

Assessment of Study Skills between Day Scholars & Hostlers Student among Nursing Students

Dhirajkumar Mane¹, Dr. Satish V. Kakade², Mahendra Alate³

^{1,3}Statistician, Directorate of Research Krishna Institute of Medical Sciences "Deemed To Be University", Karad. Maharashtra (India)

² Associate Professor, Krishna Institute of Medical Sciences, Karad. Maharashtra (India)

Abstract: *Background:* One of the goals of professional education is to meet the international standard of quality and excellence. It also important to provide highly qualified and multi-skilled faculty members to produce progressive leadership, integrity in governance and globally competitive students. Students day scholar as well as hostler, consider topics in deeper and more communicative way incorporating creative and expressive modes into their learning and developing deeper understandings into the complicated network between the subjects they are studying as maximum as possible. *Aim:* To find out assessment of Study skills between day scholar & hostler Students among Nursing Students. *Material and Methods:* This study designed to associate the relationship of study skills between day scholar and hostler. For evaluation of study skills, a standardized survey tool was employed. Total 418 nursing students from Krishna institute of nursing sciences karad involved for collection of inventory question bank. *Statistical Analysis:* The significant difference between the means was computed by using unpaired t-test. *Result:* There was significant association of study skills aspects with Hostler except note taking ability and test preparation. Here, hostler students mean score was more than day scholar students. *Conclusion:* Educational development of hostler students is better than day scholar students.

Keywords: Study skills, Day Scholar, Hostler

1. Introduction

Study skills, academic skills, or study strategies are approaches applicable to learning. They are generally judgmental to success in school, [1] considered crucial for gaining good grades, and functional for learning throughout one's life. Study skills are an formations of skills which gear the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information; effective reading; concentration techniques; [2] and efficient note taking. [3] In the handbook of Rao's study habits directory, study habits are defined as "the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn". Here, the investigator means the same. [4] Study Habits are the regular tendencies and practices that one depicts during the process of gaining information through learning. In simple terms study habits are the habits when one study. A person with poor study habits will not be able to learn properly. It is generally believed that a student learns effective study habits in school. [5]

Student's academic performance occupies a very important place in education as well as in the learning process. It is examine that important measure to judge one's total potentialities and capacities which are frequently measured by the examination results. It is used to pass judgment on the quality of education offered by academic institutions. In fact, it is still the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students. [6] Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and

dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school. [7]

A creative and pragmatic education involves the habit of personal investigation. The act of personal investigation requires self-study to be followed by self-thinking and analysis. Self-study, otherwise referred to as reading at one's own accord, requires a habit, which is known as reading habit. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. "Reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time (Green, 2001). Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life. [7]

2. Literature Review

According to Palani (2012), reading habit is an essential and important aspect for creating a literate Society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media had continued to influence interest in reading (hard copy of literatures such as...) books, magazines and journals, among others. In opinion that, effective reading is important avenue

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of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to read. Apart from teachers, other professionals used to spend their leisure time in reading both English and vernacular literature. English medium schools almost always demanded extra reading from their students. But all these have become a thing of the past. Palani further added that, nowadays, reading habit has lost its importance as both the young and the old are glued to the television. As far as educational institutions are concerned, coaching students for the examinations seems to be the be-all and end-all of our educational system.

A lot of researchers like Ogbodo (2002), Bhan & Gupta (2010), and Singh (2011) have done work on reading, especially how it affects the academic performance of students. However, most of these works pertain to the international community. Few ones such as Ward, (1997), Agbezree, (2001) conducted in Ghana were limited to primary and secondary levels of education. It is against this backdrop that it has become necessary to conduct similar study in Ghana to examine the effect of reading habits on the academic performance of students in the tertiary level of education in Ghana with particular reference to Koforidua Polytechnic.

3. Aim and Objective

Aim: To find out assessment of study skills between day scholar & Hostler Students among nursing students.

Objective: To compare the study habits, Budgeting Time, physical conditions, reading ability, note taking ability, factors in learning motivation, memory as a dimension, achievements in the examinations, health as a dimension between hostler and day scholar students.

Hypothesis for the Study

H₀ (Null Hypothesis): There was no significant difference between hostler and day scholar students with regard to different aspects of study skills at 95% level of significance.
 H₁ (Alternative Hypothesis): There was significant difference between hostler and day scholar students with regard to different aspects of study skills at 95% level of significance.

Study Sections and Methods:

Study Type: Prospective Observational Study.
Study Area: Krishna Institute of Nursing Sciences, Karad.
Sample Size: 418 Nursing Students (as per inclusion and exclusion area)

4. Methodology

This study was done in secondary data collected by students of nursing sciences. This study designed to explore the relationship of study skills between day scholar and hostler

students. For evaluation of study skills, a standardized survey tool was used. Total 418 nursing students from Krishna institute of nursing sciences karad selected for collection of inventory question bank. The significant difference between the means of each pair was computed by using mean, S.D, unpaired t-test. The maximum score reflected is good study skills according to structure of questionnaire. P<0.05 shows significant relation between hostler and day scholar.

5. Statistical Analysis

Table 1: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on study habit

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	39.415	12.41	5.416	P<0.0001	Significant
2	Hostler	213	45.305	9.712			

Table 2: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on time management

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	4.576	1.774	3.503	0.0005	Significant
2	Hostler	213	5.216	1.955			

Table 3: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on concentration in study

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	4.415	2.382	3.521	0.0005	Significant
2	Hostler	213	5.183	2.074			

Table 4: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on note taking ability

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	3.854	2.671	1.965	0.0501	Not Significant
2	Hostler	213	4.357	2.565			

Table 5: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on achievement in study

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	4.415	2.491	3.405	0.0007	Significant
2	Hostler	213	2.491	2.376			

Table 6: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on memory ability

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	6.044	2.385	4.157	0.0001	Significant
2	Hostler	213	6.986	2.248			

Table 7: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on Motivational Skill

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	5.995	2.47	4.157	0.0001	Significant
2	Hostler	213	6.578	2.296			

Table 8: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on Test Preparation & Test Taking

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	5.561	2.377	1.956	0.0512	Not Significant
2	Hostler	213	5.985	2.059			

Table 9: Showing comparison of Mean, S.D, t-value and p-value of Hostler and Day scholars on Test Anxiety Management

Sr. No	Name of Group	N	Mean	S.D	t-value	P-value	Level of significance
1	Day Scholar	205	4.883	2.749	3.638	0.0003	Significant
2	Hostler	213	5.775	2.246			

6. Results

It was evident from table-1 that day scholar students mean score was 39.415 with S.D. 12.41 and hostler students mean score was 45.305 with S.D. 9.712 on their study habit regarding to overall dimensions. Here, calculated t-value is 5.416 and P-value was less than 0.05. Therefore, here null hypothesis was rejected. It means there was significant difference between hostler and day scholar students in their study habits regarding to overall dimensions. Here, Hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 1] It was evident from table-2 that day scholar student mean score was 4.576 with S.D. 1.774 and hostler student mean score was 5.216 with S.D. 1.955 on their study management regarding to overall dimension. Here, calculated t-value is 3.503 and P-value was less than 0.05. Therefore, null hypothesis is rejected. It means there was significant difference between hostler and day scholar students with regard to their study management. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 2] It was evident from table-3 that day scholar mean score was 4.415 with S.D. 2.382 and hostler mean score was 5.183 with S.D. 2.074 on their regarding concentration in study. Here, calculated t-value was 3.521 and P-value was less than 0.05. Therefore, null hypothesis was rejected. It means there was significant difference between hostler and day scholar students with regard to their concentration in study. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 3] It was evident from table-4 that hostler students mean score was 3.854 with S.D. 2.671 and day scholar students mean score 4.357 with S.D. 2.565 on their regarding note taking ability. Here, calculated t-value is 1.965 and P-value was slightly more than 0.05. Therefore, null hypothesis was accepted. It means there was no significant difference between hostler and day scholar students with regard to their note taking ability. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 4] It was evident from table-5 that hostler students mean score was 4.415 with S.D. 2.491 and day scholar students mean score was 2.491 with S.D. 2.376 on their regarding achievement in study. Here, calculated t-value was 3.405 and P-value was less than 0.05. Therefore, null hypothesis was rejected. It means there was significant difference between hostler and day scholar students with regard to their achievement in study. Here, hostler students mean score was more as

compared to day scholars mean score. [Please See in Table. 5] It was evident from table-6 that day scholars student mean score was 6.044 with S.D 2.385 and hostler's student mean score was 6.986 with S.D. 2.248 on their regarding memory ability in study. Here, calculated t-value was 4.157 and P-value was less than 0.05. Therefore, null hypothesis was rejected. It means there was significant difference between hostler and day scholar students with regard to their memory ability in study. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 6] It was evident from table-7 that day scholars student mean score was 5.995 with S.D 2.47 and hostlers student mean score was 6.578 with S.D. 2.296 on their regarding motivational skill in study. Here, calculated t-value was 4.157 and P-value is less than 0.05. Therefore, null hypothesis is rejected. It means there was significant difference between hostler and day scholar students with regard to their motivational skill in study. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 7] It was evident from table-8 that day scholars student mean score was 5.561 with S.D. 2.377 and hostlers mean score was 5.985 with S.D. 2.059 on their regarding test preparation & test taking. Here, calculated t-value is 1.965 and P-value was slightly more than 0.05. Therefore, null hypothesis is accepted. It means there was no significant difference between hostler and day scholar students with regard to test preparation & test taking. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 8] It was evident from table-9 that day scholars mean score was 4.883 with S.D 2.749 and hostlers mean score was 5.775 with S.D. 2.246 on their regarding test anxiety management in study. Calculated t-value is 3.638 and P-value was less than 0.05. Therefore, null hypothesis was rejected. It means there was significant difference between hostler and day scholar students with regard to their test anxiety management in study. Here, hostler students mean score was more as compared to day scholars mean score. [Please See in Table. 9]

7. Discussion and Conclusion

7.1 Discussion

Same type of study done in past, there lots of study suggested that day scholars student study skills was good as compared to hostler. The present study reveals that hostler students were performing better in all aspects of study skills except in the note taking ability and test preparation: where the day scholars outweighed the hostlers. Hostler students mean score was more than day Scholar students. Same study was done at past revealed that day scholars and hostler students differed significantly; some study revealed that there was no significant difference among day scholars and hostlers.

7.2 Conclusion

In this study we can conclude that hostler students study skills score was better as compared to day scholar's students study skills score.

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9. Conflict of Interest

The author declared no conflict of interests.

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