

An Experimental Study to Assess Study Skills and Effectiveness of Implementation of Study Skill Manual on Learning Outcome Among B.Sc. Nursing 2nd Year Students in Selected Nursing Colleges of Bhilai, Chhattisgarh

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Abstract: Study skills are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life. Education provides considerable value to individuals; it helps each individual to make of himself all that is possible for him to become. Good academic performance and high percentages in examinations are often considered as predictors of academic success. To perform well in examinations and for enhanced academic success, effective study skills comprising learning techniques and study strategies have been found to play an important role. Study skills are strategies and techniques that enable you to make the most efficient use of student's time, resources, and academic potential. Developing and improving study skills can help to make more efficient use of one's study time - get more work done in less time and to make learning easier and help retain what one has learned for longer. A true experimental research approach was undertaken in the present study "An experimental study to assess study skills and effectiveness of implementation of Study skill manual on learning outcome among B.Sc. Nursing 2nd year students in selected nursing colleges of Bhilai (C.G.)". Tools consist of self-structured questionnaire for socio demographic variables. Modified Dennis. H. Congos study skill inventory scale to assess study skills. Non standardized self-structured questionnaire (teacher made test) to assess learning outcome of students. Reliability coefficient of modified dennis h congos study skill inventory scale was found to be 'r' = 0.87 and Reliability coefficient of Non standardized self-structured questionnaire (teacher made test) 'r' = 0.88.

Keywords: concentration, learning outcome, memory, note taking, time management textbook reading, test preparation and study skills.

1. Introduction

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 skills and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study skills of the

students. Thus, to enhance the quality of education, it is necessary to improve the study skills and study attitudes of the students. To improve study skills 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 skills and study attitudes, to propose remedial measures and to employ strategies for the development of good study skills and study attitudes, well organized guidance services are needed in schools and colleges.

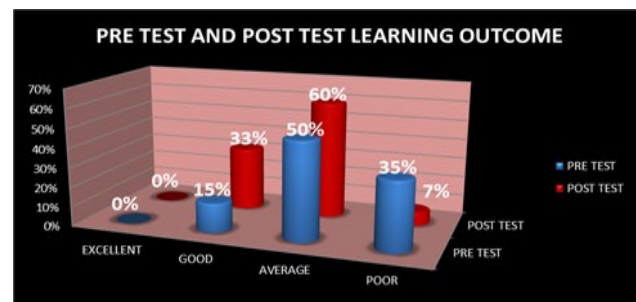


Fig. 1. Pretest and Post test scores of learning outcome in experimental group among B.Sc. nursing 2nd year students

A true experimental research approach was undertaken in the present study. The analysis was done based on the objectives and hypothesis to be tested. Descriptive and Inferential statistics were used for the analysis of the data. The Data and findings have been organized and presented under the following sections.

2. Results

Section – A:

Distribution of study subjects according to socio-demographic variables in frequency and percentage among experimental and control group.

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Section – B:

Data Analysis to assess study skills among experimental group and Control group of B.Sc. nursing 2nd year students

Part I: Area wise analysis of Study Skills among Experimental group of B.Sc. Nursing 2nd year.

Part II: Area wise analysis of Study Skills among control group of B.Sc. Nursing 2nd year.

Part III: Overall Analysis of Study skill Score of Experimental group in B.Sc. nursing 2nd year students.

Part IV: Overall Analysis of Study skill Score of Control group in B.Sc. nursing 2nd year students.

Section – C:

Analysis to assess the pretest and post test scores of learning outcome among experimental group and Control group of B.Sc. nursing 2nd year students.

Part I: - Pre test and Post test Scores of Learning Outcome in Experimental group among B.Sc. nursing 2nd year students.

Part II: Pre test and Post test Scores of Learning Outcome in Control group among B.Sc. nursing 2nd year students.

Section – D:

Analysis to assess the Effectiveness of Implementation of Study Skill Manual on Learning Outcome Among Experimental Group and control group

Part I: Paired ‘t’ test analysis to find out the effectiveness of implementation of study skill manual on learning outcome among experimental group.

Part II: Unpaired ‘t’ test analysis to find out the effectiveness of implementation of study skill manual on learning outcome among experimental group and control group.

Table 1

Pretest and Post test scores of learning outcome in experimental group among B.Sc. nursing 2nd year students

Learning Outcome Scores	PRE TEST		POST TEST	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Excellent (39-50)	0	0	0	0
Good (26-38)	6	15	13	33
Average (13-25)	20	50	24	60
Poor(0-12)	14	35	3	7

Section – E:

- Analysis for Association between Pretest learning outcome of B.Sc. Nursing 2nd year students & the selected sociodemographic variables.
- *Part I:* Chi-square analysis for Association between Pretest learning outcome among experimental group of B.Sc. Nursing 2nd year students & the selected socio demographic variables.
- *Part II:* - Chi-square analysis for Association between Pretest learning outcome among control group of B.Sc. Nursing 2nd year students.

Table 2

Pre test and post test scores of learning outcome in control group among B.Sc. nursing 2nd year students

S. No.	Learning Outcome Scores	Pre test		Post test	
		Frequency	%	Frequency	%
1.	Excellent (39-50)	0	0	0	0
2.	Good (26-38)	9	22	8	20
3.	Average (13-25)	18	45	22	55
4.	Poor (0-12)	13	33	10	25

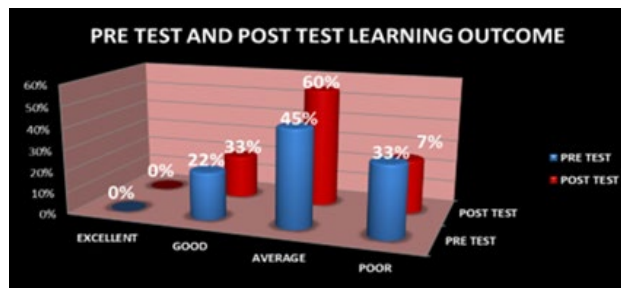


Fig. 2. Pre test and post test scores of learning outcome in control group among B.Sc. nursing 2nd year students

Table 3

Paired ‘t’ test analysis to find out the effectiveness of implementation of study skill manual on learning outcome among experimental group

LEVEL OF ASSESSMENT	Mean Score	Mean difference	SD	Df	‘t’ value	Level of significance
PRE TEST	16	7	7.53	39	7.78	HIGHLY SIGNIFICANT
POST TEST	23.8		5.74	39		

Table 4

Unpaired ‘t’ test analysis to find out the effectiveness of implementation of study skill manual on learning outcome among experimental group

LEVEL OF ASSESSMENT	Mean Score	SD	Df	‘t’ value	Level of significance
POST TEST (Experimental)	23.82	5.74	78	4.03	SIGNIFICANT
POST TEST (Control)	17.65	6.84			

3. Discussion

Findings of the study reveals that there is significant effectiveness of implementation of study skills manual on learning outcome among experimental group of B.Sc. nursing 2nd year students as the calculated ‘t’ value 7.78 is highly significant at 0.05 level at df = 4. Among experimental group and control group the calculated ‘t’ value 4.03 is found to be significant at 0.05 level at df = 78. This data signifies the effectiveness of implementation of study skill manual on learning outcome in experimental group.

Chi square analysis reveals that in experimental group the association between selected socio-demographic such as Age (c2= 2.88, df = 6), religion (c2= 4.09, df = 9), family type (c2= 3.47, df = 6), socio economic status (c2 = 3.38, df = 6), Type of stay (c2= 0, df = 3), medium of school (c2 = 2.5, df = 3), Performance in last academic exam (c2 = 4.25, df= 9, hours spent for leisure (c2 = 2.16, df = 6), hours spent for sleep (c2 = 5.95, df = 6 hours spent for study(c2 = 7.74, d f= 6), time for study breaks (c2 = 7.23, df=6), and time spent to write assignments (c2 = 5.66, df = 6) and pretest scores of learning outcome were found to be statistically not significant.

Chi square analysis reveals that in control group, Age (c2= 4.01, df = 6), religion (c2= 5.57, df = 9), family type (c2= 7.48, df = 6), socio economic status (c2 = 1.4, df = 6), Type of stay (c2= 0, df = 3), medium of school (c2 = 1.97, df = 3), Performance in last academic exam (c2 = 9.93, df= 9, hours spent for sleep (c2 = 10.6, df = 6) and time to write assignments (c2 = 5.14, df = 6) and pretest scores of learning outcome were

found to be statistically not significant where as some of the socio demographic variable such as Average number of hours spent for leisure ($c2 = 18.73$, $df = 6$), average number of hours spent for study ($c2 = 14.3$, $df = 6$), time taken for study breaks ($c2 = 12.78$, $df = 6$) and pretest scores of learning outcome among B.sc nursing 2nd year students were found to be statistically significant. The findings of the present study have implications for nursing practice, nursing administration, nursing education and nursing research.

4. Conclusion

Implementation of study skill manual is effective in improving learning outcome of students and some instance like average number of hours spent for leisure, average number of hours spent for study, time taken for study breaks are associated with learning outcome of students. The findings indicates that the students should be taught about proper study skills to improve their learning outcome.

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