

Study Strategies of Dental Students and its Relation to Academic Performance

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Abstract

Context: To understand the study skill patterns in dental Students. *Aims:* The aim of the study is to find out if there is relationship between study skills and academic performance of dental students. *Settings and Design:* A cross sectional study was conducted in the department of oral medicine and radiology, 42 dental students, who consented to participate in the study were included. permission was taken from IEC. *Methods and Material:* " Study skills assessment questionnaire" is taken from counselling services of Houston university the questionnaire was validated by the faculty of our institution. All the students were expected to self assess their study skills scoring was based on a "four choice likert scale". Data collected was compared with their academic performance based on their university level performance of final BDS percentage of marks. *Statistical Analysis Used:* Frequency and descriptive analysis was done and chi-square test was applied. *Results:* Out of 42 dental students, age ranged from 21 to 28 years with a mean of 23.55 for males and 23.32 for females. Percentage of marks ranged from 54.5 to 75 with a mean of 64.38. The overall scores of the study skills ranged from 108-219 with a mean of 175.43. Statistically significant results were obtained in all the sections of the questionnaire ($p < 0.05$). *Conclusions:* Study strategies have influence on the academic performance and definitely will influence academic achievement. Dental students need to be exposed to study skills and this should be planned by university as well as at institutional level.

Keywords: Study Skills; Dental Students; Academics; Strategies; Institution.

Introduction

In order to achieve success in graduation, good academic performance is mandatory. Students have to possess good study skills to achieve it, this is supported by numerous studies demonstrating that there is a relationship between study skills and academic success in university [1-4]. It is necessary for the institution, academicians and management also to know what makes the difference in high performers and low performers if one aspect is the study skills which is making all the difference, if so those study skills can be put into regular academics

helping the low performer to cover up his deficiencies. It is therefore important to identify the study skills of the students of the institution and comparing it with their academic performance. It is very well known that dentistry is combination of art, hand skills and scientific knowledge with limited time available to get theoretical knowledge. It is indeed good academic performance may depend on study skills of the dental students. Studies in the field of cognitive psychology have shown that learning and study strategies improves the academic performance. Stark found in his study that participating in academic seminars on study skills improves the level of keeping scientific contents. Hence this study was undertaken to find out if there is any relation of study strategies of dental students with academic performance [5,6].

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Received on 08.09.2017, Accepted on 25.09.2017

Materials and Methods

A cross sectional study was conducted in the department of oral medicine and radiology, 42 dental students, who consented to participate in the study

were included. Out of 42 dental students 31 were females and 11 were males age group ranged from 21 to 28 years. Permission was taken from the Principal of the institution and approval from Institutional Research Board and ethics committee was taken. "Study skills assessment questionnaire" is taken from counselling services of Houston University the questionnaire was validated by the faculty of our institution. This questionnaire consists of 8 sections including the time management and procrastination, concentration and memory, study aids and note taking test strategies and test anxiety, information processing, motivation and attitude, reading and selecting the main idea of self testing, writing. 42 dental students were assessed for their study skills using the questionnaire. All the students were expected to self assess their study skills scoring were based on a "four choice Likert scale". Students were told to assess their abilities based on the score highest and lowest which will give their stronger and weaker areas, they were asked to improve upon the weaker areas.

Data collected was compared with their academic performance based on their university level performance of final BDS percentage of marks. Data collected was subjected to statistical analysis using SPSS 21.0 version. Descriptive analysis and Chi square test for proportion was done.

Results

All the 42 dental students who participated in the study, self assessment was done with the questionnaire provided.

Out of 42 dental students 31 dental students were females (73.8%) 11 were males (26.2%) Age ranged from 21 to 28 years with a mean of 23.55 for males and 23.32 for females. Percentage of marks ranged from 54.5 to 75 with a mean of 64.38.

Percentage of marks of female dental students mean of 64.41. Percentage of marks of male dental students mean of 64.27. The results about the scores based on the dimensions of the study skill. The overall score ranged from 108-219 with a mean of 175.43

Time Management / Procrastination: Score above 15 observed in 36 students score less than or equal 15 was in 6 students. The results were statistically significant when compared with academic performance p value < 0.05

Concentration And Memory: Score above 15 observed in 40 students score less than or equal 15 was in 2 students. The results were statistically significant when compared with academic performance p value < 0.05

Study Aids And /Note Taking: Score above 15 observed in 38 students. Score less than or equal 15 was in 4 students. The results were statistically significant when compared with academic performance p value < 0.05

Test Strategies /Test Anxiety: Score above 15 observed in 38 students. Score less than or equal 15 was in 4 students. The results were statistically significant when compared with academic performance p value < 0.05

Information Processing: Score above 15 observed in 38 students. Score less than or equal 15 was in 4 students. The results were statistically significant when compared with academic performance p value < 0.05

Motivation/Attitude: Score above 15 observed in 38 students score less than or equal 15 was in 4 students. The results were statistically significant when compared with academic performance p value < 0.05

Selecting Main Ideas/Self Testing/Reading: Score above 15 observed in 40 students score less than or equal 15 was in 2 students. The results were statistically significant when compared with academic performance p value < 0.05

Table 1: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	42	21	28	23.38	1.821
Percentage marks	42	54.50	75.00	64.3810	4.55429
Q1	42	10	27	20.31	4.739
Q2	42	12	37	23.45	4.538
Q3	42	9	29	21.31	4.442
Q4	42	14	32	22.62	4.012
Q5	42	14	31	21.00	4.339
Q6	42	13	31	22.24	4.648
Q7	42	13	30	22.10	4.721
Q8	42	14	32	22.40	4.423
Total score	42	108	219	175.43	24.295

Table 2: Time Management / Procrastination

GPA	Observed N	Expected N	P value
more than15	36	21.0	<0.05
less than or equal 15	6	21.0	
Total	42		

Table 3: Concentration and Memory

GPA	Observed N	Expected N	P value
more than15	40	21.0	<0.05
less than or equal 15	2	21.0	
Total	42		

Table 4: Study Aids and/Note taking

GPA	Observed N	Expected N	P value
more than15	38	21.0	<0.05
less than or equal 15	4	21.0	
Total	42		

Table 5: Test Strategies /Test Anxiety

GPA	Observed N	Expected N	P value
more than15	38	21.0	<0.05
less than or equal 15	4	21.0	
Total	42		

Table 6: Information processing

GPA	Observed N	Expected N	P value
more than15	38	21.0	< 0.05
less than or equal 15	4	21.0	
Total	42		

Table 7: Motivation/Attitude

GPA	Observed N	Expected N	P value
more than15	38	21.0	< 0.05
less than or equal 15	4	21.0	
Total	42		

Table 8: Selecting main Ideas/Self Testing/Reading

GPA	Observed N	Expected N	P value
more than15	40	21.0	< 0.05
less than or equal 15	2	21.0	
Total	42		

Table 9: Writing

GPA	Observed N	Expected N	P value
more than15	39	21.0	< 0.05
less than or equal 15	3	21.0	
Total	42		

Writing: Score above 15 observed in 39 students. Score less than or equal 15 was in 3 students. The results were statistically significant when compared with academic performance p value < 0.05

Discussion

Study skills refer to the student's knowledge of appropriate study strategies and methods and ability to manage time and other resources to meet the demands of academic tasks. Based on the results it was observed that for all the study skills measured students of GPA 15 or more scored significantly higher. This result is consistent with findings of other researchers study [1-3].

There was not much difference in the observation of gender and age wise scores. As per the students opinion it was a good questionnaire and were glad to have got good scores. This observation of good scores in study skills also brings forth another observation that these students are already exposed to various type of entrance tests and have also been exposed to workshops which will train them in study skills and time management before they took admission to professional courses.

It will be recommended that there should be more studies based on their exposure to workshops in case they have attended and also in the first year of dentistry workshops should be added in the orientation programme regarding study skills, so that students get organized and also face academics task with more confidence and will ensure good academic performance.

The review of the obtained scores on skills and study habits according to the participation in study skills workshops indicated that information processing skill in students who have previously participated voluntarily in study skills workshops have been found stronger. The finding of the importance of planning and designing workshop courses on arrival at the university can help the students in better learning during their educational period.

Conclusion

It was concluded that study strategies have influence over the academic performance and has a definite role in academic achievement. It will be recommended that there should be more studies based on their exposure to workshops in case they have

attended and also in the first year of dentistry workshops should be added in the orientation programme regarding study skills, so that students get organized and also face academics task with more confidence and will ensure good academic performance. It is recommended that students need to be exposed to study skills and this should be planned by university as well as at institutional level.

Acknowledgement

None

Conflict of Interest

NIL

Key Messages

The study strategies will help students in getting organized and face academic tasks with greater confidence and will bridge the gap between high and low performers.

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