Relationship between Study Skills and Learning Outcomes Among Nursing Students in Selected Schools Of Nursing in North Western Nigeria

Jafaru Yahaya*   Tasiu Yalwa

Department of Nursing Science, College of Health sciences, Federal University Birnin Kebbi, Kebbi State, Nigeria

Abstract

Study skills are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life. A learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module of course. Capable students at all grade levels may experience difficulty in school, not because they lack ability but because they lack good study skills. The study was descriptive cross sectional survey that intended to describe the relationship between study skills and learning outcomes among nursing students in north western Nigeria. The study setting was four randomly selected schools of nursing of north western Nigeria. Simple random sampling was used in selecting the schools. Purposive sampling was used in selecting total population of first and second year students of the schools selected as a sample of the study. A fifty three items questionnaire was used to collect information on the study skills of the students. The instrument measured the students study skills in text/note books reading, note making, memory, concentration, test preparation and time management using five likert scale system. The first and second semester examination results of year 2013 were used as learning outcomes of the students. Descriptive statistics was used to present the demographic data of the respondents using tables. Student t-test, ANOVA and Pearson correlation were used in answering the research hypotheses. Data was analyzed using SPSS statistical Package version 17. The results of the research show that majority of the respondent (62.3%) were within 19 – 22 year age bracket, 24.9% were 23 – 26 year age bracket. Female nursing students were higher than male nursing students with 62.6%. Female nursing students were having better study skills than their males nursing students counterparts, except in time management where male nursing students have better mean scores of 15.92 than their females nursing students counterpart with mean score of 15.11. It was shown that the means score of notebook/text book reading was higher in 23–26 year age bracket. While mean score of memory was higher in 19 – 22 year age bracket. Males and females nursing students were not significantly different in study skills in most of the study skills at 95% confidence interval $p>0.05$; except in concentration study skill where it shows that there is significant difference in concentration study skill between male and female nursing students, $p<0.05$. Students were not significantly different in most of the study skills by age group, including note taking , test preparation, concentration and time management, $p>0.05$, however it was found that there is significant difference in note/text book reading and memory study skills by age, $p<0.05$. There was no significant relationship between study skills and learning outcomes in notebook/text book reading, note taking, test preparation and concentration study skills, at $p>0.05$. But there was significant relationship between study skills and learning outcomes in memory and time management study skills of nursing students, $p<0.05$. Recommendations were given which include having counselors and study skills counseling programs in every school of nursing.

Key words: Learning outcomes, Nursing students, relationship, Schools of nursing, study skills

1.0 Introduction

Study skills are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life. There are arrays of study skills, which may tackle the process of organizing and taking in new information, retaining information or dealing with assessment. They include mnemonics which aid the retaining of lists of information, effective reading, and concentration techniques (Gettinger, & Seibert, 2002). Study skills include competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information. These competencies contribute to success in both nonacademic (e.g., employment) and academic setting studying.

Study skills are learning strategies that facilitate the processing of information. Study skills help us organize the processed information. They help us to remember what we have learnt, study skill work best when we are conscious of our own learning processes. For example when we want to reinforce our memory of a history lesson we had in class, we might read over our notes to help us recall the lesson and to make us aware of where we need to focus. This awareness of our own thinking and planning is known as metacognition. Study skills encompass a wide range of behaviors that student can perform before, during and after learning to help them retain and apply information presented in the classroom or at home. It is important for teachers and parents to promote and monitor the development of these skills, because study skills are most effective when students use them to come up with their own ways of organizing their studying (Kerka, 2007).

Learning outcomes express what a person with the specific qualification is able to know, understand and perform. The concept of qualification is a link between knowledge developed during education and demands from the world of work (Bergan 2007). A learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module of course. The key aspect each of the definitions has in common is the desire for more precision and consideration as to what exactly a learner acquires in terms of knowledge and/or skills when they successfully complete some learning. Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aim of a module of course). They can take many forms and can be broad or narrow in nature (Gosling, and Moon, 2001).

The prediction of associated factors of academic performance has been an important topic in psychological research (Colom, Escorial, Shih & Privado, 2007). College student face various source of academic stress, including demonstrating of an ability to engage in challenging materials under time limitation. This could compound the realization that they may not have acquired optional learning and thinking strategies (Alexander & Onwuegbuzie, 2007). Academic competence is associated with the knowledge and application of effective study skills. Capable students at all grade levels may experience difficulty in school, not because they lack ability but because they lack good study skills. Although some students develop study skills independently, even normally achieving students may go through school without having acquired effective approaches for studying. Conversely, students with low academic achievement often demonstrate ineffective study skills. They tend to assume a passive role in learning and rely on others (e.g., teachers, parents) to regulate their studying. Several cognitive and behavioral characteristics reflect this passivity in learning. For example, low achievement students very often do not monitor their understanding of content; they may not be aware of the purpose of studying; and they show little evidence of looking back, or employing "fix-up" strategies to remedy comprehension problems. Students who struggle with learning new information seem to be unaware that they must extend effort beyond simply reading the content to understand and retain it (Gettinger, & Seibert, 2002).

Student's academic performance occupies a very important place in education as well as in the learninbg process. It is considered as a key criterion to judge one's total potentialities and capacities which are frequently measured by the examination results. It is the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students (Nuthana & Yenagi, 2009. This research was conducted on the relationship between study skills and learning outcomes among nursing students in selected schools of Nursing in the North Western Nigeria.

1.1 Concept of learning outcomes

The conception "learning outcomes" has only relatively recently entered the higher education arena in the context of the establishment of the Qualification frameworks. Learning outcomes express what a person with specific qualification is able to know, understand and perform. The concept of qualification is a link between knowledge and developed during education and demands from the world of work (Bergan, 2007). Learning outcomes have been commonly defined as follows: A statement of what a learner is expected to know, understand and or be able to demonstrate at the end of a period of learning (Council of Higher education Accreditation CHEA, 2003). Learning outcomes (are) statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning (Dean & Watters. 2004). Statements of what a learner can be expected to know, understand and/or do as a result of learning experience (ENQA, 2003). Student learning outcomes are properly defined in terms of knowledge, skills and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences (European Commission, 2003). Learning outcomes are statements that specify what a learner will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills or attitude (European Commission, 2004). Learning outcomes (are) specific measurable achievements (Eurydice 2004). A Learning outcomes is a statement of what competences a student is expected to possess as a result of learning process (Gosling, and Moon, 2001). Learning outcome statements are content standards for the

provincial education system. Learning outcomes are statements of what students are expected to know and to do at an indicated grade; they comprise the prescribed curriculum, (HEFCW, 2004).

1.2   Concept of study skills

Study skills are learning strategies that help student organize process and use information effectively. These skills are important not just for academic learning, but also for everyday life. They can help individuals be organized and successful lifelong learners and manage their jobs, households and finances (EMSTAC, 2001). Study skill can be especially critical for youth with learning disabilities, who may have difficulty studying focus and become discouraged by lack of success (Beckman, 2002). When students attribute failure to internal factors, such as lack of ability, or external factors such as bad luck, their self-confidence suffers and they see effort as futile (Peirce, 2004). Mastering the skills for studying and learning increases their self-efficacy and empowers them to change their approach and try different strategies if one fails. Signs that students need help developing study skills include spending too much time studying, taking class notes that are difficult to understand or contain the wrong information, procrastinating about the large project or tasks, been unable to identify what is important in a text, or being unable to remember what they have read (Cook Counseling Center, 2006; EMSTAC, 2001).

1.3   SQ4R method of study

SQ4R is a methods of studying not reading a textbook, contrary to popular myth, reading material once is not enough for learning. The keys to learning are organization and repetition, both of which are included in the SQ4R method. "SQ4R" is an acronym for the steps in the method: Survey, Questions, Read, Recite, Record, and Review (George Washington University Academic Success Center 2013).

Survey

Briefly survey the chapter. Read the author's headings and sub-headings. Remember your main goal at this point is not to go into detail, but to develop a general idea of the structure. This will prepare you for what you are going to read and grasp a general understanding of the chapter. Read the summary that might be given, this will remind you of what is important throughout the chapter. This step helps you to get acquainted with the chapter.

Question

Think about the material as you are reading and ask yourself questions about what you read. These questions will serve to keep you more involved with what you are reading. This will help you focused on the more important material without becoming overwhelmed by detailed. By asking questions, you facilitate concentration and you prepare for the test.

Read

Read carefully and try to answer the questions you have asked yourself. At this point, you will have to concentrate. Remember you read a text differently than you read a novel. A novel is read passively. Text book reading requires more concentration and retention. Read actively with involvement, which in turn you will increase your understanding of the material. If you become tired or distracted, stop reading. Remember, your job here is not to cover as many pages as possible, but to cover enough pages so that you retain what you have read, and so that you have engaged in "deeper-level reading". During this step, avoid reading aloud to yourself. Instead, read silently as this is much faster.

Recite

Recite to yourself what you have read. Recal main headings and ideas. Be sure to put ideas in your own words, as this will improve your ability to retain the material. Answer questions aloud and listen to your responses to see if they are complete and correct. If they are not correct, re-read the material and answer the question again. This form of rehearsal increases the likelihood that you will retain the material.

Record

After you have answered a question, write the answer down. Summarize the information in your own words. Restructure the information so that it makes the most sense to you. Take notes on each section as the read and recite steps are complete. The most organized and detailed the notes, the better for mastery of the material. Once again use your own language.

Review

Reviewing the key to figuring out of what you know and what you need to concentrate on. The best times to review are right after reading while material is still fresh on your mind and again before the test. Try to summarize major points in the chapter and answer questions you posed to yourself while reading.

1.4 Statement of the problem

Students in tertiary institutions who fail to live to their potential caused a very serious concern to lectures, parents, researcher and society in general. The researcher observed that student nurses are not adequately utilizing the counseling services available in their schools for study skills counseling, most students do not know that their study skills can affect their learning outcomes. Study skills are not systematically taught to students during regular lessons, students are always finding it difficult to read the overload nursing courses, comprehend and pass the examinations. Thus the research was conducted to study the relationship between study skills and learning outcomes among nursing students in selected schools of nursing in North Western Nigeria.

1.5 Objectives of the study

General objectives
The general objective of the study was to find out the relationship between study skills and learning outcomes among nursing students in selected schools of nursing in North Western Nigeria.
Specific objectives
  2   To determine the differences in the study skills of nursing students
  3   To identify the relationship between study skills and nursing students learning outcomes

1.6 Research questions

  1.   Are there differences in the study skills among nursing students?
  2.   Is there relationship between study skills and nursing students learning outcomes?

1.7 Significance of the study

The research work provided one of the ways to increase the nursing student understanding and comprehending of the courses taught. Schools authorities could use the findings of the research in finding out the solution to the students' failure in their various schools. It is also important for the school councilors and teachers, as it would guide them in counseling the students. The research work would be useful to the nursing students by helping them in knowing the relationship between the study skills and their academic performance and how to reduce the burden of overloaded causes of nursing education. It will also help the students to know the importance of the study skills on their progress, which would make them to embrace the study skills counseling.

1.8 Hypotheses

The following were the null hypotheses of the study

  1.   There will be no significance difference in the study skills between males and females nursing students.
  2.   There will be no significance difference in the study skills between age groups of nursing students.
  3.   There will be no significant relationship between the study skills and learning outcomes of the nursing students.

2.0 Research methodology

2.1 Study design

The study was descriptive cross sectional survey that intended to describe the relationship between study skills and learning outcomes among nursing students in north western Nigeria.

2.2 Study setting

The study setting of the research work was four randomly selected schools of nursing of north western Nigeria. They were school of nursing Katsina, school of nursing Birnin Kebbi, Usmanu Danfodiyo University Teaching Hospital school of nursing, and college of nursing Sokoto. School of nursing Katsina, school of nursing Sokoto,

and school of nursing Birnin Kebbi are states schools of nursing, while Usmanu Danfodiyo University Teaching Hospital school of nursing is a federal school of nursing.

2.3 Sampling method

Simple random sampling was used in selecting four out of ten public state and federal schools of nursing of north western Nigeria. A simple random sampling is a sampling in which sample size is drawn from population of size N in such a way that every possible sample of size n has the same chance of being selected (Yates, David, & Daren 2008). Purposive sampling was used in selecting total population of first and second year students of the schools selected as a sample of the study. In purposive sampling the researcher chooses the sample based on who the researcher think would be appropriate for the study. This is used primarily when there is limited number of people that have expertise in the area being researched (Lucas 2012)

2.4 Target population

The target population was the students in the schools of nursing in north- western Nigeria. This comprised the students in the seven state's schools of nursing and three Federal schools of nursing in three different teaching hospitals. The population of the study was year one and year two of the selected schools.

2.5 Research instrument

A fifty three items questionnaire was used to collect information on the study skills of the students. The instrument measured the students study skills in text/note books reading, note making, memory concentration, test preparation and time management using five likert scale system. The first and second semester examination results of year 2013 were used as learning outcomes of the students.

2.6 Validity and reliability

Face and content validity was used to validate the instrument, sample of the instrument (questionnaire) were given to three experienced teachers for validation. Their corrections and places of advice were effected accordingly. Test retest reliability was used in ascertaining the reliability of the instrument and was found to have the reliability of 7.2
2.7 Data Collection
A fifty three item questionnaire was administered to the respondents and collected. The average scores of the first and second semester 2013 schools examination of each student involved in the study were collected from the examination offices of the selected schools. Assistance was sought from the lectures and examination officers of the schools in administration and collection of the questionnaire.
2.8 Ethical consideration
Ethical approved was collected from Sokoto State Health Research Ethical Committee. Permission to conduct research was taken from the principals of the selected schools. Students were voluntarily involved in the research and the information collected was treated as confidential. The subjects were made to know what the study was all about, the benefit they could derive from it and the right to withdraw from the study at any time whenever they wish.
2.9 Method of data analysis
Descriptive statistics was used to present the demographic data of the respondents using tables. Student t-test, ANOVA and Pearson correlation were used in answering the research hypotheses. Data was analyzed using SPSS statistical Package version 17.

3. Result
The result presents socio-demographic data of the respondents and results of the research and hypothesis testing. The result is presented in tables of frequencies and percentages, mean and standard deviation as well as other statistical values. Out of 368 administered questionnaires there were 337 analyzable questionnaires. The percentage of attrition was therefore 8.4%.

Table 1: Percentage distribution of the respondents by age

Age (year)	Frequency	Percentage
19 – 22	210	62.3
23 – 26	84	24.9
27 – 30	31	9.2
> 30	12	3.6
Total	**337**	**100**

Table 1 above shows the percentage distribution of the respondents by age, it indicated that majority of the respondent (62.3%) were within 19 – 22 year age bracket: 24.9% were 23 – 26 year age bracket. But only 3.6% were found to be over 30 years.

Table 2: Percentage distribution of the respondents by sex

Sex	Frequency	Percentage
Male	126	37.4
Female	211	62.6
Total	**337**	**100**

Table 2 above shows the percentage distribution of the respondents by sex, it reveals that female nursing students were higher than male nursing students with 62.6%, while their males nursing students counterparts were 37.4%.

Table 3: Percentage distribution of the respondents by year of study

Year of study	Frequency	Percentage
Year one	193	57.3
Year two	144	42.7
Total	**337**	**100**

Table 3 above reveals the percentage distribution of the respondent by year of study. It shows that year one students were 57.3% and year two students were 42.7%.

Table 4: Percentage distribution of the respondents by marital status

Marital status	Frequency	Percentage
Married	56	16.6
Single	271	80.4
Non response	10	3.0
Total	**337**	**100**

Table 4 above shows that majority of the respondents were single, with 80.4%, while only 16.6% were married. However 3.0% of the respondents did not respond to the variable.

Table 5: Mean, standard deviation and standard error mean of the study skills scores of the male and female nursing students.

Variables	Sex	N	Mean	Std. Deviation	Std. Error Mean
Note book/Text book reading	Male Female	126 211	26.90 27.40	5.032 3.781	.452 .260
Note Taking	Male Female	126 211	19.38 19.54	3.999 3.445	.359 .237
Memory	Male Female	126 211	35.05 35.23	6.125 5.374	.550 .370
Test Preparation	Male Female	126 211	49.45 51.06	8.655 7.356	.777 .506
Concentration	Male Female	126 211	37.89 39.77	6.634 5.603	.596 .386
Time Management	Male Female	126 211	15.92 15.11	5.113 4.530	.465 .313

Table 5 above shows the mean, standard deviation and standard error mean of study skills scores of males and females nursing students. It indicates that female nursing students were having better study skills than their males nursing students counterparts, except in time management where male nursing students have better mean scores of 15.92 than their females nursing students counterpart with mean score of 15.11.

Table 6: mean scores of study skills by age groups of nursing students

Variables	Age (years)			
	19 – 22	23 – 26	27 – 30	>30
Notebook/textBook reading	26.12	27.73	26.49	26.35
Note taking	19.53	19.41	19.39	19.50
Memory	38.11	36.34	36.95	36.17
Test preparation	50.68	51.32	50.35	49.86
Concentration	39.82	39.76	50.17	39.43
Time management	15.61	15.79	14.93	15.39

Table 6 above indicates the mean scores of study skills across age groups of nursing students. It shows that the means score of notebook/text book reading was higher in 23 – 26 year age bracket. While mean score of memory was higher in 19 – 22 year age bracket.

Test of hypothesis
Hypothesis 1: there will be no significant difference in the study skills between males and females nursing students.
Table 7: Independents t-test on mean scores of the study skills between males and females nursing students

Variables	Sex	N	Mean	Std. Deviation	Std. Error Mean	t-calculated	Significant level
Note book/Text book reading	Male Female	126 211	26.90 27.40	5.032 3.781	.452 .260	-1.030	.304
Note Taking	Male Female	126 211	19.38 19.54	3.999 3.445	.359 .237	-.389	.697
Memory	Male Female	126 211	35.05 35.23	6.125 5.374	.550 .370	-.287	.774
Test Preparation	Male Female	126 211	49.45 51.06	8.655 7.356	.777 .506	-1.805	.72
Concentration	Male Female	126 211	37.89 39.77	6.634 5.603	.596 .386	-2.768	.006
Time Management	Male Female	126 211	15.92 15.11	5.113 4.530	.465 .313	1.496	.136

Table 7 above reveals an independent t –test on mean score of study skills between males and females nursing students. It shows that males and females nursing students were not significantly different in study skills in most of the study skills at 95% confidence interval p>0.05; except in concentration study skill where it shows that there is significant difference in concentration study skill between male and female nursing students, p<0.05.

Hypothesis II: There will be no significant difference in the study skills between age groups of nursing students.

Table 8: One way Anova on mean scores of the study skills between age groups of nursing students

Variables	F	Significant difference
Note book/Text book reading	3.237	.022
Note Taking	.657	.579
Memory	2.780	.041
Test Preparation	1.620	.184
Concentration	.402	.751
Time Management	.115	.952

Table 8 above shows that nursing students were not significantly different in most of the study skills by age group, including note taking , test preparation, concentration and time management, p>0.05, however it was found that there is significant difference in note/text book reading and memory study skills, p<0.05.

Hypothesis III: There will be no significant relationship between the study skills and learning outcomes of nursing students.

Table 9: Pearson correlation on relationship between study skills and learning outcomes of nursing students.

Variables	N	R	P
Note book/Textbook reading	337	-0.063	0.072
Note taking	337	-0.125	0.351
Memory	337	0.06	0.046
Test Preparation	337	0.187	0.827
Concentration	337	-0.133	0.491
Time Management	337	-0.054	0.038

Table 9 above shows the Pearson correlation between study skills and learning outcomes of nursing students. It indicates that; there was no significant relationship in notebook/text book reading, note taking, test preparation and concentration study skills, at p>0.05. But it shows that there was significant relationship in memory and time management study skills of nursing students, p<0.05.

4.0 Discussion

4.1 Demographic data
Table 1 shows the percentage distribution of the respondents by age. It indicates that majority of the respondents (62.3%) were within the age bracket of 19 – 22 years and only 3.6% by the respondents were found to be over 30 years. This shows that majority of the nursing students in north western Nigeria were within the beginning of adulthood age, and therefore can be able to cope with the study stress. Table 2 shows the percentage distribution

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of the respondents by sex. It reveals that majority of nursing students of north western Nigeria were females students (62.6%) and 37.4% were males students, this is in line with the culture of schools of nursing in Nigeria; whereby they give admission to females more than males.

Table 3 shows the percentage distribution of the respondents by year of study. Among the respondents of the study 57.3% were year one students and 42.7% were year two students. It is however expected to be like that because as the students progress they are subject to reduce due to examination failures and dropout. Table 4 shows percentage distribution of the respondents by marital status. It indicates 80.4% of the respondents were single and only 16.6% of the respondents were married. However 3.0% did not respond in the variable. This is in line with the age of students, as majority of the respondents were within the age of 19 – 22 years. Thus, it is expected that the majority of the students should be single. It also shows that most of the students are free of marital responsibilities, and therefore should be able to face academic task with minimal obstacle.

Table 5 shows the mean, standard deviation and standards error mean of the study skills scores of males and females nursing students. It indicates that females nursing students were having better study skills than their males nursing students counterparts, except in time management. This indicates that female nursing students were having better notebook/textbook ready, note taking, memory, test preparation, and concentration study skills. But, males nursing students were having better study skill in time managements. Table 6 is a mean score of study skills across age groups of nursing students. It reveals that there was no much difference in most of the study skills across the age groups. But the mean score in notebook/ text book ready was higher in age group 23 – 26 years, and also mean score of memory is higher in age group 19 – 22 years. This was expected because the age bracket 19 – 22 years was the youngest and thus high thinking ability and memory.

4.2 Difference in the study skills between males and females nursing students

Table 7 shows an independent t- test on mean scores of the study skills between males and females nursing students. It reveals that males and females nursing students were not significantly different in most of the study skills at 95% confidence interval. P>0.05, but in concentration study skill, it was shown that there was significant difference between males and females nursing students, p<0.05. from the mean score on concentration it was found that males students have the mean of 37.89, while females student have mean of 39.77: it is therefore clear that females nursing student concentrate in lectures and reading is more than that of males nursing student.

4.3 Difference in the study skills between age groups of nursing students

Table 8 is a one way Anova on means scores of the study skills between age groups of nursing students. The table shows that there was no significant difference in most of the study skills except in notebook/text book reading and memory study skills where it shows a significant difference, P<0.05. From the mean scores of the study skills across the age groups (Table 6), it was shown that age bracket 23 – 26 years has better notebook/textbook reading skill and age bracket 19 – 22 years has better memory skill. This means that the age bracket 23 – 26 years reads text books and note books with better skills than the other age groups. However, the age bracket 19 – 22 years has better memory skills and ability than other age groups. This may be because they are at the beginning of adulthood.

4.4 Relationship between study skills and learning outcomes among nursing students

Table 9 reveals that there was no significant relationship between study skills and learning outcome, in most of the study skills (notebook/textbook reading, note taking, test preparation, and concentration), P>0.05. But it shows that there was significant relationship in memory and time management study skills, P<0.05. Therefore the data reveals that study skills of notebook/textbook reading, note taking, test preparation and concentration were not having relationship with learning outcomes. It may be an indication that students nurses in northwestern Nigeria do not differ in those study skills. Thus they do not differ significantly in the aforementioned study skills and therefore relationship would not exist. However the significant relationship in memory and time management study skills is not indication that students nurses in north western Nigeria use different memory skill and time management skill, thus leading to significant relationship between the two skills and learning outcomes.

4.5 Summary

The research work was on relationship between study skills and learning outcomes among nursing students in north western Nigeria. There were 337 respondents across four randomly selected schools of nursing, out of

which 62.6% were female and 37.4% were males, 80.4% married and 16.6% single. 57.3% were year one and 42.7% were year two students

This findings reveal that females nursing students were having better study skills then males nursing students, except in time management where it was found that males nursing students were having better time management than female nursing students. It was also found that that study skills across the age group of the respondents were no significant difference, except in notebook/text book reading and memory. It was shown that in notebook/textbook reading skill, the age group 23 – 26 years were having better skill, while memory skill, the age group 19 – 22 years were having better skill.

The independent t- test shows that there was no significant difference in most of the study skills between males and females nursing students except in concentration skill where it was found that there is significant difference. It was also found that there was no significant difference in most of the study skills across different age group except in note book/text book reading skill and memory skill where it was found that there is significant difference. There was no significant relationship between study skills and learning outcomes except in memory and time management study skills.

4.6 Implication of the study

The study is very important in understanding an important aspect of learning and progress of nursing students. It gives an idea and clues on different study skills for the success of students in schools of nursing. The result of the study would help the policy maker in making policies on how to tackle the problems of students' failure in the schools. It would also help the student management on bringing out the program that would help their students to have good study skills, thus reducing the burden of overloaded nursing courses and pass examinations. Teachers could also use the findings of the research in preparing some lessons on study skills. It is therefore a stimulant for the teachers to read and be conversant on different kinds of study skills. This would help the teacher to know the best study skills for their students and advice the students to go for it. Councilors in various schools of nursing could also benefit with the findings of the research in counseling and advising the students on having good study skills that would help them in passing their exams. It is therefore necessary for the school councilors to have in-depth knowledge of different study skills, as that would help them in arranging and organizing study skills programs in their various schools.

Students can also benefit from the findings of the research, as they can also directly be able to use the study skills that are best in enhancing their learning outcomes. With the findings of this research, students can understand that the study skills are very important in their success and therefore have to search and stick to the best study skills for success in their study. In a nutshell the findings of this research work show the need for giving more emphasis on study skills in schools of nursing, educating student on the study skills and its effects on learning outcomes, establishing programs on study skills and even making a policy that would help in enhancing the students' study skills. Finally the research work shows that there is need for more researches into the area of relationship between study skills and learning outcomes among nursing students.

4.7 Recommendations

1.   There should be counselors and study skills counseling programs in every school of nursing.
2.   The counselors should be knowledgeable on different study skills/technique.
3.   There is need to include study skills into the curriculum of the schools of nursing
4.   Importance of study skills should be emphasized to the student nurses, including how it affects the learning outcomes.
5.   Importance of school counselors and counseling programs should be emphasized to be student nurses.
6.   There is need for more research on the relationship between study skills and learning outcomes among nursing students.

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