

# Learning Habits of First-Year BSc Nursing Students at a Selected Nursing College in Kozhikode

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## ABSTRACT

Academic success among nursing students hinges on effective study habits, which influence learning outcomes and professional competence. This study assessed study habits among first-year BSc nursing students (N = 100) at KMCT College of Nursing, Kozhikode, Kerala. Using a demographic questionnaire and standardised study habits inventory, data were collected and analysed descriptively. Findings revealed 54% good, 43% fair, 2% poor, and 1% excellent study habits; a significant gender association emerged ( $p < .05$ ), with no other demographic influences.

**Keywords:** Study habits, learning strategies, BSc nursing students.

## INTRODUCTION

Learning constitutes a relatively permanent change in behavior or knowledge resulting from experience (Schunk, 2012). From a behaviorist perspective, learning manifests as observable performance changes driven by environmental reinforcement, whereas cognitivists emphasize alterations in internal mental processes that may or may not produce behavioral shifts (Bandura, 1977).

Effective study habits—defined as purposeful behaviors, skills, and attitudes facilitating knowledge acquisition—critically mediate academic success among nursing students (Muthaiah et al., 2016). Despite their importance, many students lack proficiency in time management, concentration techniques, and active learning strategies essential for translating effort into achievement (Nonis & Hudson, 2006). Good study habits enhance motivation, optimize comprehension, and predict higher academic performance, particularly during demanding programs like BSc nursing where foundational knowledge establishes clinical competence.

This study addresses these gaps by examining study habit profiles among first-year BSc nursing students a transitional cohort vulnerable to suboptimal learning patterns amid increased academic rigor and independence.

## Problem Statement

A study to assess the learning habits of first year Bsc nursing students at a selected nursing colleges in Kozhikode.

## Objectives

- To assess the learning habits among first year Bsc nursing students
- To assess the association between the learning habits of first year Bsc nursing students and selected demographic variables

## **Hypothesis:**

H<sub>01</sub> There is a significant association between study habits and selected demographic variables among first-year BSc nursing students at KMCT College of Nursing, Kozhikode.

## **Conceptual Framework**

The study was based on self-regulation theory.

## **METHODOLOGY**

### **Research Approach**

A quantitative research approach was employed to objectively measure study habits and their demographic correlates.

### **Research Design**

A non-experimental descriptive design was utilised to capture the prevailing study habit profiles among first-year BSc nursing students.

### **Population and Sample**

The target population comprised first-year BSc nursing students at KMCT College of Nursing, Kozhikode, Kerala (N = 100). Participants were selected using a non-probability convenience sampling technique based on availability and willingness.

### **Sampling Criteria**

Inclusion criteria

- First year Bsc nursing students

Exclusion criteria

- Students those are not interested
- Students with learning disorders

### **Setting**

The study was conducted at KMCT College of Nursing, Kozhikode district, Kerala, India.

### **Variables**

Research variable: Study habits.

Demographic variables: Age, gender, religion, family type, and monthly family income.

### **Data Collection Tool**

The instrument comprised two sections:

Section A: Demographic Proforma (5 items assessing age, gender, religion, family type, and monthly family income).

Section B: Study Habits Inventory (19 items measuring learning habits across key domains).

## Data Collection Procedure

Data collection commenced following institutional ethics committee approval and permission from the first-year BSc nursing class coordinator. Participants were recruited via non-probability convenience sampling based on availability and willingness during regular class hours.

## Ethical Considerations

The research proposal received approval from the KMCT College of Nursing research committee. Ethical clearance was obtained from the institutional ethics committee, and written informed consent was secured from all participants after explaining the study's purpose, procedures, voluntary nature, confidentiality measures, and right to withdraw. Anonymity was maintained throughout data handling and analysis.

## Results and Discussion

Table 1. Frequency (percentage) distribution of socio-demographic characteristics of the sample.

SI.No	Demographic Variable	Classification	No. of Students	Percentage
	Age	18-20	83	83
		21-22	15	15
		23-24	2	2
		>24		
	Gender	Male	17	17
		Female	83	83
		Prefer not to say		
	Religion	Hindu	37	37
		Islam	50	50
		Christian	13	13
		Others		
	Monthly family income	10001-15000	32	32
		15001-20000	18	18
		20001-25000	21	21
		>25000	29	29
	Type of family	Nuclear	86	86
		Joint	14	14
		Extended		

The majority (83%) of first-year BSc nursing students were aged 18-20 years, reflecting typical entry age for undergraduate nursing programs in Kerala. The remaining 15% were 21-22 years, with only 2% aged 23-24 years, indicating a predominantly early late-adolescent cohort vulnerable to transitional academic challenges.

Females comprised 83% of participants, consistent with national nursing enrollment patterns where female representation exceeds 85% (Indian Nursing Council, 2023). Males constituted 17%, underscoring gender disparities in nursing education.

Muslim students formed the largest group (50%), followed by Hindus (37%) and Christians (13%), mirroring Kozhikode district's demographic profile where Islam predominates alongside diverse Hindu-Christian minorities.

Monthly family income showed moderate distribution: 32% (₹10,001-15,000), 18% (₹15,001-20,000), 21% (₹20,001-25,000), and 29% (>₹25,000), suggesting middle to lower-middle-class socioeconomic backgrounds typical of nursing student families in Kerala.

Nuclear families dominated (86%), with joint families at 14%, reflecting urbanization trends and erosion of traditional extended kinship networks in urban Kerala.

### Learning habits

Good study habits predominated (54%, n = 54), followed by fair (43%, n = 43), poor (2%, n = 2), and excellent (1%, n = 1). This distribution indicates generally adequate but suboptimal learning patterns among first-year students, with over 40% exhibiting fair habits vulnerable to academic challenges during the transition to college rigour. The near absence of excellent habits (1%) suggests untapped potential for skill enhancement interventions, while minimal poor habits (2%) reflect baseline competence.

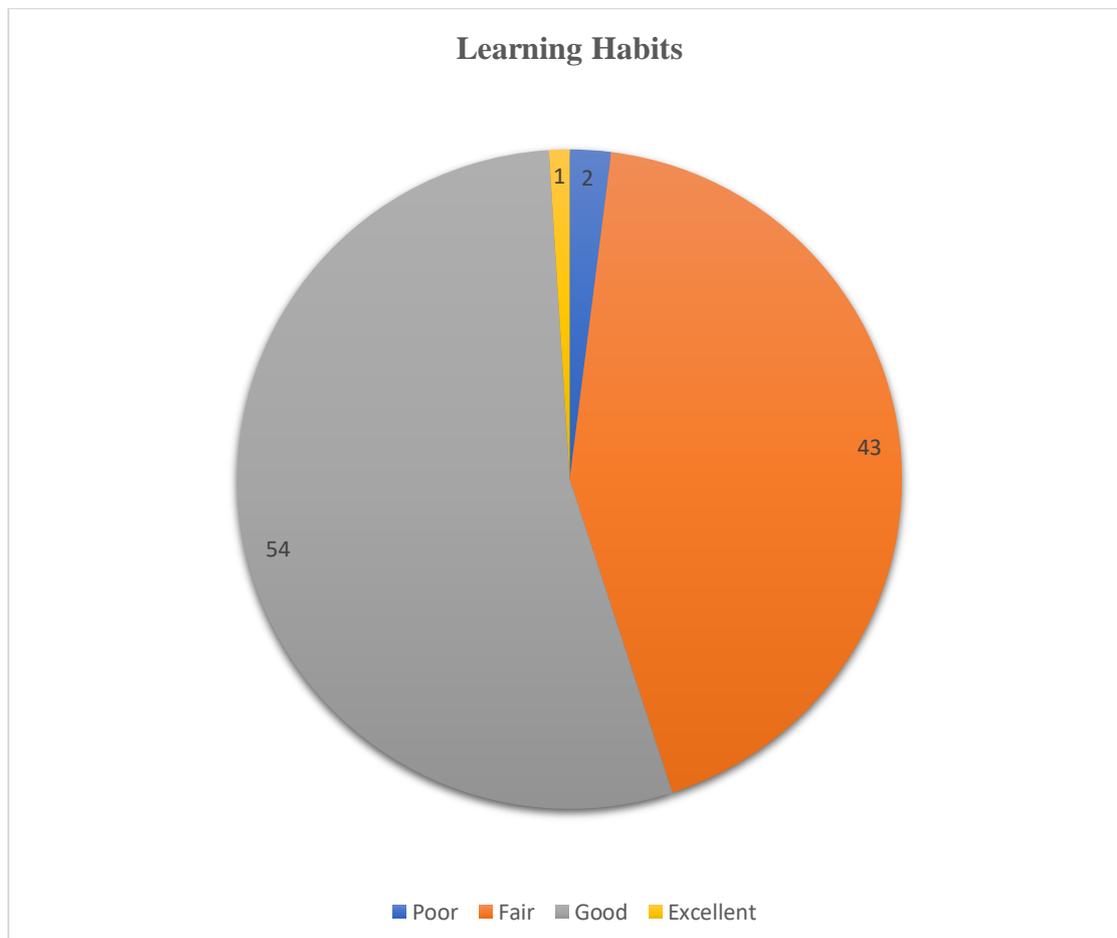


Figure 1. Distribution of study habits among first-year BSc nursing students (N = 100).

Table 2: Analysis of association between demographic variables and study habits of Bsc nursing students in KMCT college of nursing.

Sl.No	Demographic Variable	No. of students	Chi square value	Degrees of freedom	Tabled value
1.	Age	83 15 2	3.2	6	0.78
2.	Gender	17 83	15.67	3	0.001***
3.	Religion	37 50 13	7.49	6	0.27
4.	Monthly Income	32 18 21 29	12.39	9	0.19
5.	Type of family	86 14	1.6	3	0.65

Gender demonstrated a significant association with study habits ( $\chi^2(3) = 15.67, p = .001$ ), rejecting the null hypothesis and indicating differential learning patterns by sex. Females (83%,  $n = 83$ ) may exhibit distinct study approaches compared to males (17%,  $n = 17$ ), potentially reflecting gender-specific learning preferences or academic socialization in Kerala nursing programs.

All remaining variables showed non-significant associations: age ( $\chi^2(6) = 3.2, p = .78, df = 6, \text{tabled} = 0.78$ ), religion ( $\chi^2(6) = 7.49, p = .27$ ), monthly family income ( $\chi^2(9) = 12.39, p = .19$ ), and family type ( $\chi^2(3) = 1.6, p = .65$ ). These findings suggest study habits remain independent of age, socioeconomic status, religious affiliation, and family structure in this cohort.

## DISCUSSION

The current findings align with Tran and Tran (2025), who conducted a cross-sectional descriptive study among 552 nursing students (second- through fourth-year) at a central Vietnamese university using convenience sampling. Their predominantly female cohort (92.5%) reported majority "good" academic performance (52%, GPA 2.52-3.2), mirroring this study's female dominance (83%) and good study habits prevalence (54%). Both studies underscore transitional-year vulnerabilities where fair/good learning patterns predominate without excellent outliers.

## RECOMMENDATIONS

- **Wider Scope for Future Studies**

Future research should include students from multiple nursing colleges and various academic years to improve the generalizability of results.

- **Use of Mixed Methods**

A combination of qualitative and quantitative methods (e.g., interviews, focus group discussions) should be used for a more holistic understanding of learning behaviors.

- **Inclusion of Academic Performance Data**

Correlating learning habits with academic performance could provide insights into which habits most significantly influence success.

## CONCLUSION

This descriptive study assessed study habits among first-year BSc nursing students (N = 100) at KMCT College of Nursing, Kozhikode, employing a non-experimental design and non-probability convenience sampling. Data were gathered via demographic proforma and standardized Study Habits Inventory. Findings revealed predominantly good study habits (54%, n = 54), followed by fair (43%, n = 43), poor (2%, n = 2), and excellent (1%, n = 1). A significant gender association emerged ( $\chi^2(3) = 15.67, p = .001$ ), with no other demographic influences, indicating baseline competence amenable to targeted skill enhancement during the critical first-year transition.

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