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Effectiveness of study skills on academic performance among nursing students

Leena J.

beulafrancis98@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Reena RCJ

reenapraisys2017@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Dr. A. Jayasudha

jayasudha98@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Hema D.

hemalenin.d@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Jenifer Gracy M.

m.jg.mbbs@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Keerthana B.

keenabangs@gmail.com

PSG College of Nursing, Coimbatore,
Tamil Nadu

Abishak R.

abishakravikumar@gmail.com

PSG College of Nursing, Coimbatore, Tamil Nadu

Blessy M.

blessyfeminamark26@gmail.com

PSG College of Nursing, Coimbatore, Tamil Nadu

ABSTRACT

Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance. In this regard, Nursing students are faced with a large amount of information that is difficult to organize and learn, which requires not only knowledge but also the application of study skills. The main objective of the study was to evaluate the effectiveness of study skills on academic performance among nursing students. Pre-experimental research approach, One group pre test and post test research design was adopted. The data was collected from 78 students of I year B.Sc Nursing (2019 batch) of PSG College of Nursing, Coimbatore. The tool comprised of Demographic variables, VARK Questionnaire (version 7.8) and Study skills questionnaire. Assessment of Learning styles indicate that in total, 58 students (76%) preferred only one learning style (single modal) and 18 students preferred to use multiple learning styles (multimodal). The statistical student 't' test was computed between pre test and post test mean scores of Academic performance. The calculated 't' was 35.93, which was greater than the tabulated value (3.195) at $p < 0.001$ level. The results clearly stated that there was an improvement in academic performance of first year B.Sc. Nursing students after the understanding of study habits.

Keywords: Study Skills, Learning styles, Study habits, Academic Performance.

1. INTRODUCTION

Education is the key to success for the future and to have many opportunities in our life. It illuminates a person's mind and thinking. In addition, education develops human personality, thoughts, dealing with others and prepares people for life experiences. It makes people have a special status in their own society and everywhere they live in (Abdulghani, 2014). Higher Education (HE) is a major determinant of economic and social development, and thus, many countries strive to remain competitive through relevant national education strategies (Iasonas, 2014). Transmission from secondary school to higher education is usually hard and demanding experience for students. Nursing students are probably liable for more stress than other students and it is high in the first year of study due to clinical and classroom tasks. Each student uses different techniques and methods for studying can be termed as study habits or study skills. The terms of study habits and study skills are used as interchangeable ways. Study skills are education methods and techniques that aid effective learning, especially viewed as a set of skills that can be acquired or taught; the ability to

study effectively. Study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning (Amany, 2018). Krishnamurthy (2017) states that, successful learning results, only when the teaching and assessment methods are in alignment with the students learning preferences. To certain extent, students are aware of their learning styles and approach which may be motivated to adopt techniques that best suit their learning styles. This may result in greater educational satisfaction. Using multiple learning styles and intelligence for learning is a new approach. This approach is one that educators have recently started to recognize. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing and Kinesthetic.

2. NEED FOR THE STUDY

Study skills are strategies and methods that aid learning. Students actually get aware of their study skills before their exams or when their learning habits limit their potentials. The study skill was quoted for their success and failure in education among students. Nowadays, the study habits of students are in moderate grade and their study method is of no good quality. The impairment in learning and study skills could negatively be overshadowed by all the benefits of a good learning environment. It is significant to identify the factors affecting student's academic performance so that it can be strengthened to promote high academic achievement. As the improvement and the development of students' academic performance is one of the main objectives of education, it is necessary for the faculty education authority to consider the significance of study habits and academic performance. Holding training courses, in this regard can be effective in improving student learning process. Hence, it is important that researchers establish causal connections between identifiable study strategies and learning. Teaching of study skills can play an important role in the improvement of students' academic performance. Nursing curriculum encompasses all the four styles of learning but still kinesthetic learning prevails. The purpose of the present study is to assess the learning styles and effectiveness of study skills among Nursing Students. Thereby, the researchers can hone their study skills to improvise their head, heart and hands in developing knowledge and practicing nursing.

3. STATEMENT OF THE PROBLEM

A Study to Evaluate the Effectiveness of Study Skills on Academic Performance among First year B. Sc. (Nursing) Students in Selected College, Coimbatore

4. OBJECTIVES

- To assess the learning styles among Nursing Students
- To assess the knowledge on study skills and academic performance among Nursing Students
- To evaluate the effectiveness of study skills on academic performance among Nursing Students
- To correlate the knowledge on study skills with learning styles and academic performance among Nursing Students
- To associate the knowledge on study skills with learning styles and selected demographic variables among Nursing Students

5. OPERATIONAL DEFINITIONS

Learning Styles: It refers to assessment of leaning styles using VARK questionnaire (version 7.8) for visual, aural, reading, and kinesthetic learning styles

Effectiveness: It refers to the outcome of the education on study skills among the students

Education: It is the process of providing information on study skills to the students

Study Skills: It refers to the components such as time management and procrastination, concentration and memory, study aids and note taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, reading and selecting ideas and writing.

6. HYPOTHESES

H1 : There will be a significant difference in the pre test and post test level of knowledge on study skills among Nursing Students

H2: There will be a significant difference in the pre test and post test level of academic performance among Nursing Students

H3: There will be a significant correlation between the knowledge on study skills and learning styles among Nursing Students

H4 : There will be a significant correlation between the knowledge on study skills and academic performance among Nursing Students

H5: There will be a significant association in the knowledge on study skills and learning styles with selected demographic variables among Nursing Students

7. MATERIALS AND METHODS

Pre-experimental research approach, One group pre test and post test research design was adopted. Institutional human ethical clearance was sought. The data was collected from 78 students of I year B.Sc Nursing (2019 batch) of PSG College of Nursing, Coimbatore. The independent variables were study skills and learning styles and dependent variable was academic performance. The tool comprised of Demographic variables included age, board of school education, medium of instruction, percentage of marks, , education of father & mother, occupation of father & mother, family pattern, number of siblings and place of stay. Academic Performance of students was assessed through their Unit test II and Sessional Exam II marks. VARK Questionnaire (version 7.8) was used to assess learning styles. Study skills questionnaire dealt with 64 questions which was grouped in to 8 sections and had included 8 questions respectively based on time management and procrastination, concentration and memory, study aids and note taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, reading and selecting main ideas and writing. Descriptive and inferential statistics were used to analyze the data. Score of Study skills interpretation included Need Improvement (<20), Need Help (21-28), Good (>28).

8. RESULTS

Data analysis and interpretation deals with the data collected from first year B.Sc (Nursing) students through administration of semi structured questionnaire to assess the learning styles and Knowledge on study skills. The data was compiled, analyzed and then tested for their significance through statistical analysis using SPSS version 20.

Table 1: Frequency and Percentage Distribution of Demographic Profile First Year B.Sc (Nursing) Students n=78

S no.	Demographic Profile	Number of Samples (f)	Percentage %
1.	Board of Education		
1.1	State	71	91
1.2	CBSE	5	6
1.3	ICSE	2	3
2.	Education of the Father		
2.1	Illiterate	11	14
2.2	Primary Education	10	13
2.3	High School Education	16	21
2.4	Higher Secondary School Education	18	23
2.5	Undergraduate Programme	17	22
2.6	Postgraduate Programme	6	7
3.	Education of the Mother		
3.1	Illiterate	10	13
3.2	Primary Education	11	14
3.3	High School Education	15	17
3.4	Higher Secondary School Education	24	31
3.5	Undergraduate Programme	9	12
3.6	Postgraduate Programme	9	12
4.	Number of Siblings		
4.1	0	9	12
4.2	1	43	55
4.3	2	21	26
4.4	3	3	4
4.5	> 4	2	3

Table 1 shows that majority students (91%) were from State board education. Education of the fathers reveal that 18 (23%) were with higher secondary education and 17 (22%) of them had completed undergraduate education. On the other hand, education of their mothers expresses that 24 (31%) had completed higher secondary schooling and 15 (17%) of them were with high school education. Majority of the students 43 (55%) had one sibling.

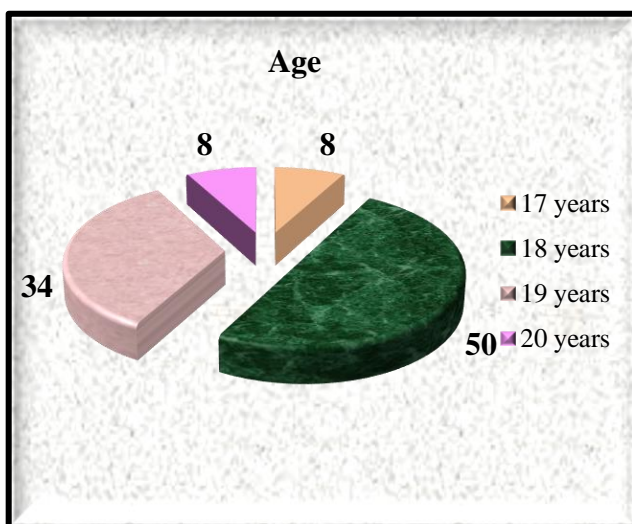


Fig. 1: Frequency and Percentage Distribution of First Year B.Sc (Nursing) Students According to Age

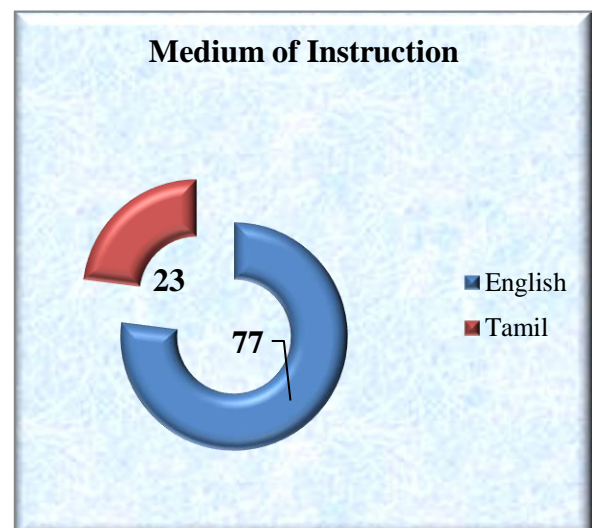


Fig. 2: Frequency and Percentage Distribution of First Year B.Sc (Nursing) Students According to Medium of Instruction

Fig.1 reveals that 36 (50 %) students were 18 years old. Fig 2 represents that 77% of them had studied from English medium of instruction. Fig. 3 highlights that 25 (32%) of students had secured 61 to 70% and 25 (32%) of students had secured 71 to 80% in the Higher secondary school exams. Fig 4 reveals that 60 (77%) of students had hailed from nuclear family pattern where as in Fig 5 the data reveals that 40 (51%) of students were staying at the hostel.

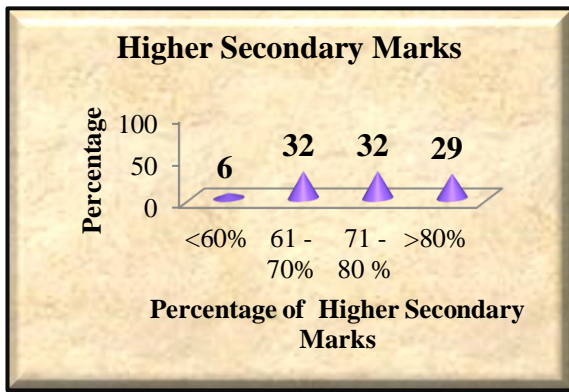


Fig. 3: Frequency and Percentage Distribution of First Year B.Sc. (Nursing) Students According to Percentage of Higher Secondary Marks

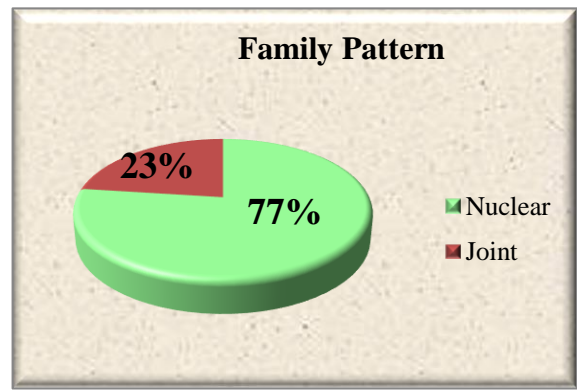


Fig. 4: Frequency and Percentage Distribution of First Year B.Sc. (Nursing) Students According to Family Pattern

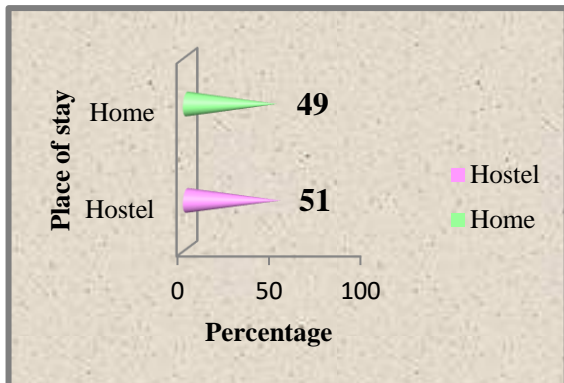


Figure: 5 Frequency and percentage distribution of first year B.Sc. (Nursing) students according to Place of Stay

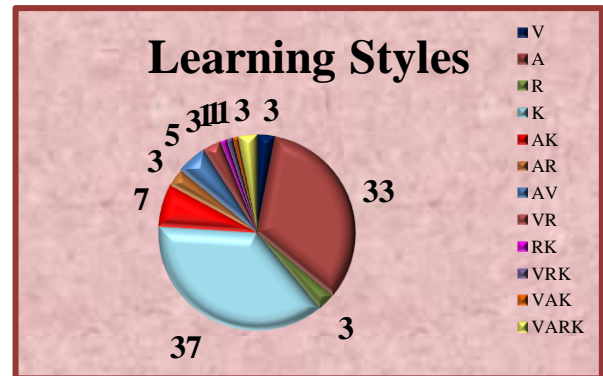


Figure 6: Preferences of Learning Styles among first year B.Sc. (Nursing) Students

Table: 2 Preferences of Learning Styles among First Year B.Sc (Nursing) Students n=78

Single Modal (f=58) 76%	Bi-Modal (f=14) 19%	Tri-modal (f=2) 2%	Quad-modal (f=2) 3%
V (f=2) 3%	AK (f=5) 7%	VRK (f=1) 1%	VARK (f=2) 3%
A (f=25) 33%	AR (f=2) 3%	VAK (f=1) 1%	
R (f=2) 3%	AV (f=4) 5%		
K (f=29) 37%	VR (f=2) 3%		
	RK (f=1) 1%		

In total, 58 students (76%) preferred only one learning style (single modal) and 18 students preferred to use multiple learning styles (multimodal). Of those who preferred only one style, 25 students (33%) were interested in auditory style and 29 students (37%) chose kinesthetic style. Those who preferred to use more than one learning style (multi-modal) were as follows: 19% (f=14) preferred bi-modal styles, 2% (f=2) preferred tri-modal styles and 3% (n=2) preferred quad-modal styles. Table 2 shows fourteen students chose two modes of presentations, 3% (n=2) preferred auditory and reading/writing styles (AR), 7% (n=5) preferred auditory and kinesthetic styles (AK), 5% (n=4) preferred visual and auditory styles (VA), 3% (f=2) preferred reading/writing and visual styles (RV) and 1% (f=1) preferred reading and kinesthetic styles (RK).

Two students preferred three modes of presentations, 1% (f=1) preferred visual, reading and kinesthetic (VRK) style and 1% (f=1) preferred visual, auditory and kinesthetic (VAK) style. Two students preferred quad-modal which states students chose all learning styles visual, auditory, reading and kinesthetic (VARK).

Table 3: Assessment Pre-Test and Post-Test Scores of Knowledge on Study Skills among First Year B.Sc (Nursing) Students n=78

Section	Study Skill Strategies	Pre Test			Post Test		
		Good	Need Help	Need Improvement	Good	Need Help	Need Improvement
		28 - 32	21 - 28	<20	28 - 32	21 - 28	<20

		f	%	f	%	f	%	f	%	f	%	F	%
1	Time Management and Procrastination	10	13	54	69	14	18	19	24	46	59	13	17
2	Concentration and Memory	20	26	44	56	14	18	23	29	39	50	16	21
3	Study Aids and Note Making	16	21	50	64	12	15	23	29	43	56	12	15
4	Test strategies and Test anxiety	16	21	44	56	18	23	12	15	57	73	9	12
5	Organizing and Processing Information	13	17	55	70	10	13	16	20	49	63	13	17
6	Motivation and Attitude	12	15	49	63	17	22	17	22	51	65	10	13
7	Reading and Selecting Main Idea	21	27	44	56	13	17	22	28	42	54	14	18
8	Writing	11	14	52	67	15	19	15	19	50	64	13	17

Table 3 reveals that there was improvement in the post-test scores than pre-test scores in all sections of study skill strategies. The table reveals that by nature the students' reading and reflecting main idea while studying had good scores comparing with other sections.

Table 4: Academic Performance of First Year B.Sc (Nursing) Students n=78

Academic performance	Excellent		Good		Poor	
	>75%		51-75%		<50%	
	f	%	f	%	f	%
Pre-test (Unit test II)	0	0	7	9	71	91
Post-test (Sessional test II)	6	8	72	92	0	0

Table 4 clearly gives a vision that after education on study skills, academic performance of students improved to good (92%) and Excellent (8%)

Table 5: Effectiveness of Knowledge on Study Skills on Pre Test and Post Test Scores among First Year B.Sc (Nursing) Students n=78

S no.	Study Skill strategies	Pre test		Post test		't' value	df	Table value
		Mean	SD	Mean	SD			
1.	Time Management and Procrastination	24.4872	4.41292	24.8205	4.93528	0.440	77	0.678
2.	Concentration and Memory	24.7051	4.80289	24.8077	5.01182	0.130	77	0.678
3.	Study Aids and Note Making	24.7564	4.51890	25.5256	4.77201	0.978*	77	0.678
4.	Test strategies and Test anxiety	24.2308	4.66522	24.6667	4.16437	0.631	77	0.678
5.	Organizing and Processing Information	24.8974	3.87664	25.2179	4.47111	0.492	77	0.678
6.	Motivation and Attitude	23.9231	4.40711	24.9615	4.40319	1.458*	77	0.678
7.	Reading and Selecting Main Idea	24.8846	4.99085	25.2179	4.73080	0.416	77	0.678
8.	Writing	24.3846	4.24335	24.5128	4.26932	0.185	77	0.678
9.	Overall Score	196.269	31.03943	199.730	33.21151	0.667	77	0.678

Table 5 interprets that there was statistically significant improvement in Study Aids & Note Making and Motivation & Attitude between pre test and post test mean scores of First year B.Sc (Nursing) students. The statistical student 't' was computed between pre test and post test mean scores of Study Aids & Note Making and Motivation & Attitude. The calculated 't' were 0.978 and 1.458 respectively, which were greater than the tabulated value (0.678) at p<0.05 level. Hence research hypothesis H₁ was retained. It can be attributed to the effectiveness of study skill strategies among First year B.Sc (Nursing) students.

Table 6: Effectiveness of Knowledge on Study Skills on Scores of Academic Performance among First Year B.Sc (Nursing) Students n=78

Study Skill Strategies	Mean	SD	't' value	df	Table value
Pre-test (Unit Test II)	37.26	8.51	35.93	77	3.195***
Post-test (Sessional Exam II)	71.576	4.04			

Table 6 interprets that there was statistically significant improvement in Academic performance between pre test and post test mean scores of First year B.Sc (Nursing) students. The statistical student ‘t’ test was computed between pre test and post test mean scores of Academic performance. The calculated ‘t’ test values were 35.93, which was greater than tabulated value (3.195) at $p < 0.001$ level. Hence research hypothesis H_2 was retained. It can be attributed to the effectiveness of study skill strategies among First year B.Sc (Nursing) students. Thus the H_2 stating that “There is significant difference in pre test and post test level of academic performance” was retained among first year B.Sc (Nursing) students at $p < 0.001$ level.

Table 7: Correlation between Learning Styles and Knowledge on study skills n=78

S no.	Assessment	Variables	Mean	SD	‘r’ Value
1.	Pre test	Learning styles	43.103	3.8517	0.2299
		Knowledge on Study skills	196.269	31.039	
2.	Post test	Learning styles	42.846	5.406	0.1663
		Knowledge on Study skills	199.731	32.9979	

The pretest mean scores of learning styles and knowledge on study skills were 43.10 and 196.27 respectively. And the posttest mean scores of learning styles and knowledge on study skills were 42.85 and 199.73 respectively. The data was analyzed using Karl Pearson’s Correlation. There was a positive relationship ($r = 0.23$ and $r = 0.17$) in the pretest and posttest respectively between learning styles and knowledge on study skills at 0.05 level (2-tailed). Thus the H_3 stating that “There is significant correlation between Learning Styles and Knowledge on study skills” was retained among first year B.Sc (Nursing) students at $p < 0.05$ level. As academic achievement can be largely associated with many factors, **Leena (2013)** had correlated academic achievement with emotional intelligence and confirmed that higher the emotional intelligence better the academic achievement ($r=0.47$).

Table 8: Correlation between Study skills and Academic Performance n=78

S no.	Variables	Mean	SD	‘r’ Value
1.	Post-test scores of Knowledge on study skills	199.73	33.21	- 0.163
2.	Academic performance (Sessional Exam II)	71.58	4.04	

The posttest mean scores of knowledge on study skills and academic performance were 199.73 and 33.21 respectively. The data was analyzed using Karl Pearson’s Correlation. There was a negative relationship ($r = - 0.163$) between knowledge on study skills and academic performance at 0.05 level (2-tailed). Thus the H_4 stating that “There is significant correlation between Knowledge on study skills and Academic Performance” was retained among first year B.Sc (Nursing) students at 0.05 level (2-tailed).

Table 9: Association between pretest scores of Learning Styles and selected demographic variables among first year B.Sc (Nursing) students n=78

S no.	Demographic Variables	Pretest scores of Learning Styles		Chi Square Value	df	Table value
		< 40	>41			
1.	Board of Education			6.2919*	2	5.991
	State	11	59			
	CBSE	2	3			
	ICSE	2	1			
2.	Medium of Instruction			0.099	1	3.841
	English	12	48			
	Tamil	3	15			
3.	Percentage of Marks			0.8931	3	7.815
	< 60%	1	3			
	61-70%	6	19			
	71-80%	4	24			
4.	Education of Father			0.0313	1	3.841
	Illiterate to High school	7	31			
5.	Education of Mother			1.2283	1	3.841
	Higher Secondary to Post graduate	10	32			
6.	Number of Siblings			0.0903	1	3.841
	<2	14	60			
	>3	1	3			
7.	Place of Stay			0.4118	1	3.841
	Home	9	32			
	Hostel	6	31			

Table 9 inferred that there was a significant association between pretest scores of Learning Styles and board of Education among first year B.Sc (Nursing) students except with regard to medium of instruction, percentage of marks in higher secondary examination, education of the father and mother, number of siblings and place of stay. Thus the H_5 stating that "There is significant association between pretest scores of Learning Styles and selected demographic variables" was retained among first year B.Sc (Nursing) students at $p < 0.05$ level.

10. DISCUSSION

In the present study, findings of demographic variables reveal that 36 (50 %) students were 18 years old and 40 (51%) of students were staying at the hostel, 38 (49%) of students stayed at home. The study reveals that 60 (77%) of students had hailed from nuclear family and majority of the students 43 (55%) had one sibling. This is supported by the study done by **Jayesh Patidar (2019)** that showed 38.5% of students were between age group 18-19 years, 57.5% of students were in nuclear family pattern and 63% of students stay at home. Among them majority students (91%) were from State board education, 77% of them had studied from English medium of instruction. Education of the fathers reveal that 16 (21%) had high school education, 18 (23%) were with higher secondary education and 17 (22%) of them had completed undergraduate education. On the other hand, education of their mothers expresses that 24 (31%) had completed higher secondary schooling and 15 (17%) of them were with high school education. The study also highlights that 25 (32%) of students had secured 61 to 70% and 25 (32%) of students had secured 71 to 80% in the Higher secondary school exams.

The study indicates the preferences of learning style among first year B.Sc (Nursing) Students. In total, 58 students (76%) preferred only one learning style (single modal) and 18 students preferred to use multiple learning styles (multimodal). Of those who preferred only one style, 25 students (33%) were interested in auditory style and 29 students (37%) chose kinesthetic style. Those who preferred to use more than one learning style (multi-modal) were as follows: 19% ($f=14$) preferred bi-modal styles, 2 % ($f=2$) preferred tri-modal styles and 3% ($n=2$) preferred quad-modal styles. Students' preferences in using two, three or four modes of information processing styles. Fourteen students chose two modes of presentations, 3% ($n=2$) preferred auditory and reading/writing styles (AR), 7% ($n=5$) preferred auditory and kinesthetic styles (AK), 5% ($n=4$) preferred visual and auditory styles (VA), 3 % ($f=2$) preferred reading/writing and visual styles (RV) and 1 % ($f=1$) preferred Reading and kinesthetic styles (RK). The above findings were supported by **Siaw-Cheok Liew(2015)** were the 81.9% had unimodal learning style, while the remaining 18.1% used a multimodal learning style. Among the unimodal learners, a majority (30.1%) were of Kinesthetic (K) type.

The study reveals that there was improvement in the post-test scores than pre-test scores in most sections of study skill strategies. Among all the study skill strategies, 21 students in pre-test and 22 students in post-test scored high in reading & selecting main idea strategy. Meanwhile, the number of students who need improvement was reduced from pre-test to post-test in most sections of study skill strategies. This was consistent with the results of the experimental study conducted by **Afsaneh Hassanbeigi (2011)** which revealed that the study skills scores of students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination ($P < .01$), concentration and memory ($P < .01$), study aids and note taking ($P < .02$), test strategies and test anxiety ($P < .01$), organizing and processing information ($P < .01$), motivation and attitude ($P < .04$), and reading and selecting the main idea ($P < .0001$).

The study interprets that there was statistically significant improvement in Study Aids & Note Making and Motivation & Attitude between pre test and post test mean scores. The statistical student 't' test was computed between pre test and post test mean scores of Study Aids & Note Making and Motivation & Attitude. The calculated 't' test values were 0.978 and 1.458 respectively, which were greater than than the tabulated value (0.678) at $p < 0.05$ level. On the contrary, it was found that in a descriptive study by **Anju Narayanan (2015)**, there was a significant association between study habits & age and type of stay. In the area of time planning more than 1/4th proportion were with efficient time planning, more than 3/4th proportion of subjects scored efficient planning and note taking (81.16%, 76.09%).

The data clearly gives a vision that after education on study skills, academic performance of students improved to good (92%) and Excellent (8%).The statistical student 't' test was computed between pre test and post test mean scores of Academic performance was 35.93 which was greater than tabulated value (3.195) at $p < 0.001$ level. This is supported the study by **Hayede Rezaie Looyeh, et al.(2015)** were the mean of the overall status of the students' study habits was 48.35 ± 10.37 from 90. The academic performance of the majority (67.2%) of the students was estimated to belong to the intermediate level. The study highlights that there was a positive relationship ($r = 0.23$ and $r = 0.17$) in the pretest and posttest respectively between learning styles and knowledge on study skills at 0.05 level. Similar results were reported by **Haleh Jafari (2019)** in a cross-sectional study with a direct and significant relationship between study habits and academic achievement in which mean of students' grade point average was 15.73 ± 1.5 out of 20 and the mean of total status of study habits was 45.70 ± 11.36 out of 90.

The posttest mean scores of knowledge on study skills and academic performance were 199.73 and 33.21 respectively. There was a weak relationship ($r = - 0.163$) between knowledge on study skills and academic performance at 0.05 level (2-tailed).On contrary a study by **Shawana Fazal (2012)** showed that there significant correlation between overall use of study skills and academic achievement ($r = 0.20$, $p < 0.05$). A study by **Hayede Rezaie Looyeh (2015)** elicited that the correlation between study habits and academic performance was significant ($p < 0.0001$ and $r = 0.229$). In addition, the study habits score can predict 6.8% of the changes in academic performance ($R^2 = 0.068$). The study elicits that there is significant association between pretest scores of Learning Styles and board of Education among first year B.Sc (Nursing) students except with regard to medium of instruction, percentage of marks in higher secondary examination, education of the father and mother, number of siblings and place of stay. This is supported by the study done by **Jayesh Patidar (2019)** that showed 63% of students stay at home. The study states clearly

states that there was no significant association between pretest scores of knowledge on study skills and selected demographic variables among first year B.Sc (Nursing) students.

In spite of education in study habits on Concentration and Memory, Organizing and Processing Information there was no significant change in post-test scores. The researcher found that the group of students needs to institute more academic exercises on Concentration and Memory and tips to Organize & Process Information to have further improvement in academic performance.

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