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Study Habits among First and Last Semester Students of Mashhad Paramedical Sciences School in Academic Year 2016-2017

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Background: One of the main purposes of educational centers is improving and developing the students' academic performances. Study habits are the source of academic performance and are important in students' academic achievement. This study was done to investigate the study habits among the first and last semester students of paramedical sciences school.

Methods: This present descriptive-analytical study was carried out on the students of Mashhad Paramedical Sciences School who were studying in the academic year of 2016-2017. The study population included 164 undergraduate students studying in the first and last semesters, and finally 154 questionnaires were analyzed. The data were collected using study habits questionnaire (PSSHI). Data were analyzed by SPSS version 21 software, as well as data were analyzed using descriptive statistics (mean, frequency distribution) and independent T-Test.

Results: In this study, the majority of the students were female (78.9%) and they were not married (85.4). The twelve percent of the participants were studying for the exam only during the semester, 56 (37.3%) students in their semester break, and 76 (50.7%) at the exam night. The mean score of study habits of students was 42 out of a maximum score 90 and was in an average level. There was also a significant relationship between the domains of study habits of students and their gender (P=0.0001). The study condition was better for the students studying in the morning (mean 45±10). The mean score of learning motivation in male and female students were 6.2 and 5.7, respectively, and the mean score of study physical condition were 7.9 and 6.7 out of 12, respectively.

Conclusion: The study habits of the students of paramedical sciences school were at an average level, which were` far from the desired condition. Due to the importance of study habits in academic performance and academic achievement, also considering the significant effect of academic performance on a person's job and academic future, attention and planning will be essential in order to improve the students' study habits and practices.

Keywords: Study habits; Study Skills; Students; Paramedical

تقييم العادات الدراسية لدى طلاب الفصل الأول والأخير من كلية مشهد للعلوم الطبية المساعده في العام الدراسي ٩٥-٩٦ شمسيا

خلفية: أحد الأهداف الرئيسية للمراكز التعليمية هو تحسين وتطوير الأداء الأكاديمي للطلاب. عادات الدراسة هي مصدر الأداء الأكاديمي وهي مهمة في التحصيل الدراسي للطلاب. أجريت هذه الدراسة لاستقصاء عادات الدراسة لدى طلاب الفصل الأول والأخير من كلية العلوم الطبية المساعده في جامعة مشهد.

الطريقة: أجريت هذه الدراسة الوصفية التحليلية على طلاب العلوم الطبية المساعده في مشهد الذين كانوا يدرسون في العام الدراسي٩٥-٩٦ شمسيا. يتكون مجتمع الدراسة من ١٦٤ طالب جامعي يدرسون في الفصلين الأول والأخير ، وأخيراً تم تحليل ١٥٤ استمارة. كانت أداة جمع البيانات استبيان عادات الدراسة (PSSHI) . تم استخدام برنامج SPSS 21 لتحليل البيانات. تم تحليل المعطيات باستخدام إحصائيات وصفية (متوسط ، توزيع التردد) واختبار t مستقل.

النتائج: في هذه الدراسة ، كانت غالبية الطلاب من الإناث (٧٨,٩ %) وعزباء (٨٥,٤%). كان ١٢ في المائة من المشاركين يدرسون للامتحان فقط خلال الفصل الدراسي ، و ٥٦ (٣٧,٣%) من الطلاب في وقت السماح ، و ٧٦ (٥٠,٧ %) في ليلة الامتحان. كانت النتيجة المتوسطة لعادات الدراسة للطلاب ٤٢ من ٩٠ كحد أقصى من المتوسط. كان هناك أيضا علاقة كبيرة بين مجالات العادات الدراسية للطلاب والجنس (P=0.0001). كانت حالة الدراسة أفضل لدى الطلاب الذين يدرسون في الصباح (يعني ١٠±٤٥). كانت النتيجة المتوسطة لدوافع التعلم لدى الطلاب والطالبات ٦,٢ و ٥,٧ من ١٢على التوالي ، وكانت النتيجة المتوسطة للحالة البدنية الصحيحه للدراسة ٧,٩ و ٦,٧ من ١٢ ، على التوالي.

الخلاصة: أظهرت نتائج هذه الدراسة أن عادات الدراسة لطلاب العلوم الطبية المساعده كانت في مستوى معتدل وهو بعيد عن الموقف المرغوب فيه. لذلك ، بالنظر إلى أهمية العادات الدراسية في الأداء الأكاديمي والتحصيل الأكاديمي للطلاب ، وبما أن الأداء الأكاديمي في نهاية المطاف له تأثير كبير على مستقبلهم المهني والمستقبل الأكاديمي ، هناك حاجة إلى الاهتمام والتخطيط لتحسين أساليب وعادات الدراسة للطلاب.

الكلمات المفتاحية: عادات الدراسة ، مهارات الدراسة ، الطلاب ، المساعدين الطبيين

بررسی عادات مطالعه در بین دانشجویان ترم‌های اول و آخر دانشکده علوم پیراپزشکی مشهد در سال تحصیلی ٩٦-٩٥

زمینه و هدف: بهبود و توسعه عملکرد تحصیلی فراگیران یکی از اهداف اصلی مراکز آموزشی می‌باشد. عملکرد تحصیلی افراد از روش های عادات مطالعه افراد نشأت می‌گیرد که در پیشرفت تحصیلی دانشجویان اهمیت به سزایی دارد. این مطالعه با هدف بررسی عادات مطالعه در بین دانشجویان ترم‌های اول و آخر دانشکده علوم پیراپزشکی انجام شد.

روش: این مطالعه توصیفی تحلیلی، بر روی دانشجویان دانشکده علوم پیراپزشکی مشهد که در سال تحصیلی ٩٦-٩٥ مشغول تحصیل بودند، انجام شد. جامعه مورد مطالعه شامل ١٦٤ دانشجوی کارشناسی مشغول به تحصیل در ترم اول و آخر بودند، که در نهایت ١٥٤ پرسشنامه مورد تجزیه وتحلیل قرار گرفت. ابزار گردآوری داده‌ها، پرسشنامه عادت های مطالعه(PSSHI) بود. برای تحلیل داده‌ها از نرم افزار SPSS ورژن ٢١ استفاده شد. داده ها با استفاده از آمار توصیفی (میانگین، توزیع فراوانی) و آزمون t مستقل تحلیل گردید.

یافته ها: اکثریت دانشجویان در این پژوهش مونث (٧٨,٩ درصد) و مجرد (٨٥,٤ درصد) بودند. ١٨ نفر (١٢ درصد) از شرکت کنندگان فقط در طول ترم، ٥٦ نفر (٣٧,٣ درصد) در زمان فرجه ها و ٧٦ نفر (٥٠,٧ درصد)، شب امتحان برای امتحان آماده می‌شدند. میانگین نمره عادات مطالعه دانشجویان ٤٢ از حداکثر نمره ٩٠ و در حد متوسط بود. همچنین بین حیطه های عادات مطالعه افراد با جنسیت ارتباط معناداری وجود داشت (P=٠/٠٠٠١). نتایج مطالعه نشان داد که وضعیت مطالعه در دانشجویانی که صبح مطالعه می کنند بهتر می‌باشد (میانگین ١٠±٤٥). میانگین نمره ی انگیزش یادگیری در دانشجویان مذکر و مؤنث به ترتیب ٦,٢ و ٥,٧ و میانگین نمره ی شرایط فیزیکی مطالعه به ترتیب ٧,٩ و ٦,٧ از ١٢ بود.

نتیجه گیری: نتایج این مطالعه نشان داد که وضعیت عادات مطالعه دانشجویان دانشکده علوم پیراپزشکی در حد متوسط است که با وضعیت مطلوب فاصله دارد. بنابراین با توجه به اهمیت عادات مطالعه در عملکرد و پیشرفت تحصیلی افراد و از آنجایی که عملکرد تحصیلی در نهایت تأثیر بسزایی بر آینده شغلی و تحصیلی افراد دارد، لذا توجه و برنامه ریزی در جهت بهبود روشها و عادات مطالعه دانشجویان امری ضروری است.

واژه های کلیدی: عادات مطالعه، مهارت های مطالعه، دانشجویان، پیراپزشکی

مشہد کی پیرا میڈیکل کالج کے پہلے اور آخری ٹرم کے پیرا میڈیک طلبا کی پڑھائی کی عادات کا جائزہ

بیگ گراونڈ: ہر تعلیمی ادارے کی یہ کوشش ہوتی ہے کہ اس کے طلباء بہتر اور جامع طریقے سے علم حاصل کرسکیں ۔ علمی مراکز کی یہ بنیادی ہدف ہوتا ہے ۔ مطالعے کی عادات سے بی انسان کی تعلیمی صلاحیتیں نکھرتی ہیں۔

اس تحقیق میں مشہد پیرا میڈیکل کالج کے طلباء کی تعلیمی عادتوں کا جائزہ لیا گیا ہے ۔

روش: یہ تحقیق مشہد پیرا میڈیکل کالج میں انیس سو پندرہ اور سولہ میں انجام دی گئی تھی۔ اس میں ایک سو چونسٹھ طلباء نے شرکت کی جو پہلی ٹرم اور آخری ٹرم می تعلیم حاصل کررہے تھے۔ ڈیٹا جمع کرنے کے لئے پی ایس ایس ایچ آئی کا سوالنامہ دیا گیا تھا ۔ ایک سو چون طلباء سوالنامے پر کرکے دئے تھے جن کا تجزیہ ایس پی ایس ایس ورژن اکیس اور ٹی ٹسٹ سے کیا گیا ۔

نتیجی: اس تحقیق میں شرکت کرنے والوں میں اکثریت طالبات کی تھی ائمتر اعشاریہ نو فیصد اور غیر شادی شدہ افراد چوراسی فیصد تھے۔ اس تحقیق سے پتہ چلا ہے کہ پچاس اعشاریہ سات فیصد طلباء امتحانات کی رات محض امتحانات کے لئے پڑھتے ہیں، بیالیس فیصد طلباء مطالعہ کرتے ہیں ۔ اس تحقیق سے پتہ چلا ہے کہ جو طلباء صبح کو مطالعہ کرتے ہیں وہ اچھے نمبر لاتے ہیں

سفارش: اس تحقیق سے پتہ چلتا ہے کہ مشہد پیرا میڈیکل کالج کے طلباء کی مطالعے کی عادات متوسط مطلوبہ ہدف سے بہت کم ہیں۔ یہ صورتحال مطلوبہ ہدف سے بہت کم ہے لہذا مطالعے کی عادات اورحصول علم میں اس کی اہمیت کے پیش نظر نیز مستقبل میں پیشہ ورانہ زندگی میں علمی صلاحیتوں کے نتیجہ خیز ہونے کی اہمیت کو مد نظر رکھتے ہوئے طلباء کی مطالعے کی عادات کو بہتر بنانا ایک ضرورت ہے۔

کلیدی الفاظ : مطالعے کی عادت، مطالعہ کرنے کی مہارت پیرا میڈیکل

INTRODUCTION

One of problems of the educational systems in Iran is unfamiliarity of students with academic skills and their poor study skills in reading strategies (1). The study method should be chosen through the selection and combination of the diverse study techniques and skills. It is confirmed that these factors affect students' better learning (2). One of the reasons for students not getting the desired result is the lack of knowledge about the study method and its related skills (3). Various factors such as physical and mental health, motivation, age, and economic and cultural conditions affect the quality and quantity of learning. However, based on the psychologists' observations, general study skills in learning and remembering the lessons studied is the most helping factor to individuals while studying at university (4).

Studying is an important factor in the development of research and educational systems; hence, efforts to improve educational attainment and reading strategies are considered as one of the important educational measures (5). Academic performance of individuals is influenced by various factors one of which is their study habits and skills (6). Study has certain principles and conditions as a mental process. To have a useful and effective study, one should know and apply the conditions of the study. The differences in the psychological characteristics of each century are identified by reference to the history of human life. Therefore, it seems necessary to focus on appropriate teaching methods (7). Based on the study by Reed et al, a regular program and an in-depth and focused study could be effective in better student learning (8). New teaching methods have improved the problems in the field of education, but in the field of learning, we need methods that improve the problems related to learning (7).

Study habits are actually the same as individual study methods. These are habits that people use during their school years. Study habits can be good, meaning that they are effective and help students to achieve a good evaluation score (1). According to the results of some studies in Iran, students' learning status is not in a desired condition. Many previous studies using the Palsane and Sharma Study Habit Inventory (PSSHI), Study Habits Questionnaire in different educational settings in the country, have pointed out the inadequacy of students' study method and the necessity of educational planning (9 - 12). Also, in another study carried out by Zare' Zadeh et al on the students of Kurdistan University, it was suggested that a course entitled "Study Skills and Habits" is offered to students (13). Rouhani et al. in their study on study skills of dental students of Mashhad found that students do not have sufficient knowledge of study skills and 38% of students feel that they are not performing well with their current study method (14). Therefore, besides new teaching methods, methods that improve students' learning skills should be applied; however, before implementing these methods, the necessity of their existence in educational centers must first be examined. Hence, in the current study, the study habits of students studying in Mashhad school of paramedical sciences in the academic year of 2016-2017 and its relationship with related factors are studied.

METHODS

This descriptive-analytical study was done on undergraduate students of Mashhad school of paramedical sciences who were studying in the first and last semesters of academic year of 2016-2017. Students were selected by the census method. The population of study was 164 students that 154 of them participated in the study. Data were collected using a questionnaire taken from the study by Kushan and Heydari, which was a translation of the standard questionnaire (PSSHI) in the field of the study habits. This questionnaire includes 45 questions in 8 domains including time management (5 questions), physical conditions of study (6 questions), reading ability (8 questions), noting (3 questions), learning motivation (6 questions), memory (4 questions), examination (10 questions) and study health (3 questions). Answers to the questions were justified: "Rarely or never", "Sometimes", "Always or more often", which due to the questionnaire instruction was given to always or more often score of 2, sometimes score of 1 and rarely or never a score of 0. The minimum total score was 0 and the maximum was 90. Higher scores indicated proper study habits. Total score of study habits of individuals based on the PSSHI questionnaire was categorized into 4 sections: excellent (more than 75 percentile), good (50-75 percentiles), moderate (25-50 percentiles), and weak (less than 25 percentile) and the highest score in the present study was 90, the study habits were considered as excellent (score above 67.5), good (score 45-67.5), moderate (score 22.5-45) and weak (score less than 22.5). Maximum scores in any domains included: time management (10), study physical condition (12), reading ability (16), noting (6), learning motivation (12), memory (8), exams (20), and health (6).

The validity and reliability of this questionnaire have been checked in previous studies; accordingly, the retest validity was 0.88 of internal consistencies with a split-half of 0.65 and a reliability dependent criterion of 0.74. Questionnaires were distributed and collected in Mashhad school of paramedical sciences. It is necessary to note that the students' consent to participate in the study was obtained and the necessary explanations about the questionnaire and its completion were provided to them. Data were analyzed by SPSS version 21 software at a significant level of p≤0.05. Data were analyzed using descriptive statistics (mean, frequency distribution) and independent T-test.

RESULTS

Out of 164 distributed questionnaires, 10 questionnaires were excluded due to their defective completion, so 154 questionnaires were analyzed. Based on the results, the majority of the students in the present study were female (78.9%) and single (85.4%). Table 1 shows the demographic characteristics of the students.

The most students (50.3%) used the handout or notes as the study source at the exam night. 18 (12%) of the participants were studying for the exam only during the semester, 56 (37.3%) in the semester break, and 76 (50.7%) at the exam night (Table 2). The score of study habits of 10 students (6%)

Table 1. Frequency of students according to demographic characteristics

Demographic characteristics	Item	N(%)
Gender	Female	120 (78.9)
	Male	32(21.1)
Marital status	Single	129(85.4)
	Married	22(14.6)
Habitation status	Native	75(55.6)
	Non-native	59(43.7)
Father's education level	Degree and lower	25(19.2)
	Diploma	43(33.1)
	Academic	62(47.7)
Mother's education level	Degree and lower	37(28.3)
	Diploma	49(37.4)
	Academic	45(34.4)
Sources studied	Book	2(1.3)
	Handout/Notes	75(50.3)
	Both	72(48.3)

Table 2. Frequency distribution of students according to study habits

Individual habits in order to preparation for exam	Item	N (%)
Exam preparation time	During the semester	18(12)
	Semester break	56(37.3)
	Exam night	76(50.7)
Study time	Morning	7(4.6)
	Evening	8(5.3)
	Night	51(33.8)
	All cases	85(56.3)

was in a weak range, 105 (68%) was in a medium range, 38 (24%) was in a proper range, and none of students had excellent study habits score (Table 2).

The total score of students' study habits was (42±11). Mean score for male students was (44±11) and mean score for female students was (42±11). There was a significant difference between the mean scores of girls and boys based on the results of T-test (P = 0.0001).

Table 3 shows the relationship between the mean scores of students in different domains of study habits with gender, semester, place of habitation, study time, and time of exam preparation.

DISCUSSION

The present study investigates the study habits and skills of paramedical students and their relationship with academic performance and some other variables. The data collection tool in current study was designed based on the PSSHI

questionnaire and total score of study habits was categorized into 4 sections: excellent (more than 75 percentile), good (50-75 percentiles), moderate (25-50 percentiles), and weak (less than 25 percentile). According to the findings of present study, the average score of students' study habits (mean score of 42 out of 90) was in the moderate level. Generally, based on the results of studies conducted at other universities and on other students in Iran, the study skills and habits of most students were in moderate level and far from desired status (10). The study by Fereydouni Moqaddam and Cheraqian on students of Abadan nursing faculty using study habits test (PSSHI) also showed the most students had relatively desired or moderate study habits (11). Also based on the results of a study by Kushan and Heydari on the students of Sabzevar university of medical sciences using the study habits test, the mean scores of study habits in male and female students were 42 and 44 out of 90, respectively that these findings are in line with the results of present study and shows the need to pay more attention to students' study habits at universities (12).

According to the findings of current study, there was a significant relationship between gender and the score of study habits in terms of physical conditions and reading ability. These findings are inconsistent with the results of studies by Koushan and Heydari, as well as Hosseini et al. Also, in the study by Torshizi et al there was no significant difference between study habits of the two genders (10). The majority of studied students in this research, used the handout/notes as an exam study resource. Also in a study by Nneji, the majority of students using class notes and handout/notes as an important source of their study relied just on the contents provided by the classroom teacher (15). Based on the results of present study, the study condition was better in the students studying in the morning; however, in the study done by Zare' Zadeh et al, in all study fields, the students who were studying in the afternoon had a better situation than the students studying in the morning (13).

Also the results of present study indicated that there is no significant difference between the place of habitation and the study time management. The results of the study by Ravari et al that was done on Kerman medical students using the researcher-made questionnaire, there was a significant relationship between study time management and students' place of habitation, so that the dormitory students had the lowest time management scores while the students living with their parents had the highest time management scores (16). According to the results of the present study, students who studied during the semester had better condition than the students who studied in the semester break or at the exam night. In another study by Nabavi and Asgarian on the students of Islamic Azad university of Tehran medical unit, students who prepared for exam during the semester had better academic performance (17) which is consistent with the results of the present study.

The low sample size and the one-centrality of the study are the limitations of the present study, which could affect the generalizability of the results. It seems that the present study differs from other studies in the field of study habits in terms of the purpose and the research population studied, which

	Variable	Time Management (Score of 10)	Physical conditions (Score of 12)	Ability to read (Score of 16)	noting (Score of 6)	Learning motivation (Score of 12)	Memory (Score of 8)	Taking exams (Score of 20)	Health (Score of 6)	Average total score
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	
Gender	Male	4.6	7.5	7.9	2.2	6.2	4.1	7.9	2.6	11±44
	Female	4.4	6.7	6.7	2.6	5.7	4.2	7.8	2.7	11±42
	P-value	0.5	0.04*	0.01*	0.2	0.2	0.8	0.8	0.7	
Semester	Semester 2	4.3	6.8	6.9	2.3	5.9	4.3	7.7	3	11±42
	Semester 8	4.6	6.9	7	2.6	5.7	4.1	7.8	2.5	11±42
	P-value	0.4	0.8	0.9	0.3	0.5	0.6	0.8	0.03*	
Place of habitation	Native	4.5	6.8	7.2	2.7	5.9	4.04	8.1	2.7	11±43
	Non- Native	4.3	6.9	6.6	2.3	5.6	4.3	7.3	2.5	10±40
	P- value	0.4	0.7	0.1	0.1	0.3	0.2	0.1	0.4	
Study time	Morning	4.8	7.1	7.3	2.6	5.5	4.6	7.1	3.1	10±45
	Evening	5.1	6.8	7	2.8	5.7	4.5	7	2.5	11±44
	Night	4.2	7.06	7.1	2.5	5.6	4	8	2.6	11±42
	All cases	4.5	6.8	6.9	2.5	5.9	4.2	7.9	2.7	10±42
	P-value	0.6	0.9	0.9	0.9	0.8	0.5	0.8	0.8	
Exam Preparation Time	Semester during	5.3	7.6	8.05	3.6	6.7	4.5	8	2.8	11±47
	Semester break	4.9	7.3	7.09	2.4	6.1	4.2	8.5	3.1	1±45
	Exam night	3.9	6.4	6.7	2.3	5.4	4.1	7.3	2.3	11±39
	P-value	0.001*	0.01*	0.1	0.07*	0.01*	0.5	0.06*	0.003*	

Table 3. Relationship of students' mean scores in different domains of study habits

*significant P value

may help to complement the results of other studies. Hence, it is suggested that similar studies with more sample size and with similar tools and the same scoring method are done and their results are compared. Another limitation of the present study was not-reviewing non-print sources in current study that can be considered and investigated in future research.

Generally, based on the results of the present study, the study habits of the students of paramedical science schools were at an average level and it can be found that their study method has not a proper quality; hence, due to the importance of study habits in academic performance and academic achievement, also considering the imperative effect of academic performance on people's job and their academic future, attention and planning is essential in order to improve students' study habits and practices. In addition, researchers believe that studying habits and skills are teachable and learn-able, so various actions can be taken in this field. According to Hosseini Shahidi et al., incorporating teaching and learning methods into the curriculum, as well as forcing students to attend workshops in order to apply these skills can be effective steps (18). It is also suggested that classes be organized to teach students proper strategies and habits of study at the entrance time in university, and also intervention programs be organized continuously in order to teach useful study habits to all students by university counseling offices.

Ethical considerations

Ethical issues (Including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc.) have been completely observed by the authors.

Conflict of interest: None

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