

# Assess level of Gratitude, Self-Responsibility to learn and Study Habits of Nursing Students of selected Nursing College, Uttarakhand: A pilot study

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**Abstract: Background :** Gratitude is a feeling of thankfulness or appreciation for the help received or concern expressed. The students face variety of barriers in decision making to study and also to implement the decision in action. Even though the choice of learning is in the learner, to make the learner to make learning a choice is the baffling challenge to the teacher. However gratitude may have impact on self-responsibility of student to learn and their study habits. **Objectives:** (1) To assess Gratitude ,Self-responsibility to learn and Study habits among Nursing students. (2) To determine the correlation between gratitude and self- responsibility to learn, self- responsibility to learn and study habits, gratitude and study habits. **Methodology:** Mixed Research Approach was adopted in the study among 40 third year B.Sc. Nursing students studying in selected Nursing College of Uttarakhand. Samples were recruited by following consecutive sampling technique. Self-structured questionnaires on gratitude, self-responsibility to learn and study habits were utilized to collect the data. Validity and reliability of the tools were established. Institutional ethical permission and informed written consent was obtained before the data collection. **Results:** 37.5% of nursing students were belongs to category of Low Self-Responsible to learn. Among the domains of self-responsible to learn, autonomy and control of learning ( $1.9 \pm 1.5$ ) were among the major domain belongs to low responsible to learn. 50% of nursing students were having low study habits only 15% had High study habits. Majority of students (78.7%) had various barriers of study habits. 50 % were belongs to category of low grateful and only 10% were highly grateful. Attitude to gratitude is a domain in the gratitude where maximum number of students ie 28(70%) had low score and only 3(7.5%) students had high score in this domain. Mean percentage(17.75%) is very less which suggested low grateful( $1.77 \pm 1.8$ ) in this domain. Although technically a positive correlation, but the relationship between Gratitude and Self- Responsibility to learn, self- responsibility to learn and study habits, gratitude and study habits among Nursing Students has weak positive correlation. **Conclusion:** Gratitude is a highly loaded feeling of identifying oneself with thankfulness. The pilot study suggested to implement some intervention among Nursing students there by their self-responsibility to learning and study habits will improve.

**Key Words:** Gratitude, Self-responsibility to learn, Study habits, Nursing students.

## 1. INTRODUCTION:

College is a pivotal period in a young adult's life as they begin to assert their independence from their parents, develop new relationships, and adapt to a new world(Schulenberg, Sameroff, & Cicchetti, 2004) [1]. Nurse educators play an important role in ensuring high quality educational opportunities that prepare nurses for a complex and rapidly changing health care environment. Nurse educators guide the nursing students throughout the learning process. Nurses must be trained to be smarter enough, morally and spiritually sound and more over globally competent. They must be inspired to make good choices based on logical thoughts, solve problems effectively and continue their education throughout their lives [2].

Without adequate preparation, students would not be able to perform effectively. Each student employs variety of techniques and methods for learning on a regular and scheduled basis; these habits are referred to as study habits. Study habits refer to a student's study process, which can be systematic, effective or ineffective. Study habit is the pattern of behaviour that students follow in the pursuit of their studies and which serves as a vehicle for learning [3]. Students learn more as they take an active role in their own education. Students must take more responsibility for their learning to progress beyond superficial level of understanding and achieve success outside of the classroom. Students may be enthusiastic about the prospect of taking more responsibility for their own learning, particularly if they believe their teachers will assist them in developing the necessary skills [4].

Every student learns in his or her own unique way and at their own pace. There may be certain factors that promote or hinder their learning ability and experience. As a result, it is critical that these factors must be identified and give due importance in order to promote learning [5]. A qualitative study discovered that the learning

environment, teacher instructional activity, and individual student factors influence nursing students' learning in nursing[6]. Gratitude, according to an increasing number of academicians, educators, and thought leaders, is one of seven character strengths (grit, zest, self-control, confidence, social intelligence, and curiosity) that predict academic performance(KIPP, Seligman, Ernst, Gillham, Reivich & Linkins, 2009; Tough, 2011) [7].

According to studies, 30-minute classroom discussions that teach children to think more deeply about what happens when they receive a gift or does something good for them may have measurable effects on their overall level of gratitude. As a result, they will have a more optimistic outlook on life and will be more likely to exhibit the prosocial behaviours needed to form supportive relationships with their peers[8]. Rubina Kausar (2018) explored the relationship between gratitude and happiness in college students. It was hypothesized that there is likely to be a relationship between gratitude and happiness. It was also hypothesized that gratitude will be the predictor of happiness in college students. The sample was comprised of (50 girls and 50 boys) from different colleges (private and public) of Lahore. Results suggested that there is significant positive relationship between gratitude and happiness. Gratitude also predicted happiness in college students. No significant gender difference was observed between gratitude and happiness. Significant difference was found between gratitude and happiness at 1<sup>st</sup> level and the last level students [9]. The investigators found that there are very less researches on gratitude thinking in Indian scenario. Effective study requires deliberate effort, ability to concentrate, study habits, sense of responsibility for and value in one's own learning. Individual student's interest and motivation towards their studies vary during their education and thereby need different support from tutorials and teachers in different phases of their studies. It is necessary to conduct study on the impact of gratitude on self-responsibility to learning there by improve study habits among Nursing students in India. Hence, the investigators decided to conduct a study on level of gratitude, self-responsibility to learning and study habits of Nursing Students.

### 1.1. Objectives of the study:

To assess Gratitude , Self-responsibility to learn and Study habits among Nursing students.

To determine the correlation between gratitude and self- responsibility to learn, self- responsibility to learn and study habits, gratitude and study habits

## 2. MATERIAL AND METHODOLOGY:

### 2.1. Research Approach and Design:

The research approach considered was Mixed Research Approach, where qualitative data is quantified for measurement approach.

#### 2.1 Research Setting

The present pilot study was conducted in selected Nursing College of Uttarakhand.

#### 2.2 Sample, Sampling Technique, Sample size

The sample subjects of the pilot study were third year B.Sc. Nursing students. Consecutive Sampling technique was adopted in the pilot study. Total 40 samples were recruited in this study. Since it is consecutive sampling, all the students who met the criteria were recruited in the study.

#### 2.4 Inclusion criteria

1. B.Sc. Nursing students who were studying in 3<sup>rd</sup> year.
2. B.Sc. Nursing students who were available during data collection and those who were willing to participate.

#### Exclusion criteria

Students who were taking treatment for major physical and mental illness.

#### 2.5 Tools and Techniques

**Section I:- Baseline Data of students.** It includes age, gender, year of study, monthly income of family, education of parents, and occupation of parents.

**Section II:- Self-structured questionnaire to assess self- responsibility to learn.** A self-structured questionnaire (20 items) was made to assess self- responsibility to learn among students. Four domains were developed from the questionnaire such as academic and learning activities, autonomy and control of learning, co-operation and control of classroom behavior, attitude in relation to study.

**Section III:- Self-structured questionnaire to assess students study habits.** A self-structured questionnaire (20 questions) was made to assess students study habits. The study habits were measured in the areas such as core study habits, study procedure, barriers in study.

**Section IV:- Self- structured Gratitude questionnaire.** Gratitude assessment was done on the basis of 14 closed ended questions (scenario based questions). Each scenario was given with multiple responses and instructions were given to the subject for selecting the best choice. The areas of gratitude assessment were perceiving gratitude, expressing gratitude, attitude related to gratitude, responding to gratitude through some positive action, sense of harmony with people due to gratitude, identifying with people, feeling humble and coping.

## 2.6 Validity and Reliability of the tool

The content validity of the tool was established in consultation with seven experts. Reliability of the tool was assessed using split half method and calculated by Pearson Product Moment correlation. The reliability of the tools were checked by Spearman brown formula. Reliability values of self-responsibility to learn was 0.90, study habits tool was 0.88, Gratitude questionnaire was 0.90.

## 2.7 Ethical Consideration

Ethical permission was obtained from the Research Advisory Committee of Shri Venkateshwara University, Gajrola, Ref No-SVU/PhD/RAC/2018 dated on 05/03/2018. Prior to data collection, written permission was obtained from the Principal of selected Nursing College, Uttarakhand and informed consent was taken from students who are participating in the study.

## 2.8 Pilot study Data Collection

The pilot study data was collected from 15.03.21 to 17.03.21.

## 3. RESULTS :

### Section 1: Description of baseline data of Nursing Students

Percentage wise distribution of baseline data of students showed that highest percentage (32.5%) belongs to age group of 20-21 years. Majority (65%) were females. 55% of the students had monthly income of above Rs. 30000/-. Maximum (35%) of their mothers had education below 10<sup>th</sup> standard and 65% of their fathers had diploma/technical education. Majority (75%) of their mothers were home maker and 75% of their fathers were doing professional services.

### Section 2: 2.1 Assessment of Self-responsibility to learn among Nursing students

#### Academic and learning activities

This domain includes academic and learning activity of students such as regularly attending all the classes, revision of topics, completion of assignments on time, making own notes, studying regularly, will to study, responsibility in learning, abstain from disturbances that affects the study routine etc. As shown in the Table No. 1 regarding Academic and learning activities, 19(47.5%) Nursing students belongs to category of low score and only 3(7.5%) students were belong to high score category. Mean percentage (40.12%) indicated moderate self-responsible to learn (8.02±3.6) among nursing students.

#### Autonomy and control of learning

This is an important component of self-responsibility in learning in which every student adopt autonomy in their learning such as proper study planning, interest in learning, responsibility in marks etc. In this component, highest number [25(62.5%)] of students were belong to low score category whereas only 8(20%) were in high score. The remaining were in moderate score. Mean percentage (24.6%) indicated low self-responsible to learn (1.9±1.5) among nursing students.

#### Co-operation and control of classroom behaviour

Co-operation and control of classroom behaviour is another domain in which student help each other in their studies, studying hard to get good marks, clarifying the topics which is not understood with the help of friends etc. In this domain of self-responsible to learn, maximum number of students ie 8(20%) were belongs to low score category whereas only 5 (12.5%) were in high score category. The mean percentage (25%) suggested low self-responsible to learn (1.5±1.2) among nursing students.

#### Attitude in relation to study

This is another important domain in which every student develop attitude in relation to their own responsibility in learning. It was noted that maximum ie 21(52.5%) of Nursing students were falls in low score category in domain "Attitude in relation to study". Only 3(7.5%) of Nursing students were in high score category. Mean percentage (27.9%) indicated low self-responsible to learn (1.67±1.09) among nursing students.

**Table No. 1: Range, Frequency, Percentage, Mean, SD, Mean percentage distribution of Nursing students according to domains of Self-responsibility to Learn**

n=40

Domains of Self-Responsibility to learn	Max. Score	Range	Low score f (%)	Moderate score f(%)	High score f(%)	Mean	SD	Mean %
Academic and learning activities	20	2-17 (15)	19(47.5%)	18(45%)	3(7.5%)	8.02	3.6	40.12 %
Autonomy and control of learning	08	0-5 (5)	25(62.5%)	7(17.5%)	8(20%)	1.9	1.5	24.6 %
Co-operation and	06	0-5	29(72.5%)	06(15%)	5(12.5%)	1.5	1.2	25%

control of classroom behaviour		(5)						
Attitude in relation to study	06	0-4 (4)	21(52.5%)	16(40%)	3(7.5%)	1.67	1.09	27.9%

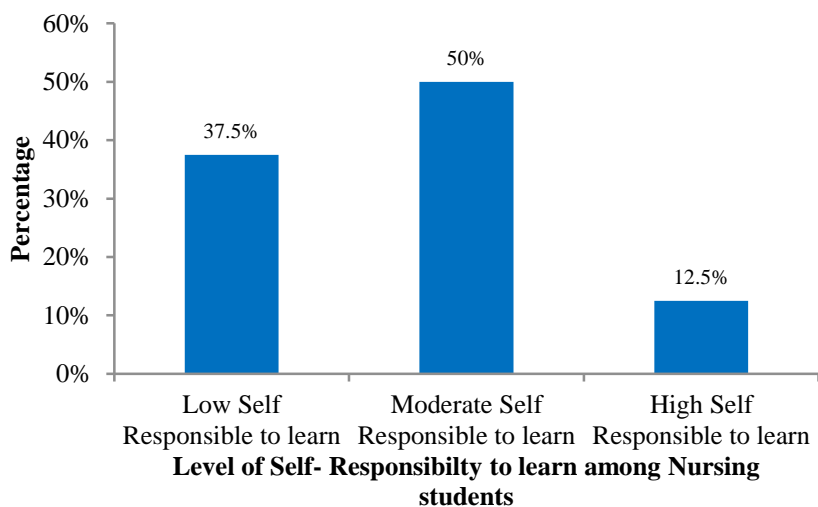


Figure No. 1: Level of Self- Responsibility to learn among Nursing students

Figure 1 shows that 37.5% of nursing students were belongs to category of Low Self-Responsible to learn, 50% were belongs to category of Moderate Self-Responsible to learn and 12.5% were falls in High Self-Responsible to learn.

## 2.2 Assessment of study habits among Nursing students

Table No. 2: Range, Frequency, Percentage, Mean, SD, Mean percentage distribution of Nursing students according to domains of Study Habits

Domains of Study Habits	Max. Score	Range	Low score f (%)	Moderate score f(%)	High score f(%)	Mean	SD	Mean %
Core study habits	25	2-20 (18)	19(47.5%)	14 (35%)	7(17.5%)	9.05	4.6	36.2%
Study procedure	13	1-11 (10)	20(50%)	18(45%)	2(5%)	4.7	2.1	36.1%
Barriers to study habits	08	1-8 (7)	2(5%)	11(27.5%)	27(67.5%)	6.3	1.7	78.7%

### Core Study Habits:

Core study habit is important component in study habits which includes studying regularly, submission of assignments, time spent for studying, planning of study regularly, preparation of study notes etc. As shown in Table No. 2 above, regarding core study habits, maximum number of students ie 19 (47.5%) were in category of low score and only small number of students ie 7(17.5%) were belongs to high score category.

### Study Procedure:

An important component of study habit is the procedure of studying adopted by the students which includes preference of study gestures, understanding the subject, study methods etc. In this domain of study habit, highest number ie 20(50%) of students were in the category of low score and only 2(5%) were belongs to category of high score.

### Barriers to study habits:

Compared to components of study habits mentioned above which promote study, the factors that are barrier to study adversely affects the study. The barriers to study that cause disturbances to study are both internal and external factors. The internal factors were losing interest in study, compulsion by others to study, lackadaisical nature etc. The external factors were external noises, shifting of attention, disturbances due to TV, Mobile phone etc. As shown in Table No. 2 above, regarding Barriers to study habits, maximum number of students were in the high score category ie 27(67.5%) and only 2(5%) students were in low score, which suggested that majority of students had adversely affected with their study because of various barriers.

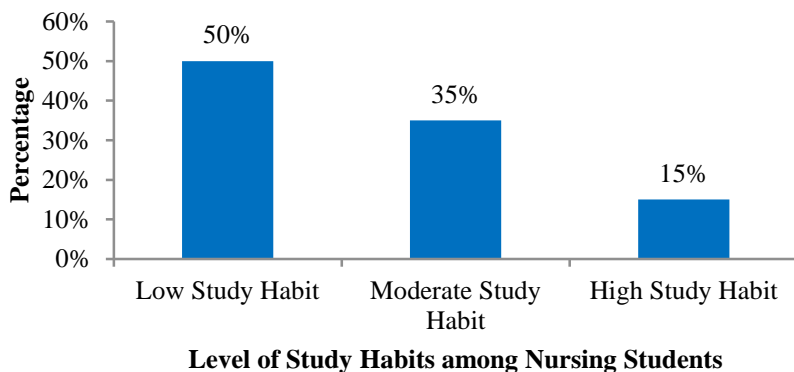


Figure No.2 : Level of Study Habits among Nursing students

Figure 2 shows that 50% of nursing students were having low study habits, 35% were belongs to category of Moderate study habits and only 15% had High study habits.

### 2.3 Assessment of gratitude among Nursing students

Table No. 3: Range, Frequency, Percentage, Mean, SD, Mean percentage distribution of Nursing students according to domains of Gratitude

n=40

Domains of Gratitude	Max. Score	Range	Low score f (%)	Moderate score f(%)	High score f(%)	Mean	SD	Mean%
Recognize/ Perceive gratitude	10	0-8 (8)	27(67.5%)	11(27.5%)	2(5%)	2.32	1.77	23.25%
Expressing gratitude	16	2-12 (10)	14(35%)	19(47.5%)	7(17.5%)	6.35	2.8	39.6%
Attitude to gratitude	10	0-7 (7)	28(70%)	9(22.5%)	3(7.5%)	1.77	1.8	17.75%
Taking action as a return of gratitude	14	1-13 (12)	24(60%)	14(35%)	1(2.5%)	4.65	2.3	33.2
Harmonizing with self and people	09	1-8 (7)	8(20%)	27(67.5%)	5(12.5%)	4.8	1.8	53.6%
Humbleness and coping	06	0-5 (5)	20(50%)	14(35%)	6(15%)	1.6	1.7	27.08%
Gratitude as a mechanism to identify with the people	09	1-9 (8)	12(30%)	23(57.5%)	5(12.5%)	4.6	1.8	51.3%

#### Recognize/ Perceive gratitude

Recognizing and perceiving gratitude is the first component of Gratitude in which highest number of students ie 27(67.5%) were in the category of low score and only 2(5%) were in high score. Mean percentage is 23.25% which indicated low grateful (2.32 ± 1.77) in this domain.

#### Expressing gratitude

Expression of gratitude towards others is another domain of gratitude in which very less number of students ie 7(17.5%) were in high score and 14(35%) were in low score and remaining were in moderate score category.

#### Attitude to gratitude

Attitude to gratitude is a domain in the gratitude where maximum number of students ie 28(70%) had low score and only 3(7.5%) students had high score in this domain. Mean percentage(17.75%) is very less which suggested low grateful(1.77 ± 1.8) in this domain.

#### Taking action as a return of gratitude

Action oriented form of gratefulness is another important domain among the area of gratitude in which highest number of students ie 24(60%) were in low score and only 1(2.5%) student had high score in this domain.

#### Harmonizing with self and people

In this domain, 8(20%) students were in low score category and 5(12.5%) students were in high score category. Maximum students ie 27(67.5%) were in moderate score category in this domain.

#### Humbleness and coping

Another important domain of gratitude is humbleness and coping in which highest number of students ie 20 (50%) had low score category and only 6(15%) of students had high score category.

### Gratitude as a mechanism to identify with the people

In this domain, 12(30%) students were in the category of low score and only 5(12.5%) students were in category of high score and maximum were in moderate score ie 23(57.5%).

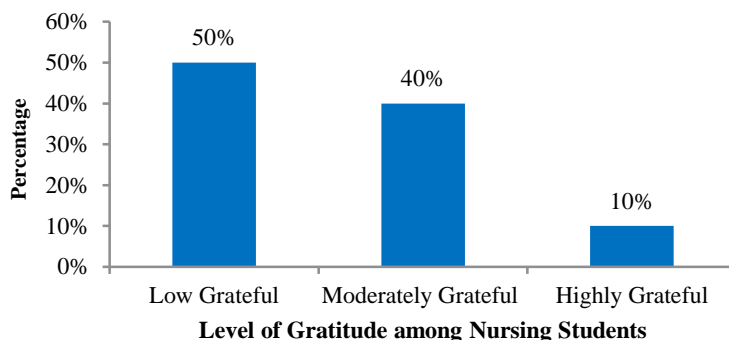


Figure No.3 – Level of Gratitude among Nursing students

Percentage wise distribution of level of gratitude among Nursing students shows that 50 % were belongs to category of low grateful and 40% were belongs to category of Moderately Grateful and only 10% were highly grateful.

### Section 3

#### 3.1 Correlation between gratitude and self- responsibility to learn

Table No. 4: Correlation between gratitude and self- responsibility to learn

n=40

Gratitude	Range	Self-responsibility to learn			Pearson Correlation Coefficient p<0.05
		Low	Moderate	High	
Low		6	14	0	0.33
Moderate		8	4	4	
High		1	2	1	

Table No. 4 shows that, although technically a positive correlation, but the relationship between Gratitude and Self-Responsibility to learn among Nursing Students is weak positive correlation as r=0.33.

#### 3.2 Correlation between self- responsibility to learn and study habits

Table No. 5: Correlation between self- responsibility to learn and study habits

n=40

Self-responsibility to learn	Range	Study habits			Pearson Correlation Coefficient p<0.05
		Low	Moderate	High	
Low		7	6	2	0.38
Moderate		12	6	2	
High		1	2	2	

Table No. 5 shows that, there is weak positive correlation between Self-responsibility to learn and Study Habits among Nursing Students (r=0.38).

#### 3.3 Correlation between Gratitude and study habits

Table No. 6: Correlation between gratitude and study habits

n=40

Gratitude	Range	Study habits			Pearson Correlation Coefficient p<0.05
		Low	Moderate	High	
Low		13	4	3	0.28
Moderate		6	8	2	
High		1	2	1	

Table No. 6 shows that, there is weak positive correlation between Gratitude and Study Habits among Nursing Students (r=0.28).

#### 4. DISCUSSION :

This study gives an understanding about gratitude, self responsibility and study habits among Nursing students. Our study suggested that 37.5% of nursing students were belongs to category of Low Self-Responsible to learn, 50% were belongs to category of Moderate Self-Responsible to learn and 12.5% were falls in High Self-Responsible to learn. 50% of nursing students were having low study habits, 35% were belongs to category of Moderate study habits and only 15% had High study habits. A study conducted by Anju Narayanan et al(2016) among BSc Nursing students found that subjects had moderate study habits (Mean % 67.15) with mean  $34.79 \pm 5.8$ . In the area of time planning more than 1/4th proportion were with efficient time planning and more than 50% were with moderately efficient time planning and 18.84% with inefficient time planning. More or less similar findings in the area of concentration were 44.93% with moderate and around 10.14% with inefficient concentration techniques. The study revealed that the subjects need to improve their time planning and concentration techniques[10].

Our study results shown that 50 % of students were belongs to category of low grateful and 40% were belongs to category of Moderately Grateful and only 10% were highly grateful. The study results was partially supported by study conducted by Jane Taylor Wilson (2016) to explore the impact of practicing gratitude on college students' ability to focus in learning and remain resilient when learning feels challenging. The (GQ-6) Gratitude Questionnaire-Six Item Form was used to measure levels of gratitude. An intervention group of 50 students agreed to receive reminder text messages once or twice weekly throughout the semester; the control group did not receive reminders. Analysis of the data revealed that students who received reminders to practice gratitude toward learning and then intentionally practiced gratitude self-reported an increase in their level of gratitude, their ability to focus during class, and their ability to remain resilient when learning felt more challenging. This study contributes to a growing body of scientific data on gratitude by exploring its cognitive benefits. When students intentionally practice gratitude toward learning, they tended to report better focus during class, while studying, or taking an exam[11].

#### 5. CONCLUSION :

Gratitude is considered as foundation of mental well-being and Gratitude is a highly qualitative attribute. Sense of gratitude is unique to each person and the intensity of gratitude and expression of gratitude varies from person to person. Gratitude is a highly loaded feeling of identifying oneself with thankfulness. The students face variety of barriers in decision making to study and also to implement the decision in action. Even though the choice of learning is in the learner, to make the learner to make learning a choice is the baffling challenge to the teacher. However gratitude may have impact on self-responsibility of student to learn and their study habits. The pilot study suggested to implement some intervention training among Nursing students there by their self-responsibility to learning and study habits will improve.

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