



A STUDY TO ASSESS THE STUDY HABITS OF B.Sc., NURSING STUDENTS IN SRM COLLEGE OF NURSING, SRM UNIVERSITY, KATTANKULLATHUR

¹Jinta Samuel, ^{2*}R. Deenajothy & ³D.C. Titus Immanuel
¹B.Sc. (Nursing) degree examination

^{2*}Asst.Professor, SRM College Of Nursing, SRM University,
Kattankulathur, Kancheepuram District-603 203

³Paramedical Occupational Health Nurse, Ramco Cements, Chengalpattu,
Kancheepuram District-603 001

*Corresponding Author Email: deenajothy@gmail.com

ABSTRACT

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study through academic achievement which is a function of study habits and study attitude of the students. The present study aimed to assess the study habits of BSc nursing students in SRM college of Nursing, SRM University, Kattankulathur. A total of 100 students from BSC nursing 1st year and 2nd were selected to identify the nature of study habits in two different angles. A structured questionnaire was used as a tool for data collection. The tool was formulated by the investigators after an intense review of literature, internet search and guidance from experts in the field of nursing. The structured interview method was used to find the study habits among nursing students. The finding showed that there was an association between the number of hours spend in classroom per week and the studying habits of the students other variables are not influencing the study habits of the students

KEY WORDS

Assess, B.Sc Nursing, Study Habits, Students

INTRODUCTION

"Study is like the heavens' glorious sun." - William Shakespeare

The quality of education is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identification of these factors may lead towards remedial measures. To identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools and colleges.

Nonis and Hudson (2010) reported that it was the quality of study, rather than the time spent studying, that most affected learning outcomes. Effective study requires training and practice and effective study skills are associated with positive learning outcomes across many different content areas and diverse groups of learners (Gettinger and Seibert, 2002).

(Iwasiw 2006). Peer teaching among nursing students in the clinical area: effects on student learning It appears to be intuitively obvious that nursing students will benefit from peer teaching and experiences working with their peers. This is one of the first studies which were devoted to working in a clinical setting and objectively measuring the outcome.

Draper (2009) reported that multiple choice examinations could promote deep learning strategies, if properly utilized. Draper suggests making the exams interactive by having the students write questions or generating reasons for and/or against each response on the exam.

Mark 2005 stated that motivation can be seen either as an intrinsic or an extrinsic factor. Enjoying learning for its own sake or positive feedback on learning outcomes are examples of intrinsic motivation. Accordingly there is a built-in pleasure for the activity itself. Intrinsically motivated students have a driving force to learn, perform, and a wish to succeed. Attaining consequences (for example a desired grade)

or avoiding punishment (for example from parents) outside oneself briefly explains extrinsic motivation. Extrinsically motivated student will perform for attaining a desired grade or some other external reward.

Learning outcomes and self-centered goals are not enough bases for study motivation, the value of the acquired competence in the future should be added as a motivation factor. In a study of motivation among first-year nursing students, goals and the future time perspective theories were combined. This study found that the students could be motivated by the present studies leading to the future utilities as registered nurses and that both the present and the future might be regulated internally or externally. These four dimensions of a goal have different influence on motivation. Internally regulated students were more task-oriented and more interested in the course and performed well. Externally regulated students used more avoidance ego goals, were less excited and performed worse. Students, who also find the courses useful for the future, not only for the training, were more excited, more motivated for their study and reached better result than did the students who found the courses just relevant for training. Type of utility did not affect approach and avoidance ego goals.

1. It was found that nursing students were motivated by the desire to help others and to do something useful. Despite the fact that nearly half of them did not choose nursing studies as their first choice.
2. Caring for others was found to be a main motivator for female nursing students choosing nursing education, but power and empowerment of self and others are the dominating factors for their choice.
3. Male nursing students' choice of nursing education depends on the fact that they consider that the nursing profession offers job security, opportunity and flexibility as well as the desire to care for others.

The road to a bachelor's degree in nursing might be filled with both possibilities and obstacles. A study found that eight out of 76 students did not complete their studies despite the fact that they had been motivated towards nursing studies. Besides personal reasons such as sickness; the students dropped out on account of study results. Missed examinations in theoretical as well as in practical subjects reduced the motivation to make efforts in continuing their nursing studies.

Similar results, such as academic difficulties, wrong career choice and personal and social problems, were found in a study where exit-interviews were accomplished when nursing students terminate their nursing education ahead of time.

How nursing students who complete their nursing education are motivated towards their studies during the entire program is not studied, particularly not in a Swedish context. One can presume that the individual student's interest and motivation towards their studies vary during their education and thereby need different support from tutorials and teachers in different phases of their studies. Therefore, it is of importance to study the students' self rated motivation and explanations to the degree of motivation during their three year nursing education.

MATERIAL AND METHODS

The study was conducted among the B.Sc NURSING 1st year and 2nd year students in SRM College of nursing, SRM University; Kattankulathur was selected as the setting for the study. The rationale for selecting this college was the availability of adequate samples. Resent study was aimed at the Assessment of the Study Habits of B.Sc Nursing Students. After obtaining the ethical clearance from the institution, permission was also obtained from the heads of the department. The reliability of the tool was established by test/retest method using correlation coefficient method. The reliability of the tool ($r = 0.8$) was found to be significant. A written consent was obtained from each of the students. 100 samples were taken according to the sampling criteria. Convenient sampling technique was used. The study subjects were selected to meet the following criteria for inclusion to determine eligibility of this study. Students who are studying in the B.SC nursing 1st year and 2nd year and also available at the time of data collection. The tool used for this study consists of 2 sections. Section A: deals with demographic variables. This section consists of demographic profile which includes age group, educational status, religion, Occupation, Social income, type of family, environmental condition, theory and practical study patterns. Section B: structured questionnaire used to assess the study habits of b.sc., nursing students. It consists of 30 structured questionnaires to assess the study habits among B.SC nursing students in SRM college of nursing. Filling the questionnaire consumed about 15 – 25 minutes. It taken one month for the researcher to complete the process of this data collection involving 100 students.. After completing

the data collection, data was coded, verified, and transferred into a special form to be suitable for computer feeding using SPSS (Statistical Package for Social Science) version 17.0 To utilize for data entry. Descriptive measures include means and standard

deviations for quantitative variables. Analysis of collected data was done through the use of several statistical tests as student t test that is used to test the association between two variables.

RESULT

Table 1: Distribution of demographic variables related to study habits of B.Sc nursing students in SRM College of nursing. (N=100)

S. No.	Demographic Variable	Classifications	No. of Students	Percentage
1	Age	17 - 19 Years	2	2%
		19 - 21 Years	1	1%
		21 - 23 Years	58	58%
		23 and above	39	39%
2	Religion	Hindu	40	40%
		Muslim	13	13%
		Christian	47	47%
3	Family Type	Joint Family	41	41%
		Nuclear Family	54	54%
		Extended Family	5	5%
4	Father's Occupation	Farmer	22	22%
		Business	38	38%
		Driver	26	26%
5	Socio Economic Status	Others	14	14%
		Middle Class	90	90%
		Upper Class	10	10%
6	Year of Studying	B.Sc., Nursing I year	71	71%
		B.Sc., Nursing II year	29	29%
7	Living with	Room mates	51	51%
		Parents	48	48%
		Myself	1	1%
8	Monthly Income	< 15000	14	14%
		15000 – 20000	34	34%
		20000 – 35000	45	45%
		> 35000	7	7%
9	Average no. of hours spend per day to study	< 2 Hours	32	32%
		2 - 4 Hours	57	57%
		4 - 6 Hours	11	11%
		< 10 Hours	30	30%
10	No. of hours spend per week in class	10 - 15 Hours	12	12%
		15 - 20 Hours	27	27%
		20 -24 Hours	31	31%
11	Average no. of hours spend to sleep	< 4 Hours	3	3%
		4 - 7 Hours	57	57%
		7 - 10 Hours	40	40%

The above table reveals that 58 (58%) belongs to the age group between 21-23 years Considering the religion 40 (40%) belongs to Hindu, Considering family type ,54(54%) belongs to nuclear family. Considering the father's occupation 38 (38%) belongs to business. Considering the socioeconomic status 90 (90%)

belongs to middle class; year of studying 71(71%) belongs to BSC nursing 1st year; 29(29%) belongs to BSC nursing 2nd year. Considering regarding living with 51(51%) with roommates,. Considering the Monthly income 20,000-35000; Considering the Average number of hours spend per day to study 2-

4hrs;11(11%) spend 4-6 hrs. Considering the number of hours spend per week in class; 31(31%) 20-

24hours.Considering average number of hours spend to sleep; 57(57%) 4-7 hours.

Table: 2Analysis of Association between Demographic variables and Study habits of BSC nursing students in SRM College of nursing. (N=100)

S. No.	Demographic Variable	Classifications	No. of Students		Chi-Square value	Degrees of Freedom	P- Value
			Good Study Habits	Poor Study Habits			
1	Age	17 - 19 Years	2	0	7.34	3	0.06
		19 - 21 Years	0	1			
		21 - 23 Years	45	13			
		23 and above	35	4			
2	Religion	Hindu	34	6	0.64	2	0.72
		Muslim	11	2			
		Christian	37	10			
		Joint Family	37	4			
3	Family Type	Nuclear Family	42	12	4.18	2	0.12
		Extended Family	3	2			
4	Father's Occupation	Farmer	15	7	5.61	3	0.13
		Business	35	3			
		Driver	21	5			
		Others	11	3			
5	Socio Economic Status	Middle Class	74	16	0.03	1	0.86
		Upper Class	8	2			
6	Year of Studying	B.Sc., Nursing I year	61	10	2.54	1	0.11
		B.Sc., Nursing II year	21	8			
7	Living with	Room mates	41	10	0.37	2	0.83
		Parents	40	8			
		Myself	1	0			
		< 15000	10	4			
8	Monthly Income	15000 – 20000	31	3	5.93	3	0.11
		20000 – 35000	37	8			
		> 35000	4	3			
		Average no. of hours spend per day to study					
9		< 2 Hours	25	7	1.573	2	0.45
		2 - 4 Hours	49	8			
		4 - 6 Hours	8	3			
10	No. of hours spend per week in class	< 10 Hours	27	3	11.13	3	0.01**
		10 - 15 Hours	9	3			
		15 - 20 Hours	17	10			
		20 -24 Hours	29	2			
11	Average no. of hours spend to sleep	< 4 Hours	3	0	0.78	2	0.68
		4 - 7 Hours	47	10			
		7 - 10 Hours	32	8			

** - Significant at 1% level and the p value is 0.01

The above table shows that there is an association between the number of hours spent in class room per week and the studying habits of students. The other variables are not influencing the study habits of the students.

DISCUSSION

The purpose of this study was to know about the study habits of BSc nursing students. The aim of the study was to assess the study habits of BSc nursing students in SRM college of Nursing, SRM University,

Kattankulathur. A total of 100 students at were selected for the study by using the convenience sampling method. Descriptive design has been used for the study. The first objective was to assess the study habits among B.Sc nursing students. In this

study the result revealed that the 82 students have Good Study Habits and 18 have Bad Study Habits. It was analysed from the scoring interpretation of 56 and less poor study habits and 57 and more good study habits. The finding was supported by **John-william bradford** conducted a study on **2012**-of the 313 freshman students of california. Freshman students, 18 students are high achievers and 295 are low achievers. This suggests that only few numbers of students excel in their academics in the university. The result shows that the mean score of the high achievers on study orientation is higher compared to the low achievers. This implies that the high achievers have better study orientation than the low achievers. Furthermore, the high achievers have better score on all subcategories; study habits, study attitudes, delay avoidance, work method, attitude towards teacher and attitude towards education as depicted in the study. The second objective was to determine the association between types of study habits and demographic variables .The finding showed that statistically significant with the "chi square" since it is 1% level. There is an association between the number of hours spent in class room per week and the studying habits of students. The other variables are not influencing the study habits of the students. **Hudson** High School housed the first vocational nursing program on a public high school campus beginning in August of **2010**. Since this is a novel program, research is needed to determine methods to best meet the needs of these students. The nursing program at Hudson is part of the Angelina College School of Vocational Nursing which has students on four other campuses with a range of ages up to 59 years. The purpose of this study was to compare the study approaches utilized by young vocational nursing students (aged 18-22 years) with those of older students (aged 23 and over). It was hypothesized that the older students used deep and more prominent.³⁷To conclude it is very effective to have a study on the investigation of study habits of nursing students in various college of nursing. By conducting this study, we have identified that the effectiveness of good study habits is based upon certain factors. Such as workload of work and studies, stress forming factors; and lack of physical facilities in the hostel and

institutions. It has been found that these above factors enhance the qualities of study habits among the nursing students.

CONCLUSION

The study should be more effective and thoroughly accomplished if it is first planned. The students should make a schedule, so that time will be properly allocated for each subject. Planning and budgeting includes a consideration of all the activities –study, leisure, sleep and routine habits.

RECOMMENDATION

Several recommendations were made to the study habits of students on the basis of this study. First priority is given to reduce the workload of the students second, revise the syllabus third, stress relieving methods and fourth, the development of learning skills, planning and organizing study time. Planning to prevent waste of time and energy.

REFERENCES

1. Shakespeare .Man and his achievements "*New Study on Study Habits*". Vol 28. 2006 Jun; p 35-45.
2. Nonis, S. & Hudson, G. (2010). Performance of college students: impact of study time and study habits. *Journal of Education for Business*, 85, 229-238. doi: 10.1080/08832320903449550
3. Iwasiw (Reflective Practise and Nursing hudson William "it is tough at the bottom,"*Nursing times*" - Vol.91 NO 43, 55-59 (1995), *Nursing Education Today*. Maglow universities pg- 174-178.Available from: URL:<http://www.oppapers.com/essays/Preceptring-New-Nurses/392278>.
4. Draper, S. (2009). Catalytic assessment: understanding how MCQs and EVS can foster deep learning. *British Journal of Educational Technology*, 40 (2), 285-293. doi:10.1111/j.1467-8535.2008.00920.x
5. Mark E. Thompson. The prediction of academic Achievement by a British Study habits inventory. *Research in higher education*. University of Kentucky. APS sPublications.1976. P.365-72.
6. John –William Bradford 2012-A restatement of the relation of study habits – reflective New York health and company.7th edition pg 23-25.
7. Hudson "it is tough at the bottom, "*Nursing times*"- vol.91 NO 43, 55-59(1995).

***Corresponding Author:**

Deenajothy*

Email: deenajothy@gmail.com