genders showed important differences:

- $t(448) = -4.11, p < 0.01, \text{Cohen's } d = 0.46$  (moderate effect)

This indicates a statistically significant difference with a moderate practical effect. The results showed that female students achieved higher academic motivation scores than male students, especially in the extrinsic motivation subscale. The results confirm previous research (Cerezo et al., 2004; Ike & Okoro, 2023), which indicates that girls tend to be more responsive to structured incentives and external feedback, and the need to meet expectations.



## Correlation between Study Habits and Academic Motivation

The entire sample showed a positive and significant relationship between study habits and academic motivation according to Pearson's correlation analysis.

- **$r = 0.62, p < 0.01$**

When disaggregated by gender:

- **Males:**  $r = 0.54, p < 0.01$
- **Females:**  $r = 0.65, p < 0.01$

The results show that students who perform better academically also have higher motivation to learn, and this relationship is slightly stronger for female students. This is in line with Social Cognitive Theory (Bandura, 1997), which states that self-regulation and perceived competence enhance the maintenance of academic engagement.

## DISCUSSION OF KEY FINDINGS

The research findings demonstrate three essential discoveries.

1. Females show better study habits and academic motivation, which supports both worldwide educational psychology research and local studies in this field.
2. Academic behavior shows a statistically significant relationship with gender, but individual differences together with environmental variables, could also influence this relationship.
3. The strong connection between study habits and motivation supports the requirement for complete intervention approaches that develop behavioural routines and psychological engagement simultaneously.

The research results demand gender-specific counseling approaches together with instructional methods that recognize student-specific learning approaches. The research shows that female students thrive in autonomy-supportive environments, which validate intrinsic motives, yet male students require structured goal-setting approaches to enhance their motivation and study routines.

### Research Question 1: What are the prevalent study habits among male and female secondary school students in Ekiti State?

Both male and female students demonstrated moderate engagement in effective study habits according to the results of descriptive statistics. The results showed female students achieved higher average scores across time management, note-taking, and exam preparation behaviors. The study results confirm earlier research, which shows females tend to perform better in academic disciplines and following routines (Meece et al., 2006; Duckworth & Seligman, 2006). The observed difference might stem from socialization patterns that give female learners more incentives to be organized and compliant than their male counterparts (Adekola et al., 2023).



## **Research Question 2: Are there significant differences in the academic motivation levels of male and female students?**

The results of independent sample t-tests conducted on the Academic Motivation Scale (AMS) revealed a statistically significant difference between male and female students. The results of the AMS evaluation demonstrated that female students received higher scores on extrinsic motivation subscales, yet male students received slightly higher scores on intrinsic motivation measures. Research evidence supports this discovery since girls tend to be motivated by external validation through praise and grades and parental approval, yet boys tend to learn based on intrinsic factors like curiosity and personal challenges (Rusillo & Arias, 2004; Ike & Okoro, 2023).

Although female students achieved higher overall scores in academic motivation, the difference was more pronounced in extrinsic motivation, as reflected in their stronger responsiveness to external incentives. However, subscale-specific statistical comparisons were not conducted, which limits precise interpretation of gender differences across intrinsic and extrinsic motivation dimensions.

## **Research Question 3: What is the nature of the relationship between study habits and academic motivation, and does this relationship vary by gender?**

Study habits showed a positive relationship with academic motivation according to Pearson's correlation analysis ( $r = 0.62$ ,  $p < 0.01$ ), which confirms the mutual reinforcement theory between these constructs. The relationship between study habits and academic motivation showed a higher strength in female students ( $r = 0.65$ ) than in male students ( $r = 0.54$ ) when examining disaggregated gender data. Previous research studies (Siahi & Maiyo, 2015; Ebele & Olofu, 2017) support the idea that good study habits create strong motivational support and that motivation strengthens study habits. The correlation strength differences between genders could stem from students' internalized learning goals as well as their patterns of behavioural consistency.

## **CONTRIBUTION TO KNOWLEDGE**

This study contributes to the body of knowledge in the following ways:

1. **Localized Insight:** It offers a regional perspective on gender differences in study habits and academic motivation among secondary school students in Ekiti State, a region that has been understudied in this area.
2. **Empirical Validation:** The study strengthens the evidence base for the cross-cultural validity of these tools by using standardized instruments (SHI and AMS) in a Nigerian context and highlights their relevance in sub-Saharan African educational research.
3. **Gendered Educational Interventions:** The study provides data-driven insights that support the development of gender-sensitive educational interventions, which can help schools, counselors, and policy actors to develop more effective strategies for student-specific learning needs.



4. **Link Between Study Habits and Motivation:** It confirms the positive relationship between study habit and academic motivation and highlights the gender dimension of this relationship, which is an area that is still underexplored in the Nigerian educational context.
5. **Foundation for Future Research:** The findings can be used as a baseline for future longitudinal or comparative studies in other geopolitical zones and can contribute to the advancement of educational psychology research in Nigeria.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

This study examined gender differences in study habits and academic motivation among secondary school students in Ekiti State, Nigeria. The study used validated instruments and a well-selected sample of 450 students from 15 schools. The results showed that there were gender differences in study habits and academic motivation, with female students scoring higher than male students in both domains. Also, a positive correlation was found between study habits and academic motivation for all students, indicating that students who engage in better study habits are more likely to be motivated to learn.

This study confirms the importance of psychological and behavioural factors in predicting academic achievement. The results also confirm the ongoing influence of gender as an intervening factor in learning experiences, even as educational systems aim for equity. These differences need to be addressed through targeted, evidence-based strategies that take into account the specific motivational and behavioural patterns of male and female students.

These findings imply that educational stakeholders must adopt targeted strategies such as structured mentoring for male students and autonomy-supportive learning environments for female students to optimize academic outcomes.

This study adds meaningfully to the existing literature as it offers a specific, data-based examination that can help guide educational practice and policy in Nigeria, particularly in Ekiti State.

### Recommendations

Based on the findings of this study, the following recommendations are proposed:

#### 1. Gender-Sensitive Study Skills Programs

Schools should implement structured, gender-responsive study skills programs focusing on time management, goal-setting, and concentration, with tailored approaches addressing the specific needs of male and female students.

#### 2. Motivational Counseling and Mentorship

Counselors should help organize motivational seminars and peer mentoring for male students who have low motivational indices. This may assist in the development of intrinsic interest and learning resilience.



### 3. Teacher Training on Gender-Inclusive Pedagogy

Teachers should be trained to observe and respond to gender-related patterns in class participation. Gender inclusive strategies like praise, collaborative learning, and diversified assessments can assist in reducing gaps in motivation and participation among students.

### 4. Parental and Community Involvement

Parents and guardians should be made aware of the significance of supporting both male and female students in the same way in their academic work, and thus assisting in deconstructing traditional stereotypes that may hinder motivation, particularly among boys.

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## **APPENDIX**

### **Questionnaire**

#### **Section A – Bio-data of Respondents**

**Instructions: Tick (✓) or fill in the right information where appropriate.**

**1. Gender:**

Male

Female

**2. Age:**

12–14 years

15–16 years

17–18 years

19 years and above

**3. Class Level:**

SS1

SS2

SS3

**4. School Type:**

Public School

Private School

**5. School Location:**

Urban

Rural

#### **Section B: Study Habits Inventory (SHI) – Adapted Version**

**Instructions: Mark the frequency of the statement according to the following scale:**

**1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always**



**Tick under the number appropriately.**

S/N		1	2	3	4	5
1	I set a study schedule and stick to it.					
2	I steer clear of distractions such as phones or television while studying.					
3	I take notes when I am in a lesson or reading.					
4	I check class material prior to exams rather than last-minute studying.					
5	I study in a quiet, well-lit environment conducive to learning.					
6	I complete my homework on time.					
7	I request assistance from teachers and classmates when I encounter confusion on a topic.					
8	I give more time to my studies for the hard subjects.					
9	I rephrase topics in my own language to enhance my understanding.					
10	I pause frequently when I am working on a long study task.					

**Total Score Range: 10–50**

**Higher scores mean that there is an improvement in study habits.**

**Section C: Academic Motivation Scale (AMS) – Adapted Version**

**Instructions: How true is each of the statements for you? 1 = Not true at all, 2 = Slightly true, 3 = Moderately true, 4 = Mostly true, 5 = Completely true**

**Tick under the number appropriately.**

**Intrinsic Motivation Subscale**

S/N	ITEMS	1	2	3	4	5
1	I study because I like learning new things.					
2	I read my textbooks because I find the subject matter interesting.					
3	I get a good feeling from solving academic problems on my own					

**Extrinsic Motivation Subscale**

S/N	ITEMS	1	2	3	4	5
4	I am doing this to make my parents happy.					
5	I do well in school to earn prizes or grants.					
6	I read in order not to be punished or to be rebuked by my teachers.					



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### Amotivation Subscale

S/N	ITEMS	1	2	3	4	5
7	I think that there is no point in studying					
8	I do it just because I have to, not because I really want to.					

#### Scoring:

- **Intrinsic Motivation Score = Total of Items 1–3**
- **Extrinsic Motivation Score = Total of Items 4–6**
- **Amotivation Score = Total of Items 7–8**