

Study Habits and Scholastic Performance Among Undergraduate Nursing Students



Nursing

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ABSTRACT

The approaches the students use in their studies have a significant impact on both the quality of learning and their academic performance. Aim: To assess the study habits, scholastic performance among nursing students, to identify the relationship between study habits and scholastic performance, to determine the association between study habits, scholastic performance and selected socio-personal variables. Materials and methods: A descriptive design was employed and 170 subjects were recruited using total enumeration sampling. The tools used were socio-personal proforma and Palsane Shaema Study Habits Inventory. Results: The study revealed that only a minority of students(6%) have very good study habits, whereas 76.4% students have good study habits and 17.6% of the students have average study habits. The scholastic performance of nursing students was assessed by taking students percentage in recent three university examination. It is found that 59.7% students have total marks between 50% to 60% while 24.7% students have marks within the range 60%-75%, 14.9% students have below 50% of scholastic performance whereas 0.60% student have total percentage of marks above 75%. The study revealed that the study habits and scholastic performance share a very strong relationship ($p < 0.05$). The study also revealed that there was association between socio-personal variables like age, gender, board of schooling, duration of hours spend for study in a day, time spend for extracurricular activities with study habits ($p < 0.05$).

Introduction

Nursing has been among the fastest growing professional occupation since 1990s. Today, nursing as a profession has gained reputation due to its promising income and opportunities to work abroad. There are a number of educational paths to becoming a professional nurse, which vary greatly worldwide; all involve extensive study of nursing theories and practice as well as training in clinical skills^[1]. Due increasing demand for nurses nationally and internationally, India has witnessed a dramatic proliferation of nursing education institutions. The outcome of any educational endeavor is greatly influenced by the way students approach learning^[2]. Studying is a requirement of nursing programmes as students have a vast amount of knowledge they must obtain in a short period of time. This requires memorization of medical terms, calculation of medicine dosage, diagnosis of symptoms and lot more. Study techniques adapted by the students may greatly affect them in their studies^[3] especially in nursing field where the students have to balance between the theoretical knowledge and the clinical expertise.

In order to keep pace with the rapidly changing modern world, we need more knowledge and information than ever before. In individual's success in life depends upon the ease and confidence with which he acquires knowledge and information. He may rely upon his abilities to perform tasks and activities. He has to conduct himself successfully in life situations. Actually, the more knowledge we have at hand, the greater our capacity for enjoying our environment and greater the chance for triumph in life. However, the best way to study well still remains mystery for many students even in the stage of science and technology. The correct way of assembling material and utilizing study time effectively is unknown even to the best students having high intellectual ability.^[4]

Need for the study

The approaches the students use in their studies have a significant impact on both the quality of learning and their academic performances. Study habits determine the academic performance of students to a great extent. Poor study habits are one of the most important cause of educational backwardness. There were many studies conducted on study habits and academic performances^{5,6,7} But there is a paucity of studies done among nurs-

ing students. Based on the above information, the researcher felt the need to investigate the study habits and correlate with the scholastic performance among nursing students.

Materials and Methods

A descriptive design was employed and 170 subjects were recruited using total enumeration sampling. The study was conducted in selected nursing institution at Trivandrum. The tools used were socio-personal proforma and Palsane Shaema Study Habits Inventory. The study protocols and methods were approved by institutional ethical committee. In this study, a self administered, pre designed, pretested questionnaire in English language was given to participants after obtaining a written informed consent.

Tool I was socio personal proforma with 17 items like age, gender, year of study, locality of permanent residence, educational status of the parents, board of schooling, medium of instruction till high school studies, mode of accommodation, study timing and duration in a day, time spend for extra-curricular activities, percentage of marks at higher secondary, method of study, reason for joining nursing profession, study environment.

Tool II is Palsane and Sharma Study Habit Inventory which consists of 45 items belonging to 8 areas: Budgeting time, Physical condition, Reading ability, Note taking, Learning motivation, Memory, Taking examinations, Health. . The maximum obtainable score is 90. The scoring range is as follows: <22- Poor Study Habits, 22-44: Average Study Habits, 45-66: Good Study Habits and >66: Very Good Study Habits

Data was analysed using SPSS v19.0 trial. Study habits among nursing students were assessed using descriptive statistics. Chi square was used to find out association between study habits and socio personal variables.

Results

Majority, 52.7% of the students are in the age group of 21-23years, 45.5% of the students are in the age group of 17-20 years and only 1.8% was of age group above 23 years. It was observed that majority of the samples were females(80.6%). Based on the year of study, 38.2% of the students were from fourth year,

34.5% were second year students and 27.3% were in third year. Regarding education of parents, majority, 44.2% of parents have pre-degree education, followed by 29.7% of parents having collegiate level education and 26.1% of parents have school level education. According to board of schooling, 93.9% of students were studied in state syllabus, 5.5% were in CBSE and 0.6% was in ICSE. Majority of the students (54.5%) had been following English medium while 45.4% opted Malayalam medium till their high school studies.

4.1 Estimation of study habits among nursing students.

Only a minority, 6.1% of the students have very good study habits, whereas 17.6% of the students have average study habits and 76.4% students have good study habits.

4.2 Estimation of scholastic performance among nursing students.

(n=170)

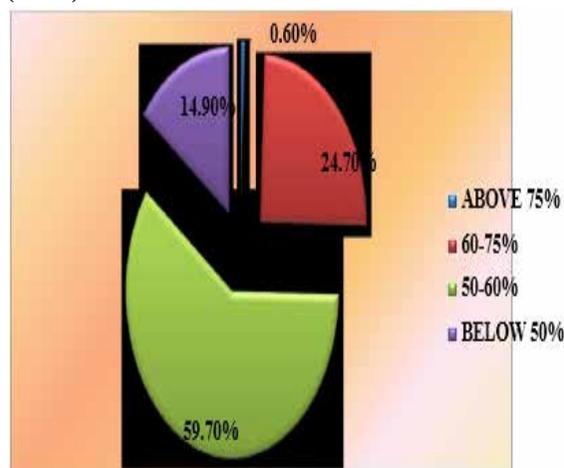


Figure 1: Description of scholastic performance of students

Table 1

4.3 Relationship between Study Habits and scholastic performance of nursing students.

VARIABLE	χ^2	df	P value
Study Habits			
Scholastic	181.406	84	0.000
performance			

Table revealed that the p (calculated) value, 0.000 is less than the p (table) value of 0.05, and hence there is a very strong relationship between study habits and scholastic performance.

4.4 Association of study habits with the socio-personal variables

The study revealed that there was association between socio-personal variables like age, gender, board of schooling, duration of hours spend for study in a day, time spend for extracurricular activities with study habits(p<0.05).

Discussion

In the present study, a large majority (76.4%) students have good study habits, (17.6%) of them have average study habits and 6.1% students have very good study habits. This finding is similar with the study conducted on 1060 higher secondary students on study habits in Thirunelveli District. Result of this study, showed that the mean value of the study habits scores (63.16%) indicates that the higher secondary students are having good study habits.⁸

In the present study the scholastic performance among nursing students are assessed by using the recent three university ex-

amination, which shows a large majority (59.7%) students have 50-60% scholastic performance, (24.7%) students have 60-75% scholastic performance and (14.9%) students have below 50% scholastic performance.

Relationship between study habits and scholastic performance of nursing students was assessed by using Chi- Square test. The findings showed a strong relationship between study habits and scholastic performance (p=0.000) of the students. This is consistent with finding of studies on study habits & their relationship with academic performance among students of Abdan School of nursing in 2007 study which showed that 11.33% of the students had unsatisfactory study habits while 80.7% & 8% had relatively, satisfactory study habits respectively⁹. The study found that there is significant association between study habits and selected socio-personal variables such as age, gender, board of schooling, duration of hours spend for study in a day, time spent for extra-curricular activities and whether environment is conducive for studies.¹⁰ Study habits determine the academic performance of students to a great extent. Poor study habits are one of the most important cause of educational backwardness.

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