

# Evaluation of Study Skills in Nursing Students

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## Abstract

**Introduction:-** There are large number of modification in students study style specifically when they begin college life. On some occasion students found that technique they used for studying in schooling which not every time productive in college. Many time Students may face difficulties to learn the content which is delivered, not because they aren't studying, but because there is requirement to understand in different way to gain.<sup>1</sup> The purpose of this research is to explain information which handled effective contribution of study skills to academic competence, and to identify better strategies that are effective in helping students to improve their study skills. **Method:** in this descriptive cross-sectional study questionnaires were distributed among all B.sc. Nursing students. Total 51 questionnaire containing to assess study skills. A questionnaire was assessed in six critical study skills which considering text book reading, note taking, memory, test preparation, concentration, and time management. At the conclusion of the inventory, each of these skills assessed based on the manner in which the questions were answered. The permission taken from South Central College Chicago to use "Study Skills Inventory."<sup>2</sup>

**Result -** The highest need for change in the study skills was found in the area of time management skills with 59.5% followed by 43% in note taking skills, 34% in text book reading skills, 23.5% in concentration skills, 20% in memory skills and 15.5% in test preparation skills. Whereas statistically The p value 0.35 is greater than the 0.05 it shows there is no significant relationship between study skills and percentage obtained among nursing students,  $r(198) = 0.067$ ,  $p=0.35$ .

**Conclusion:** This study finds some empirical evidence to the body of knowledge of study skills of Nursing students. It appears that students possess better status in test preparation. The results of this research may be useful for college and university nursing program administrators, educators, tutors, and students.

**Keyword—**(Study skill Inventory, Nursing Students ,Nursing college, Study skills and Academic performance)

**Background and Purpose -** There are many changes in student study style specifically when they start college life. Sometimes students find that the methods they used for studying in high school don't always work in college. In some classes, students might find that they are struggling to learn the material, not because they aren't studying, but because they need to study a different way. The time commitment for studying outside of class increases for college students. Students should be studying 1 – 3 hours outside of class for every hour that they are in class. Time management is one

of the keys to be successful at college.<sup>1</sup> Study skills is one important factor influencing academic achievement of students.<sup>4</sup> One important component of learning activities is study skills. Various students have various study practices based on their study habits and their interest in subject.<sup>5</sup>

## Statement of the problem:

A descriptive study to assess the study skills among nursing students of selected nursing college at Anand district, Gujarat

## Objectives of the study:

To assess the study skills of nursing students

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To find out the relationship between study skills and Percentage

### Assumptions

The researcher assumed that:-Students completed the study questionnaire accurately and honestly.

### Material and Method

**Methodology:** This research was designed to examine via questionnaire the study skills of nursing students. After completion of the literature review, the researcher identified a gap in the literature in nursing students. very few prior researchers had examined this topic. in this **descriptive cross-sectional study questionnaires** were distributed among all the B.sc Nursing students .

Total 51 questionnaire containing to assess study skills. A questionnaire was assessed in six critical study skills which considering text book reading, note taking, memory, test preparation, concentration, and time management.<sup>2</sup> At the conclusion of the inventory, each of these skills assessed based on the manner in which the questions were answered. The permission taken from South Central College Chicago to use “Study Skills Inventory.

Again, the researcher was interested in the following research questions, Are there significant differences in study behavior between nursing students who differ by age, gender, Family type, number of family member, Family income, stay, Academic score, Any back log?

**Data collection** An 51-item standardized questionnaire study skill inventory of South Central College Chicago by the researcher was used. The first eight questions were textbook reading in nature .another 9-13 number of questioners were on the base of note taking ,14-21 number of questioners were on memory score ,22 -35 number of questioners were on the base of test preparation score ,36 – 45 number of questioners were on the base of concentration and 46 -51on time management . Questions were carefully administered in all first to final year B.SC. Nursing student. Advice to student that read carefully about each statement and responds as truthfully. By using the five point rating scale, circle the number that best describes their behavior for that particular study skill.

The questions from the study skill questionnaire that were included in the total self-regulated learning score are found. Respondents were asked to respond to each study question using a scale from five to one, stating their almost always or almost never with each statement, with five being “almost always,” and one being “almost never .”

The length of time it took students to complete the questionnaire was recorded. It is reported that the range of time to complete the questionnaire was five to 20 minutes.

**SAMPLE:** Samples were B.sc. Nursing students

**SAMPLING TECHNIQUE:** Non Probability convenient

**SAMPLE SIZE:** 200

**INCLUSION CRITERIA** -Students who have taken admission for B.SC. Nursing programme

**EXCLUSION CRITERIA –**

Students who are not willing to participate in this study.

Students who have taken admission for M.SC. &G.N.M.Nursing programme

### SOURCE OF DATA

The data was collected from the Nursing students

### METHODS OF COLLECTING DATA

Study Skills Inventory which is 51 items scale were used to collect the data. Permission was be taken from samples and an inform consent was obtained from the samples.

### ANALYSING THE DATA –

The data were analysed using descriptive and inferential statistics.

Descriptive statistics like mean, frequency, percentages and standard deviation were used.

**Statistical procedures** - Descriptive statistics were used to report demographic data. Frequencies and Percents were used for age, gender, Family type, number of family member, Family income, stay, Academic score,

Any back log?

## SECTION A: FINDINGS RELATED TO SOCIO DEMOGRAPHIC VARIABLES

**Finding :-** In Demographic Variable 38.5% in Majority of students were in between age group 18-19 years. Similarly 88.5% female Students participant which was highest .In Family type of students where nuclear family 57.5% . Number of members in the family 66% was come under classification of 4-5 members which was Highest.

Family monthly income of students come under 10001 – 30000 Rs which is 37.5%. Students stay

regarding 63% stay at home which is majority of percentage. Any back log in exam 97% Students do not have any back log in exam.

## SECTION B: FINDINGS RELATED TO STUDY SKILLS EFFECTIVENESS SCORE OF NURSING STUDENTS

This section includes the findings related study skill effectiveness in six areas namely

Text book reading skills, note taking skills, Memory skills, test preparation skills, concentration skills and time management skills

### Section B-1: Text book reading skills

**Table 01: Text book reading skills assessment scores**

|                    | Frequency | Percentage | Mean  | Mean % | Median | SD   |
|--------------------|-----------|------------|-------|--------|--------|------|
| Score less than 30 | 68        | 34         | 30.58 | 76.45  | 31     | 4.43 |
| Score 30 and above | 132       | 66         |       |        |        |      |

*Note: Total number of items is eight and maximum score is 40. Score of less than 30 suggests changes in textbook reading skills*

### Section B-2: Note taking skills

**Table 02: Note taking skills assessment scores**

|                    | Frequency | Percentage | Mean  | Mean % | Median | SD   |
|--------------------|-----------|------------|-------|--------|--------|------|
| Score less than 20 | 86        | 43         | 19.31 | 77.24  | 20     | 3.43 |
| Score 20 and above | 114       | 57         |       |        |        |      |

*Note: Total number of items is five and maximum score is 25. Score of less than 20 suggests changes in note taking skills.*

### Section B-3: Memory skills

**Table 03: Memory skills assessment scores**

|                    | Frequency | Percentage | Mean  | Mean % | Median | SD   |
|--------------------|-----------|------------|-------|--------|--------|------|
| Score less than 30 | 40        | 20         | 33.95 | 75.44  | 34     | 5.12 |
| Score 30 and above | 160       | 80         |       |        |        |      |

*Note: Total number of items is nine and maximum score is 45. Score of less than 30 suggests changes in memory*

skills.

#### Section B-4: Test preparation skills

**Table 04: Test preparation skills assessment scores**

|                    | Frequency | Percentage | Mean | Mean % | Median | SD   |
|--------------------|-----------|------------|------|--------|--------|------|
| Score less than 40 | 31        | 15.5       | 47   | 72.30  | 47     | 7.11 |
| Score 40 and above | 153       | 84.5       |      |        |        |      |

*Note: Total number of items is thirteen and maximum score is 65. Score of less than 40 suggests changes in test preparation skills.*

#### Section B-5: Concentration skills

**Table 05: Concentration skills assessment scores**

|                    | Frequency | Percentage | Mean  | Mean % | Median | SD   |
|--------------------|-----------|------------|-------|--------|--------|------|
| Score less than 35 | 47        | 23.5       | 38.31 | 76.62  | 39     | 5.19 |
| Score 35 and above | 153       | 76.5       |       |        |        |      |

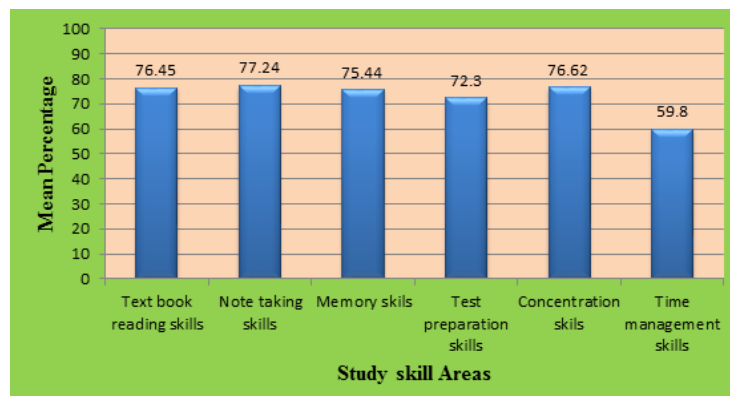
*Note: Total number of items is ten and maximum score is 50. Score of less than 35 suggests changes in concentration skills.*

#### Section B-6: Time management skills

**Table 06: Time management skills assessment scores**

|                    | Frequency | Percentage | Mean  | Mean % | Median | SD   |
|--------------------|-----------|------------|-------|--------|--------|------|
| Score less than 20 | 119       | 59.5       | 17.94 | 59.8   | 18     | 5.43 |
| Score 20 and above | 81        | 40.5       |       |        |        |      |

*Note: Total number of items is six and maximum score is 30. Score of less than 20 suggests changes in time management skills.*



**Fig: 1.0: Figure representing the mean percentage of study skills score in different areas**

Figure1.0 reveals that the highest mean percentage ( 77.24%) is found in the area of note taking skills following by 76.62% in concentration skills, 76.455 in

text book reading skills, 75.44% in memory skills, 72.3% in test preparation skills and the least mean percentage was observed in the area of time management skills with 59.8%.

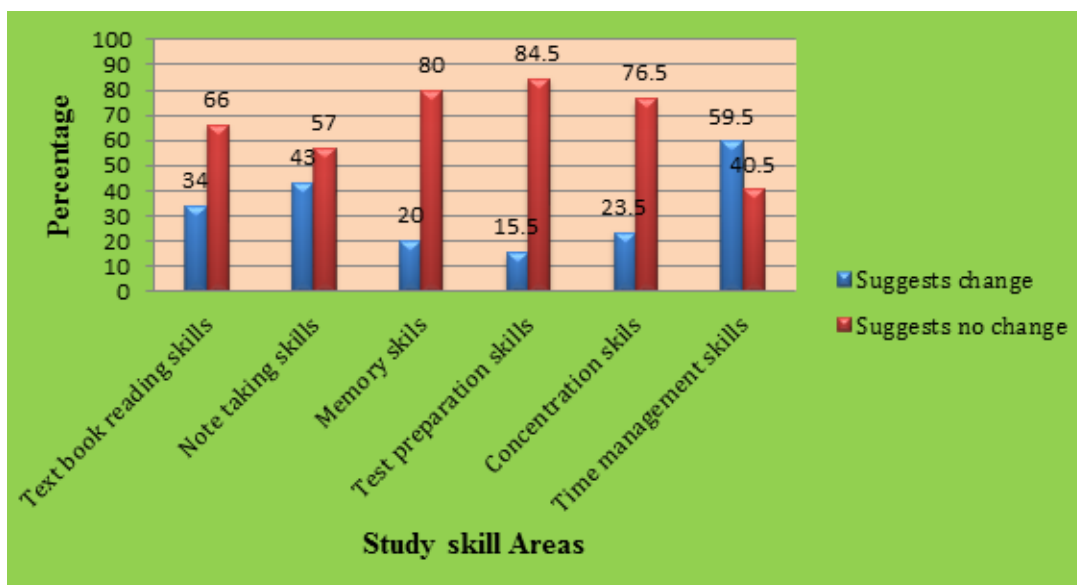


Fig: 2.0: Figure representing the need of change in study skills behaviour of students in different areas

Figure2.0 reveals that the highest need for change in the study skills behaviour was found in the area of time management skills with 59.5% followed by 43% in note taking skills, 34% in text book reading skills, 23.5% in concentration skills, 20% in memory skills and 15.5% in test preparation skills

**Section C: Correlation between study skills of nursing students and percentage obtained in previous exam**

**Karl Pearson's correlation coefficient method was used to find out the relationship.**

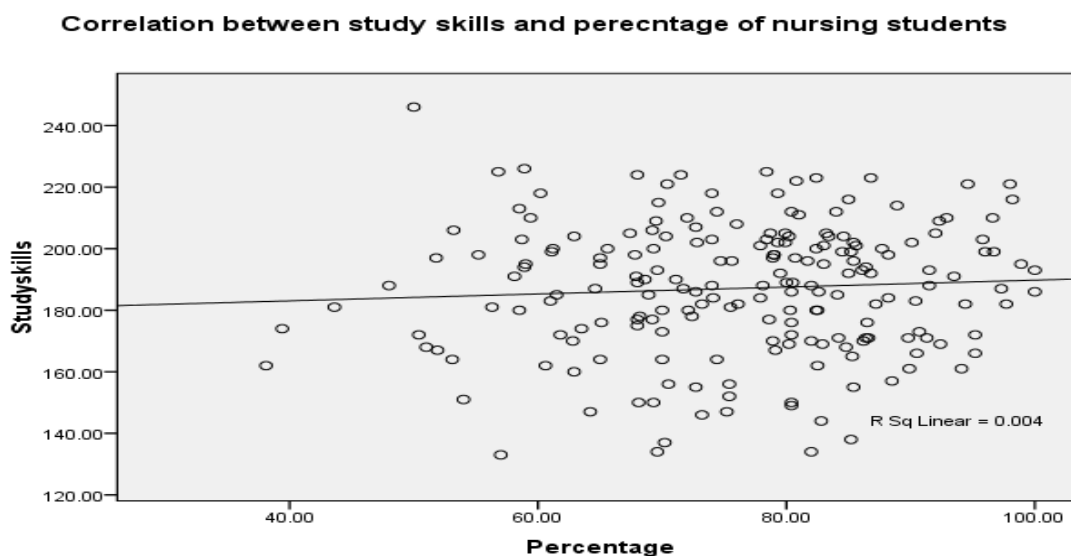


Fig: 3.0: Linear scatter diagram showing correlation between knowledge

The findings shows ( $0 < r < 1$ ) the moderately positive correlation between study skills and percentage. Means as the study skills increases the percentage also increases. Whereas statistically The p value 0.35 is greater than the 0.05 it shows there is no significant relationship between study skills and percentage obtained among nursing students,  $r(198) = 0.067$ ,  $p=0.35$

### Result

The highest need for change in the study skills was found in the area of time management skills with 59.5% followed by 43% in note taking skills, 34% in text book reading skills, 23.5% in concentration skills, 20% in memory skills and 15.5% in test preparation skills. Whereas statistically The p value 0.35 is greater than the 0.05 it shows there is no significant relationship between study skills and percentage obtained among nursing students,  $r(198) = 0.067$ ,  $p=0.35$ .

### Conclusion

This study finds some empirical evidence to the body of knowledge of study skills of Nursing students. It appears that students possess better status in test preparation. The results of this research may be useful for college and university nursing program administrators, educators, tutors, and students.

Study skills are fundamental to academic competence. Good study skills minimize failure and enable students to take advantage of learning opportunities.<sup>6</sup> Nursing programs are known to be difficult since several science, math, and nursing courses are required of the students. Added to this is the rising cost of postsecondary education which may force many nursing students to work in addition to attending college. Also, many nursing students are non traditional students with family responsibilities. Attrition rates are often high as nursing students struggle with a difficult curriculum and outside pressures.<sup>7</sup>

As knowledge about nursing students and their study skills expands, students may very well benefit not only in their nursing course success, but in college success in general. Institutions may also reap the benefits as retention rates potentially increase. This may also have

the added benefit of increasing the pool of qualified nurses entering the profession in a time of a dire nursing shortage.

**Conflict of Interest** – None of conflict of interest by researcher

**Source of Funding- self**

**Ethical Clearance-** Taken from Institutional ethical committee.

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