

ASSESSMENT OF THE KNOWLEDGE AND PRACTICE ON STUDY HABITS AMONG UNDERGRADUATE STUDENTS, HOSUR.

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ABSTRACT

BACKGROUND OF THE STUDY

Study habits are critical for academic achievement, especially among nursing students who balance theoretical knowledge and clinical practice. However, awareness of study strategies does not always translate into effective practice. Effective study habits techniques are time management, planning and organization of the topic, learning, understanding retaining, and extracting the information facilitates productive academic results.

OBJECTIVES

1. To assess the knowledge of study habits among undergraduate students by using a structured Questionnaire.
2. To assess the practice of study habits among undergraduate students by using a Likert scale.
3. To correlate knowledge and practice of study habits among undergraduate students
4. To identify the association between knowledge and selected demographic variables.

METHOD

A descriptive, non-experimental research design was adopted. One hundred nursing students were selected using a convenient sampling technique. A structured questionnaire was used to assess knowledge, and a five-point scale was used to assess practice. The data collected were analysed with descriptive and inferential statistics.

RESULTS

Findings revealed that 43% of students had inadequate knowledge of study habits, 35% had moderate knowledge, and only 22% had adequate knowledge. The correlation between knowledge and practice was weak and insignificant ($r = 0.056$, $p = 0.577$). Gender, year of study, and parental education showed significant associations with knowledge at $p < 0.05$.

CONCLUSION

The study concluded that undergraduate students had inadequate knowledge on study habits. However, there was no correlation shown between Knowledge and Practice. Enhancing students' knowledge and practice of study habits will ameliorate their academic performance.

KEYWORDS

Study habits, Knowledge, Practice, Nursing students, Correlation.

INTRODUCTION

Academic performance is a common indicator used to measure student achievement.^{1,2} Learning is reflected in the way a student responds to environmental, social, emotional and physical stimuli and understands new information.³ Study habit is termed as individual behavior related to studying and utilizing various methods to enhance learning.^{4,5} The keys to better learning and better academic performance in schools are good teachers, a good study environment, a course of study, parents' cooperation, high quality books and, most importantly, the study habits.⁶

Many students fail not because they lack ability, but because they do not have adequate study skills.⁷ Study habits are the tendency of students to learn systematically and efficiently when opportunity is given. It is the devotion of time and attention to the acquisition of knowledge, especially from books or continuation of a subject or situation⁸. Thus, study habit means the adoption of regular or irregular learning practices over a period. It is adequate practice of good study skills. Study habits are measured directly by students' performance at the end of the term.⁹

The present study focuses on the knowledge and practice of study habits that could guide the achievement of academic success.

MATERIAL AND METHODS

Research Approach.

A Non-experimental descriptive research design was adopted for this study to evaluate the knowledge and practice of study habits among undergraduate students.

Population and sample

The undergraduate students were recruited from selected nursing colleges at Hosur. One hundred students were selected using a convenient sampling technique from second and third-year B.Sc. nursing students. Formal approval was acquired from the institutional authority. A comprehensive explanation regarding the study's objectives and confidentiality was provided, and informed consent was secured from the individual involved in the study. A Structured knowledge questionnaire was used to assess the students' level of knowledge on study habits. The knowledge questionnaire consisted of 20 questions on different knowledge variables of Study habits, such as meaning, Techniques, Benefits of study habits, Time management and Study environment. A Likert scale was administered to assess the practice of study habits among undergraduate students. It consists of 10 items related to study habits. The highest score is 5(Always) and the lowest score is 1 (Never). The tool was validated by six experts from nursing and education.

Data collection and analysis:

Data was collected using the interview technique among students. Data collected were analysed using Jamovi software, and both descriptive and inferential statistics were performed.

RESULTS

The description of demographic variables reveals that the majority, 79% students, belonged to the 18-20 years age group, and the remaining 21% were in the 21- 23 years category. 67% were female and 33% were male in the study. Over half the students (53%) reported an average screen time of more than 1 hour, while 24% reported 1 hour, and 23% reported less than 30 minutes.

Table 1: Frequency and percentage distribution regarding the level of knowledge on study habits.
N=100

LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE
Adequate Knowledge (>71%)	22	22%
Moderately Adequate (41-70%)	35	35%
Inadequate Knowledge (< 40%)	43	43%

Table 1 revealed that only 22% of students have adequate knowledge (>71%) of study habits. Meanwhile, 35% demonstrated moderately adequate knowledge (41–70%), and the largest proportion, 43%, exhibited inadequate knowledge (<40%).

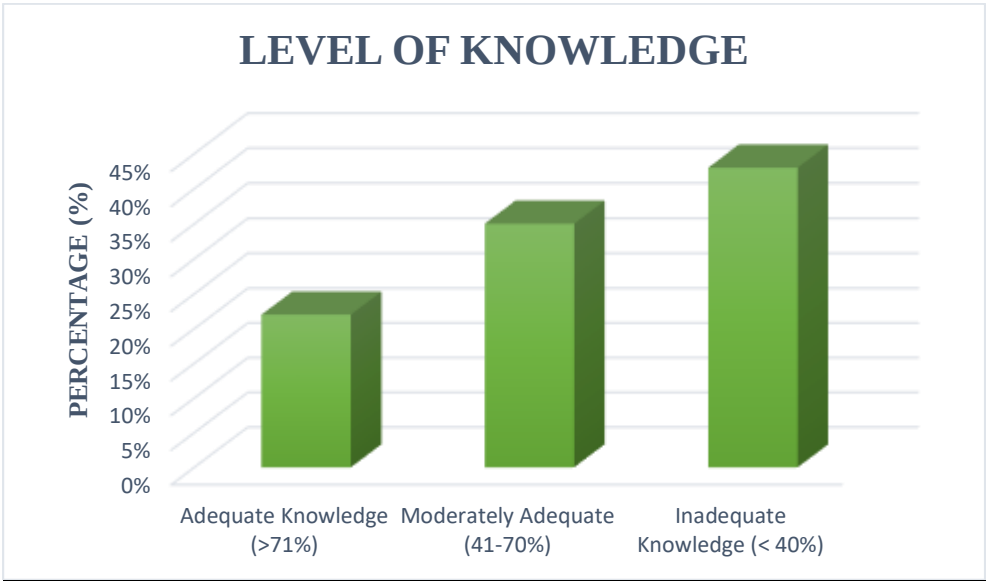


Fig 1: Percentage Distribution of Participants according to their level of Knowledge

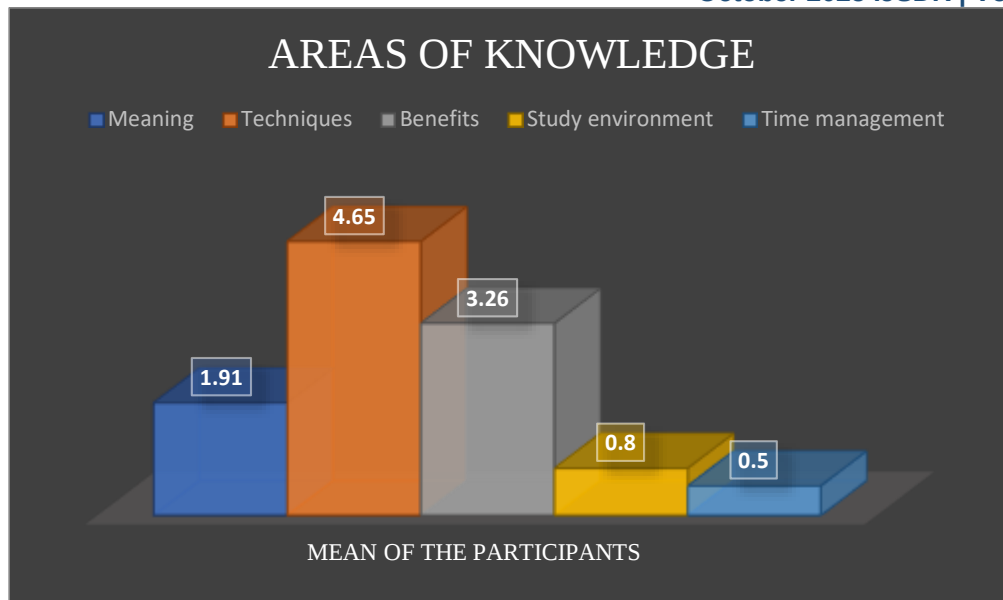


Fig 2: Mean of Participants according to their Areas of Knowledge.

Table 2: Assessment of practice regarding study habits among undergraduate students.

N = 100

S. No	Items	Always		Often		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
1.	I have a study schedule in which I set aside time each day for studying.	18	18%	12	12%	58	58%	11	11%	1	1%
2.	I look up or find the meaning of new words and key terms.	32	32%	16	16%	43	43%	8	8%	1	1%
3.	I seek help from others when I don't understand the concepts.	31	31%	14	14%	35	35%	19	19%	1	1%
4.	I use internet, library and other resource materials for studying.	54	54%	15	15%	23	23%	6	6%	2	2%
5.	I prefer to study in a group rather than alone.	18	18%	14	14%	41	41%	14	14%	13	13%
6.	I set aside specific times and locations for studying.	28	28%	26	26%	33	33%	12	12%	1	1%
7.	I practice active recall techniques such as quizzing myself or teaching the materials to someone else.	27	27%	20	20%	32	32%	15	15%	6	6%
8.	I make sure to complete all assignments and homework on time.	49	49%	19	19%	26	26%	5	5%	1	1%
9.	I know how to balance my study habits with other aspects of my life (extra-curricular activities, self-care etc...)	44	44%	22	22%	29	29%	2	2%	3	3%

10.	I find it easy to manage difficulties in study time.	24	24%	20	20%	48	48%	4	4%	4	4%
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Table 2 showed that the majority, 58(58%), of students responded that they follow a study schedule sometimes. A large proportion of students, 54(54%), always use the internet, library and other resources for studying. 44(44%) of students prefer to study alone, and 33% used to set specific times and locations for studying. 32(32%) of the students practice active recall techniques sometimes. 49(49%) and 44(44%) students were used to complete all the assignments on time and knew how to balance study habits with extra-curricular activities, respectively.

Table 3: Assessment of the relationship between Knowledge and practice on study habits among undergraduate students.

N = 100

Domains	r value	P value
Knowledge and Practice	0.056	0.577

Table 3 reveals that the correlation analysis between knowledge and practice shows a very weak positive correlation ($r = 0.056$). There was no statistically significant relationship found between knowledge and Practice. ($p = 0.577$).

Table 4: Association Between Knowledge on study habits and demographic Variables.

N=100

Variables	Category	Inadequate		Moderate		Adequate		Chi-square χ^2
		F	%	F	%	F	%	P value
Gender	Male	10	10	9	9	14	14	$\chi^2=13.5733$ $p=0.0002$
	Female	14	14	43	43	10	10	
Age	18-20 Years	21	21	42	42	21	21	$\chi^2=2.075$ $p=0.1497$
	21-23 Years	5	5	7	7	8	8	
Year of Study	BSc. Nursing 2 nd year	12	12	29	29	8	8	$\chi^2=4.0621$ $p=0.0439$
	BSc. Nursing 3 rd year	14	14	21	21	16	16	
Average screen time	Less than 30min	6	6	14	14	3	3	$\chi^2=3.5754$ $p=0.0586$
	1hour	8	8	9	9	7	7	
	More than 1 hour	12	12	27	27	14	14	
Educational Status of the Mother	Elementary /High school	16	16	28	28	10	10	$\chi^2=10.2342$
	Under graduate	8	8	11	11	8	8	

	Post graduate	1	1	7	7	7	7	p=0.0014
	Illiterate	1	1	5	5	0	0	

Table 4 shows that the chi-square analysis revealed that gender ($\chi^2 = 13.5733$, $p = 0.0002$), year of study ($\chi^2 = 4.0621$, $p = 0.0439$), and mothers' educational status ($\chi^2 = 10.2342$, $p = 0.0014$) have a significant association with knowledge of study habits. However, no significant association was found for age ($\chi^2 = 2.075$, $p = 0.1497$) and average screen time ($\chi^2 = 3.5754$, $p = 0.0586$)

DISCUSSION

The present study reported that most students had 40% inadequate knowledge, and only 22 % had adequate knowledge of study habits.

The findings of the present study are consistent with a study conducted on Study habits and academic performance among late adolescents reported that 22% of students had above average knowledge, and 39% had below average knowledge on study habits.¹⁰

The study results are analogous to a comparative study conducted on learners' Study Habits and their relation on their academic performance, which showed that the mean score of learning environment 1.12, taking down notes (Mean =0.75) and techniques of memory (0.92).¹¹

A study on Retrieval practice produces more learning than elaborative studying, with concept mapping showing that a minority of students (32%) practiced active recall techniques consistently, while 54% of students utilized resources such as libraries and online materials for studying. On the positive side, nearly half of the students (49%) reported completing assignments on time, and 44% of students balanced their study with extracurricular activities.¹²

The present study was consistent with a similar study conducted on the correlation between Study habits on academic achievement of distance learners showed that there is a weak but statistically significant positive correlation between study habits and academic performance at 0.05 level. Thus, there is no significant correlation between knowledge and practice on study habits.¹³

The study results are similar to another study conducted on Study habits and associated demographic determinants among students at Kermanshah University of Medical Sciences showed that there is no significant association between gender and knowledge of study habits ($p > 0.05$). However, a significant relationship was found between residence in a dormitory and knowledge of study habits ($p = 0.016$). Father's ($p = 0.034$) and mother's education ($p = 0.048$) were also significantly associated, suggesting that higher parental education positively influences students' study habits and knowledge.¹⁴

NURSING IMPLICATIONS

Nurse educators should integrate structured training on time management, active learning, and study skills into the curriculum. Administrators can support students by providing workshops, mentorship programs, and conducive learning environments. In practice, faculty should encourage self-directed learning and peer collaboration to improve study efficiency. Incorporating study-skills training and mentorship programs may improve both awareness and application of effective study strategies.

CONCLUSION

Study habits are vital to academic success. Effective study habits among health professionals will alleviate their academic stress. The study concluded that many students possessed inadequate levels of knowledge regarding study habits, but this knowledge was not always reflected in their practice. The knowledge of study habits had a significant association with parents' education status and gender. Developing good study habits will improve their academic performance.

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