

A Study on Relationship between Self-Discipline and Study Habits among Nursing Students at Bhaktapur, Nepal

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ABSTRACT

Objective: The present study has attempted to assess relationship between self-discipline and study habits among Proficiency Certificate Level (PCL) female nursing students.

Method: A descriptive study design was used. A total of 96 female nursing students from PCL 1st, 2nd and 3rd year were selected by non probability convenient sampling. The self-discipline scale by Tangey, Baumeister and Boone (2004) and Palsane and Sharma Study Habit Inventory (1989) were used for data collection. Subsequently, the data was analyzed by using descriptive and inferential statistics and interpreted in terms of objectives and hypothesis of the study. The level of significance was set at 0.05 levels.

Results: PCL 3rd year students had the highest mean score of 124.43 in self-discipline, whereas 1st year students had the lowest mean score of 103.38 in self-discipline. Similarly, PCL 3rd year students had the highest mean score of 34.71 in study habits whereas 1st year students had the lowest mean score of 25.59 in study habits. A significant difference was found the mean scores of self-discipline in young adults 119.82 and adolescents 109.47. On the basis of ethnicity; the mean score of self-discipline of Newar students was 114.07 which was lower than mean score 115.30 of Brahmin and Chhetri students. However, the difference was not significant. Also, the mean score 31.23 of study habit of Newar students was lower than Brahmin and Chhetri students 33 and the difference was not significant.

Conclusion: A moderate positive relationship was found between self-discipline and study habits. The higher the scores in self-discipline, the higher the scores in study habits.

Keywords: Self-discipline, Study habit, Proficiency Certificate Level

INTRODUCTION

Becoming an effective and successful student involves building certain characters into habits and one of these habits is self-discipline. ^[1] Self-discipline or self-control refers to the ability to control one's own feeling is very important. Self-discipline leads to overcome one's own weakness. ^[2] To have an effective study session and subsequently become successful, students need to realize the

importance of self-control; this is the main characteristic to shunning distractions. Lack of self-discipline is bound to cause a break in principles the individual has already decided to follow, and the study session is not exempted. ^[1]

Students can become self-disciplined and achieve success by recovering from mistakes, creating goal planning, knowing motivated situation, remaining positive,

fighting unproductive urges and surrounding themselves with positive support. [3]

Students with high self-discipline act differently regarding their academic activities in comparison to their disciplined peers. Self-discipline is not only found to be related to a student's academic success, but to their behavior as well. [4]

Self-discipline also promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being. [5]

Study Habits are the regular tendencies and practices that one depicts during the process of gaining information through learning 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. [6]

Robinson's method of study about the components necessary for good study habit. His method is called SQ3R method of study.

i) **Survey** - Survey is glancing over the headings in the chapter.

ii) **Question** - The second step is to change the headings into questions. Here conscious effort must be made to turn headings into questions for which answers must be found.

iii) **Read** - After formulating questions the next step is to read to find the answer to those questions.

iv) **Recite** - It is better to write down during reciting. Immediately after reading the resources, it is better to turn-away book and try to answer it the questions.

v) **Review** - After finishing reading the lesson, one should look over his note. One should make sure his memory by reciting sub points. [7]

Bad study habits generally range from procrastination, truancy, not taking notes, selective reading, studying while watching television or what is generally regarded as distractive study. Bad reading habits to include studying with friends,

listening to loud music, studying in uncomfortable conditions, cramming, etc. [8]

In a Survey on Students Study Habits, using Palsane and Sharma Study Habits Inventory (PSSHI), published in Nursing and Midwifery, Faculty of Ahvaz, Jundishapur, in 2012, it was found that 21.4% of students had adverse study habits, and 60.5% had favorable study habits. [9]

In a study on Self-Control of Study Behavior, aimed on identifying and evaluating naturally occurring (i.e., self-initiated) methods for self-controlling poor study behavior, the methodology applied showed self-control techniques, which showed possibility for improving study behavior. [10]

In a study on the Effect of Team-Based Learning on Study Habits of Nursing Students using Palsane and Sharma Study Habits Inventory (PSSHI), before and after intervention, done at the Golestan University of Medical Sciences in 2015, it was found that the number of students who had poor study habits decreased after intervention (5.6%) and the number of students with excellent study habit increased after intervention (3.8%). The results showed that Team-Based learning improved their study habits, in the majority of students who had poor study habits. [11]

Academic achievement is a major concern for students. One major factor contributing the academic achievement is good study habits. Another major factor is self-discipline. Schools in many countries invest much effort in improvement of good study habits and guidance to their students in order to make them well adjusted. A large amount of money is also invested in research for formulating good study habits and self-discipline.

In the Nepalese context, research evidences concerning in these issues are missing. This study is a pioneering effort in addressing the issues of self-discipline and study habits among the nursing students. It will also shed light on the overall self-discipline of nursing students. It also assess study habit of the nursing students. The

study is essential in outlining if there exists any relationship between self-discipline and study habit.

Objectives

General objective

- To assess self-discipline and study habits among PCL level of female nursing students.

Specific Objectives

- To find out the self-discipline of the nursing students.
- To identify the study habits of the nursing students.
- To find out the association between self-discipline and ethnicity.
- To find out the association between study habit and ethnicity.
- To examine the relationship between self-discipline and study habits of the nursing students.

Hypothesis:

There is a significant relationship between in self-discipline and study habits.

MATERIALS AND METHODS

The research design used in the study was descriptive, cross sectional study. The study sample size consists of 96 nursing students where 29 female nursing students from PCL 1st, 15 from PCL 2nd and 7 from PCL 3rd year those who fulfilled the inclusion criteria. Non probability convenient sampling technique was used. The setting of the study was at Khwopa Polytechnic Institute, Bhaktapur. The following two psychometric tools were used for the purpose of data collection.

Palsane and Sharma Study Habits Inventory

The tool used in this paper was developed by Palsane and Sharma (1989) and named as Study Habit Inventory (SHI). The study revealed the nature and type of behavior of students required to maintain regular study. The inventory carries 45 items or statements and seeks to measure the study habits of students in various aspects. Here the three points Likert scale is used. The students have to select from

“Always”, “Sometimes” or “Never” against each statement. All the 45 items consist of eight areas, namely budgeting time, physical conditions for studying, reading ability, note taking, learning motivation, memory, taking examinations and health.

The responses of students given to each item of the study habit inventory were tested according to the procedure developed by Palsane and Sharma (1989). The procedure of scoring is quite simple. For “Always” or “Mostly” responses, scores of “2” are awarded, whereas “1” for “sometimes” and “0” for “Never” responses respectively. In case of statement nos. 6, 9, 13, 15, 24, 26, 34, 36, 37, 41 and 42 the weighted of scoring is reversed. That is at 0, 1 and 2 for “always”, “sometimes” and “never” responses respectively. The maximum obtainable score is 90 and the highest score indicates good study habits.

Reliability

The reliability coefficient was 0.88 as determined by test-retest method.

Self-control/ self-discipline scale by Tangey, Baumeister and Boone

The Self discipline scale developed by June P. Tangey, Roy F. Baumeister and Angie Luzio Boone (2004) was used to assess self-discipline of respondents. The tools covers Self-control processes and failures in particular, control over thoughts, emotional control, impulse control, performance regulation and habit breaking. Items are rated on a 5-point scale anchored from 1, not at all like to 5, very much like and the scale comprises of 36 items.

In case of item no. 2, 3, 4, 6, 8, 9, 10, 11, 12, 14, 16, 17, 19, 20, 21, 23, 25, 28, 29, 31, 32, 33, 34 and 35 the weight age of scoring is reversed as 5,4, 3,2,and 1.

Reliability

The statistical analysis reveals that alpha, for the total self-discipline scale, was 0.89. This indicates that the reliability was high. In the same way the test –retest reliability, of the tool was 0.89.

Formal permission was obtained from the concerned Principal of Khwopa Polytechnic Institute of Bhaktapur. Written consents

were obtained before conducting the research.

RESULTS

Table 1 shows frequency of students based on academic level and age group of

PCL nursing students. The highest frequency of adolescents were found in PCL 1st year students 29 which comprised 30.2% of total sample, the lowest frequency of Young adults were from PCL 1st year with 3 students covering 3.1%.

Table 1: Cross tabulation of frequency of students on the basis of academic level and age group (n=96)

Age group		Academic Level			Total
		PCL 1 st year	PCL 2 nd year	PCL 3 rd year	
Adolescent	Frequency	29	15	7	51
	Percent	30.2%	15.6%	7.3%	53.1%
Young Adult	Frequency	3	14	28	45
	Percent	3.1%	14.6%	29.2%	46.9%
Total	Frequency	32	29	35	96
	Percent	33.3%	30.2%	36.5%	100.0%

Table 2 shows distribution of scores of self-discipline based on academic year of PCL nursing students. The range of self-discipline of PCL 1st year students was found to be 90- 111 with average of mean 103.38, the range of self-discipline of PCL 2nd year students was found to be 111-117 with average of mean 114.21, the range of

self-discipline of PCL 3rd year students was found to be 118-138 with average of mean 124.43. Since the *P* value is less than 0.05 ($F = 145.46, P < .0001$) therefore the hypothesis that there is significant difference in mean score of self-discipline on the basis of academic year is accepted.

Table 2: Distribution of scores of self-discipline on the basis of academic year of PCL nursing students (n=96)

Academic year	n	Mean	Std. Deviation	Minimum	Maximum	F score	P value
PCL 1 st year	32	103.38	6.168	90	111	145.46	.0001
PCL 2 nd year	29	114.21	1.820	111	117		
PCL 3 rd year	35	124.43	5.679	118	138		
Total	96	114.32	10.146	90	138		

Table 3 shows distribution of scores of study habit based on academic year of PCL nursing students. The range of study habit of PCL 1st year students was found to be 18-31 with average of mean 25.59, the range of study habit of PCL 2nd year students was found to be 31-40 with average of mean

34.59, the range of study habit of PCL 3rd year students was found to be 20-53 with average of mean 34.71. Since the *P* value is less than 0.05 ($F = 25.29, P < .0001$) therefore the hypothesis that there is significant difference in mean score of study habit on the basis of academic year is accepted.

Table 3: Distribution of scores of study habit on the basis of academic year of PCL nursing students (n=96)

Academic year	n	Mean	Std. Deviation	Minimum	Maximum	F score	P value
PCL 1 st year	32	25.59	3.66	18	31	25.29	.0001
PCL 2 nd year	29	34.59	2.32	31	40		
PCL 3 rd year	34	34.71	8.87	20	53		
Total	95	31.60	7.22	18	53		

Table 4 shows distribution of scores of self-discipline based on age group. The mean of self-discipline of adolescence was found to be 109.47 with standard deviation 10.39, the mean of self-discipline of young adult was found to be 119.82 with standard deviation 6.415. Since the *P* value is less than 0.05 ($t = -5.77, P < .0001$) therefore the hypothesis that there is significant difference in mean score of self-discipline based on age group is accepted.

Table 4: Distribution of scores of self-discipline on the basis of age group (n=96)

Age group	n	Mean	Std. Deviation	t score	P value
Adolescence (16-18)	51	109.47	10.39	-5.77	0.0001
Young adult (19-25)	45	119.82	6.41		

Table 5 shows distribution of scores of study habit based on age group. The mean of study habit of adolescence was found to be 28.52 with standard deviation 5.242, the mean of study habit of young adult was found to be 35.02 with standard deviation 7.626. Since the *P* value is less than 0.05 ($t = -4.883$, $P < .0001$) therefore the hypothesis that there is significant difference in mean score of study habit based on age group is accepted.

Table 5: Distribution of scores of study habit on the basis of age group (n=96)

Age group	n	Mean	Std. Deviation	t score	P value
Adolescence (16-18)	51	28.52	5.242	-4.883	0.0001
Young adult (19-25)	45	35.02	7.626		

Table 6 shows distribution of scores of self-discipline based on ethnicity. The mean of self-discipline of Newar was found to be 114.07 with standard deviation 10.79, the mean of self-discipline of Brahmin and Chhetri was found to be 115.30 with standard deviation 7.33. Since the *P* value is more than 0.05 ($t = -.48$, $P = 0.63$) therefore the hypothesis that there is significant difference in mean score of self-discipline based on ethnicity is rejected. This implies ethnicity has no impact in self-discipline of students.

Table 6: Distribution of scores of self-discipline on the basis of ethnicity (n=96)

Ethnicity	n	Mean	Std. Deviation	t score	P value
Newar	79	114.07	10.79	-0.48	0.63
Brahmin and Chhetri	20	115.30	7.33		

Table 7 shows distribution of scores of study habit based on ethnicity. The mean of study habit of Newar was found to be 31.23 with standard deviation 7.37, the mean of study habit of Brahmin and Chhetri was found to be 33 with standard deviation 6.63. Since the *P* value is more than 0.05 ($t = -0.97$, $P = .33$) therefore the hypothesis that there is significant difference in mean score of study habit based on ethnicity is rejected.

Table 7: Distribution of scores of study habit on the basis of ethnicity (n=96)

Ethnicity	n	Mean	Std. Deviation	t score	P value
Newar	79	31.23	7.37	-0.97	.33
Brahmin and Chhetri	20	33	6.63		

Table 8 shows correlation between self-discipline and study habit. The correlation coefficient variable is 0.524 which shows moderate positive correlation. This suggests that higher scores in self-discipline, higher the scores in study habit. Since $P < 0.05$ ($P < 0.0001$) it suggests that the variables are correlated in the population, too.

Table 8: Correlation between self-discipline and study habit (n=96)

Correlation between self-discipline and study habit	0.52
N	96
P value	0.0001

DISCUSSION

The present study revealed a moderate positive correlation between self-discipline and study habits, which suggests that students with higher self-discipline will have fairly higher scores in study habits. The findings of the study is supported by the study Marc (2011), that suggest developing good study habits is very crucial for every student irrespective of his level of education; as it boosts students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs. He further maintained that effective study habits are important part of the learning process. [12]

In the present study the mean score in study habit of PCL 3rd year students was found to be 34.71 which was greater than PCL 1st and 2nd year students and the difference was significant. Therefore the hypothesis that there is significant difference in mean score of study habit with respect to academic year is accepted. This shows that PCL 3rd year students have better study habit than students of PCL 1st and 2nd year students. The findings of the study is in contrast to the findings of R, Ashish (2013), that suggests no matter employing effective studying strategies is not associated with age or academic level. His study suggests individual belonging to any age group or academic level can make all the difference in academic achievement by employing effective studying strategies.^[13] In a study conducted by Bavi E, Asilzadeh L. & Haghghi S (2014) it was found that there was no significant relationship between scores from different areas of study habits in nursing, midwifery and surgical technologist. However, the comparison of different study habits in academic terms, found that there was a significant difference between scores in different areas of study habits among students. Thus, it can be inferred that age and/or academic level is the prerequisite for good study habits, but the study habits might change with progression in academic level.^[9]

The present study suggests that self-discipline was seen more in young adults (19-25) than adolescents suggesting that with maturity self-discipline increases. Similarly, PCL 3rd year students were more disciplined than PCL 1st and 2nd year parallel students. The reason for PCL 3rd year students being more disciplined are that this may be accounted for by academic growth in nursing studies, where the higher level students pursue, the more self-disciplined they become.

CONCLUSION

The results indicate that PCL 3rd year nursing students scored significantly better than 1st and 2nd year students in self-

discipline as well as study habit suggesting that they are more self-disciplined and have better study habit than latter. With respect to age group, young adults scored better than adolescents in both self-discipline and study habit which indicates young adults are more self-disciplined and have better study habit. No significant difference was found in study habits and self-discipline with respect to ethnicity of the nursing students. The correlation between self-discipline and study habit is 0.524 which shows moderate positive correlation; hence the study recommends that students needs to focus on being more self-disciplined as the scores of self-discipline extend almost equally to scores of study habit.

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