

“To Assess the Various Methods Practiced to Study and Hurdles Faced by Nursing Students of Selected Colleges in Mumbai.”

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Abstract:

Background: Education is an investment to development and poor study methods should not compromise the mandate of higher education institutions to generate, preserve and disseminate knowledge and produce high quality graduates. Universities admit students with varying backgrounds in terms of learning/study styles, levels of preparedness and concepts of university education. Some were "drilled", spoon fed, taught for exams, or have wrong purposes/values of university learning. Aim and Objectives: This study aimed to assess the various methods practiced to study and hurdles faced by nursing students of selected colleges in Mumbai. To assess various methods practiced to study by nursing students. To assess hurdles faced to study by nursing students. Materials and Methods A descriptive evaluation approach with group of students, survey design was used. Total 100 samples were selected to assess the various methods practiced to study and different types of hurdles faced while studying. Data collection involved a structured, semi structured questionnaire and attitude scale was used as a tool to collect data with self-reported technique. Statistical analysis included descriptive statistics and paired t-test. Results: practiced to study, where the mean of always is 50.1, mean of often is 28.6, mean of sometimes is 18.1, mean of sudden is 1.7, mean of never is 1.2. Whereas the overall mean of the attitude test to assessing the hurdles faced to study. Where the mean of always is 18, mean of often is 23.3, mean of sometimes is 39.5, mean of sudden is 9.6, mean of never is 9.5. Conclusion: The result of the study and extent of this impact depend on several factors such as attitude of students and practices followed by them to cope up with hurdles while study, unable to focus on topic, low motivations, too many distractions, struggling with time management, struggling with financial problems, the overall mean of the attitude test to assessing the various methods practiced to study

Introduction

Learning is a dynamic, lifelong process individuals involved in the process of Learning often develops attitudes and behaviours which determine preference and outlook in the way they learn. These preferred ways are called learning styles. According to national training laboratories of Maine, United States, an average student's retention rate varies from 10 to 90% and it was found that students' learning preferences have a strong impact on their knowledge retention. a learning style is a student's way of responding to, and using, stimuli in the context of learning. Awareness of predominant learning styles will enable the facilitators to modify teaching methods and make the educational experiences more effective. understanding learning styles could be considered as a key component of managing classroom teaching strategies. Students whose learning styles are compatible with the teaching style of a course instructor tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subjects

Review of Literature

Reviewing the literature is important to gain a better understanding and the insight necessary to develop a broad conceptual framework in which the problem can be examined. It provides a basis for assessing the feasibility of research problem and gives information on the research approach. It helps the investigator to analyse the existing literature to generate research questions, to identify what is known about the topic and describe methods of inquiry used in earlier work, including their success and shortcomings. A Study to Assess the Attitude regarding Online Learning Method among B.Sc. Nursing students in selected Nursing Colleges of Navi Mumbai. Online learning can be described as "The use of computer information that enhance learners' awareness, skills and Internet technology to provide a wide range of other outcomes. This study will help to address the students to know the attitude towards online learning and to help them to opt the online learning system in their education. Theory-Practice Gap: Challenges Experienced by Nursing Students at the Satellite Campus of a Higher Education Institution in Namibia. Theory practice gap is the discrepancies found between what students learn in the formal classroom setting and what they experience in the clinical settings. This study explored and described the challenges faced by Bachelor of Nursing (clinical) honours students when integrating theory into practice in the clinical settings.

Need for the Study

Cultural awareness requires more than theoretical education” - Nursing students' experiences. Cultural awareness in healthcare providers is considered one of the most important factors in improving the efficiency and quality of care in a

diverse population. Focus groups were used to collect data from 12 students. Three categories were identified as follows after qualitative data analysis of the interviews: 1) desire to learn, 2) learning by doing and 3) caring beyond boundaries. The impact of simulation on undergraduate nursing students' confidence and learning satisfaction over time and practice: A pre-test, post-test study design. The study examined the effect on the confidence and learning satisfaction of final year nursing students when a clinical story is told over a weekly series of simulated ward experiences. A pre-test, post-test study design was undertaken inside a cohort of 237 students enrolled in a 3-year Bachelor of Nursing program. Participants completed an online survey prior to and following participation in five weekly simulation workshops

Objectives

- To assess various methods practiced to study by nursing students.
- To assess hurdles faced to study by nursing students.

Hypotheses

• **H₀ {Null hypothesis}**: There will be no significant effect of methods practiced and its impact on hurdles faced to study by nursing students of selected colleges in Mumbai.

• **H₁ {Research hypothesis}**: There will be a significant effect of methods practiced and its impact on hurdles faced to study by nursing students of selected colleges in Mumbai.

Materials and Methods

Research Design: Descriptive survey method

Setting: Nursing Colleges

Population: Nursing Students

Sample Size and Sampling: 100 Nursing students and probability sampling simple random technique

Inclusion Criteria:

- Population of 1st year to 4th year BSc nursing and 1st year to 2nd year ANM nursing students.
- Willing to participate and present at the time of the study.

Exclusion Criteria:

- Not willing to participate in the study.

Tool for Data Collection:

A structured questionnaire divided into three sections:

- Demographic data
- Which all the methods practiced by nursing students.
- Distribution of hurdles faced to study by nursing students.

Validity and Reliability:

The tool was validated by subject experts in nursing and public health. Pilot testing ensured reliability.

Ethical Considerations:

Ethical approval was obtained from the institutional review board. Written consent was obtained from participants.

Demographic Characteristics of Participants

A total of 100 Nursing students participated in the study. Their demographic profile is summarized in Table 1.

Results:

Table 1: Distribution of the sample according to the class of the students

| DEMOGRAPHIC DATA | FREQUENCY | PERCENTAGE |
|----------------------------------|-----------|------------|
| CLASS | | |
| 1 st year BSc nursing | 17 | 17% |
| 2nd year BSc nursing | 16 | 16% |
| 3rd year BSc nursing | 17 | 17% |
| 4 th year BSc nursing | 16 | 16% |
| 1 ST year ANM nursing | 17 | 17% |
| 2 nd year ANM nursing | 17 | 17% |

In the present study the students are participated from every class. in which 1st year BSc, 2nd year BSc, 3rd year BSc, 4th year BSc nursing and 1st year and 2nd year ANM nursing students were there

Table no. 2 – Distribution of the sample according to the academic year of the students.

| DEMOGRAPHIC DATA | FREQUENCY | PERCENTAGE |
|------------------|-----------|------------|
| 2022-2026 | 17 | 17% |
| 2021-2025 | 16 | 16% |
| 2020-2024 | 17 | 17% |
| 2019-2023 | 16 | 16% |
| 2022-2024 | 17 | 17% |
| 2021-2023 | 17 | 17% |

The academic year shows that the frequency of 16(16%) students who participated in the 4th year BSc nursing, 17(17%) students who participated in 3rd year BSc nursing, 16(16%) students who participated in 2nd year BSc nursing, 17(17%) students who participated in 1st year BSc nursing, 17(17%) students who participated in 1st year ANM nursing and 17(17%) students who participated in 2nd year ANM nursing.

Maximum of the students have participated in the study according to tenure.

Table 3: Distribution of sample according to assessing the various methods practiced to study.

| SR NO. | ASSESSING VARIOUS METHODS PRACTICED TO STUDY | 1 | 2 | 3 | 4 | 5 |
|--------|---|----|----|----|---|---|
| 1 | Able to understand by diagrams | 66 | 22 | 12 | 0 | 0 |
| 2 | Able to study by using internet | 38 | 39 | 21 | 1 | 1 |
| 3 | Able to study by writing method | 53 | 29 | 15 | 1 | 2 |
| 4 | Able to study by correlating the topic | 44 | 37 | 19 | 0 | 0 |
| 5 | Able to study by written notes and writing materials. | 54 | 28 | 14 | 2 | 2 |
| 6 | Able to study by textbooks and written notes materials. | 62 | 25 | 12 | 0 | 1 |
| 7 | Able to study by mind mapping method. | 50 | 24 | 21 | 4 | 1 |
| 8 | Able to study by audio visual aids methods(flash card, charts, flip charts, video) | 43 | 28 | 24 | 3 | 2 |
| 9 | Able to study by reading methods. | 56 | 23 | 18 | 2 | 1 |
| 10 | Able to study by solving question papers. | 49 | 30 | 19 | 1 | 1 |
| 11 | Able to study by making MNEMONICS of the answer. | 48 | 28 | 20 | 3 | 1 |
| 12 | Able to study by massed practiced (studying a single topic or subject for a long period of time). | 39 | 31 | 23 | 4 | 3 |

The responses of samples towards various methods practiced to study in which 66 responses are always understand by diagrams. 39 responses of the samples are often able to understand by internet while studying. 24 responses of the samples are sometimes using audio visual aids while studying.

Table no. 4: overall mean of the attitude test to assessing the various methods practiced to study.

| ATTITUDE TEST | MEAN |
|---------------|------|
| ALWAYS | 50.1 |
| OFTEN | 28.6 |
| SOMETIMES | 18.1 |
| SUDDEN | 1.7 |
| NEVER | 1.2 |

The responses of samples towards various methods practiced to study in which 66 responses are always understand by diagrams. 39 responses of the samples are often able to understand by internet while studying. 24 responses of the samples are sometimes using audio visual aids while studying.

SECTION C

TABLE NO 5: - Distribution of sample according to hurdles faced to study by BSc nursing students. \N=100

| SR NO | HURDLES FACED TO STUDY BY BSc NURSING STUDENTS | 1 | 2 | 3 | 4 | 5 |
|-------|--|----|----|----|----|----|
| 1 | Unable to focus on a topic for a long period of time. | 20 | 29 | 41 | 7 | 3 |
| 2 | Refuse and give up when facing difficulties or failure. | 17 | 25 | 37 | 8 | 13 |
| 3 | You don't understanding the topic. | 18 | 16 | 47 | 15 | 4 |
| 4 | You find a topic rough or boring. | 9 | 26 | 49 | 12 | 4 |
| 5 | You're experiencing low motivation due to failure and hard topic. | 16 | 24 | 35 | 11 | 14 |
| 6 | There are too many distractions.(more noise, upset mind and household problems). | 19 | 31 | 35 | 7 | 8 |
| 7 | You have difficulty in concentrating due to(social media, friends, phone, television, video games, living environment). | 18 | 20 | 40 | 10 | 12 |
| 8 | You have difficulty to remembering facts and figures. | 12 | 25 | 44 | 8 | 11 |
| 9 | You don't like the subject which you are studying. | 13 | 16 | 38 | 14 | 19 |
| 10 | You don't like the topic which you are studying. | 13 | 20 | 39 | 12 | 16 |
| 11 | You are lacking to the right resources. | 17 | 25 | 39 | 9 | 10 |
| 12 | You are struggling with time management. | 29 | 28 | 34 | 7 | 2 |
| 13 | You are struggling with financial problems. | 33 | 18 | 36 | 5 | 8 |

Distribution of sample of attitude test to assessing the hurdles faced to study by BSc nursing students which will help to understand the attitude of the students regarding hurdles and majority of students are facing same problems during study. 42 responses sometimes unable to focus on a topic for a long period of time. 37 responses giving up and refusing when they facing difficulties or failure.

47 responses don't understand the topic. 49 responses finding a topic rough or boring. 35 responses experiencing low motivation. 35 responses facing too many distractions, 40 responses having difficulties in concentrating .44 responses are having difficulty to remembering facts and figure, 38 responses don't like the subject which they are studying, 39 responses don't like the topic, 39 responses are lacking to the right resources.

34 responses are struggling with time management, 36 responses struggling with financial problems.

Conclusion: The maximum of the responses of students facing the different types of hurdles only sometimes while studying.

Table no. 6: Overall mean of the attitude test to assessing the hurdles faced to study.

| ATTITUDE TEST | MEAN |
|---------------|------|
| ALWAYS | 18 |
| OFTEN | 23.3 |
| SOMETIMES | 39.5 |
| SUDDEN | 9.6 |
| NEVER | 9.5 |

Table no. 6 and figure no. 9 shows the overall mean of the attitude test to assessing the hurdles faced to study. where the mean of always is 18, mean of often is 23.3, mean of sometimes is 39.5, mean of sudden is 9.6, mean of never is 9.5. The maximum of the responses of students facing the different types of hurdles only sometimes while studying.

Summary of Findings

This chapter presented summary of findings of the study, discussed put forward on the basis of objectives of the study and recommendations for further studies.

Conclusion

Throughout this study, we have discussed regarding the various methods of study practices by students. The result of the study and extent of this impact depend on several factors such as attitude of students and practices followed by them to cope up with hurdles while study, unable to focus on topic, low motivations, too many distractions, struggling with time management, struggling with financial problems, the overall mean of the attitude test to assessing the various methods practiced to study, where the mean of always is 50.1, mean of often is 28.6, mean of sometimes is 18.1, mean of sudden

is 1.7, mean of never is 1.2. Whereas the overall mean of the attitude test to assessing the hurdles faced to study. Where the mean of always is 18, mean of often is 23.3, mean of sometimes is 39.5, mean of sudden is 9.6, mean of never is 9.5.

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