

A Comparative Study to Assess the Academic Performance Among Hostellers and Day Scholars at a Selected Nursing College

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Abstract— Academic performance plays an important role in determining students' academic success and future career opportunities. The residential status of students, whether staying in a hostel or at home, may influence their study habits, concentration, and overall academic achievement. This study aimed to assess and compare the academic performance among hostellers and day scholars. A non-experimental descriptive comparative research design was adopted for the study. The sampling technique adopted for the present study was stratified random sampling. Academic performance was assessed based on the percentage of marks obtained in the recent university examination. The objectives of the study were to assess the academic performance among hostellers and day scholars, to compare the academic performance between the two groups, and to find out the association between academic performance and selected demographic variables. The findings revealed that among hostellers, 33.3% had good academic performance and 66.7% had average academic performance. Among day scholars, 73.3% had good academic performance and 26.7% had average academic performance. The mean academic score of day scholars was higher compared to hostellers. The calculated 't' value showed that there was a statistically significant difference between the academic performance of hostellers and day scholars. The chi-square test indicated a significant association between academic performance and selected demographic variables. In conclusion, the study findings indicate that day scholars demonstrated better academic performance compared to hostellers.

Index Terms— Academic Performance, Hostellers, Day Scholars, Nursing College.

I. INTRODUCTION

Education plays a vital role in the overall development of an individual, and academic performance is considered an important indicator of students'

learning, understanding, and future success. Academic performance refers to the extent to which a student achieves educational goals, commonly measured through examinations, grades, and academic activities. College students are a diverse group with varying living arrangements, mainly categorized as hostellers and day scholars. Hostel life provides students with independence, peer interaction, structured routines, and access to academic resources, whereas day scholars live with their families and may benefit from parental supervision, emotional support, and a familiar home environment. Both living conditions can significantly influence students' study habits, motivation, discipline, and academic outcomes. Hostellers often face challenges such as homesickness, adjustment issues, lack of family support, and peer distractions, which may affect their academic performance. On the other hand, day scholars may experience issues like long travel time, household responsibilities, and limited study time. These factors can either positively or negatively impact their academic achievement. Academic performance is influenced by multiple factors including learning environment, time management, psychological well-being, peer support, family background, and availability of academic resources. Understanding the differences in academic performance between hostellers and day scholars can help educators and administrators identify specific needs and plan supportive interventions to improve learning outcomes. Hence, the present study aims to compare the academic performance of hostellers and day scholars in a selected college to identify existing differences and associated factors.

II. MATERIALS AND METHODS

STATEMENT OF PROBLEM

A comparative study to assess the academic performance between hostellers and day scholars in a selected college.

OBJECTIVES

- To assess the academic performance of hostellers
- To assess the academic performance of day scholars.
- To compare the academic performance between hostellers and day scholars.
- To find out the association between academic performance of hostellers and selected demographic variables.
- To find out the association between academic performance of day scholars and selected demographic variables.

RESEARCH APPROACH

A quantitative research approach was adopted to assess and compare the academic performance between hostellers and day scholars.

RESEARCH DESIGN

The research design used for the present study was a descriptive comparative research design.

RESEARCH VARIABLE

Academic performance of hostellers and day scholars

SETTING OF THE STUDY

The study was conducted in P.K Das College of Nursing

SAMPLE

The sample of the study included hostellers and day scholars studying in PK Das College of nursing.

SAMPLE SIZE

The sample size for the study was 60 students, consisting of 30 hostellers and 30 day scholars.

SAMPLING TECHNIQUE

The sampling technique adopted for the present study was stratified random sampling. The total population was first divided into strata based on class and place of residence (day scholars and hostellers). From each class, students were selected, consisting of day

scholars and hostellers. The selection of subjects was done using the lottery method, where roll numbers of eligible students were written on slips of paper and randomly drawn. This method ensured that each student had an equal chance of being selected, thereby reducing sampling bias and ensuring fair representation of both day scholars and hostellers in the study.

SAMPLING CRITERIA

Inclusion criteria

- Students who are hostellers or day scholars
- Students who are willing to participate in the study
- Students available at the time of data collection

Exclusion Criteria

- Students who are not willing to participate
- Students who are absent during data collection
- Students with incomplete academic records

DEVELOPMENT AND SELECTION OF TOOL

Tools are instruments used by the researcher to collect data relevant to the research problem. The present study aimed to assess and compare the academic performance between hostellers and day scholars. The tool was developed based on review of literature, consultation with subject experts, and research objectives.

DESCRIPTION OF TOOL

The Academic Performance Assessment Scale for Hostellers and Day Scholars (APAS-HDS) is a Semi-structured questionnaire developed to assess and compare the academic performance of hostellers and day scholars. The tool consists of two sections: demographic variables and a 4-point Likert scale containing 14 statements (7 positive and 7 negative).

Section A: Demographic Variables

This section included items related to the personal and academic background of the participants.

1. Age (in years)
2. Gender
3. Year of study
4. Type of residence (Hosteller / Day Scholar)
5. Medium of instruction
6. Average study hours per day

7. Previous academic performance (percentage / grade)

Section B: Academic Performance Likert Scale This section consists of 14 statements related to academic performance influenced by living conditions.

Response Score

Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1.

Negative statements are reverse scored.

Positive Statements (1–7):

1. I am able to concentrate well during my study hours.
2. My living environment supports my academic learning.
3. I manage my time effectively for academic activities.
4. I regularly revise my subjects.
5. I complete my academic assignments on time.
6. I feel motivated to perform well in my studies.
7. I actively participate in classroom discussions.

Negative Statements (8–14):

8. I find it difficult to concentrate on my studies in my place of stay.
9. Distractions in my living environment reduce my academic performance.
10. I often feel tired or stressed, which affects my studies.
11. I do not get enough time for self-study.
12. I frequently postpone or delay completing my assignments.
13. I struggle to balance academic work with daily activities.
14. My academic performance is negatively affected by my living arrangements.

Scoring Procedure

- Minimum score: 14
- Maximum score: 56
- Positive statements: scored directly (1–4)
- Negative statements: reverse scored (4–1)

Interpretation of Scores

Score Range Level Of Academic Performance

42-56 Good academic performance

28-41 Average academic performance

14-27 Poor academic performance

III. PLAN FOR DATA ANALYSIS

Descriptive Statistics: Frequency, Percentage, Mean Standard deviation.

Inferential Statistics:

- Independent t-test to compare academic performance between hostellers and day scholars
- Chi-square test to find association between academic performance and selected demographic variables.

IV. MAJOR FINDINGS OF THE STUDY

SECTION I: DEMOGRAPHIC VARIABLES

The demographic variables included year of study, gender, type of stay, medium of instruction in school and average study hours per day. The distribution of students according to year of study shows that 33.3% were from 2nd year, 33.3% from 3rd year and 33.3% from 4th year B.Sc. Nursing. Genderwise distribution reveals that 13.3% were boys and 86.7% were girls. Based on type of stay, 50% were hostellers and 50% were day scholars. Regarding medium of instruction in school, 46.7% studied in English medium, 6.6% in regional language and 46.7% in both English and regional language. Distribution according to average study hours per day reveals that 13.3% studied for less than 2 hours, 76.6% studied for 2–4 hours and 10% studied for more than 4 hours per day.

SECTION II: ASSESSMENT OF ACADEMIC PERFORMANCE

Academic performance was assessed using previous university examination percentage and categorized as poor, average and good. Among day scholars, 36.7% had good academic performance and 13.3% had average academic performance. Among hostellers, 16.7% had good academic performance and 33.3% had average academic performance. No students from either group fell under the poor academic performance category.

SECTION III: COMPARISON OF ACADEMIC PERFORMANCE

The mean academic performance score of hostellers was 66.17 with a standard deviation of 2.95. The mean academic performance score of day scholars was 71.29 with a standard deviation of 4.09. The calculated

independent ttest value showed a difference between the mean academic performance scores of hostellers and day scholars, indicating that day scholars performed better academically than hostellers.

SECTION IV: ASSOCIATION BETWEEN ACADEMIC PERFORMANCE AND SELECTED DEMOGRAPHIC VARIABLES

The association between academic performance and selected demographic variables was analysed using the chisquare test. The chisquare analysis revealed that there was an association between academic performance and type of stay. Day scholars showed a higher proportion of good academic performance compared to hostellers. No poor academic performance was observed in either group.

SUMMARY

The present study was conducted to assess and compare the academic performance among hostellers and day scholars at PK Das College of Nursing. A quantitative research approach with a descriptive comparative research design was adopted. Stratified random sampling technique was used to select 30 nursing students (15 hostellers and 15 day scholars). Academic performance was assessed using students' previous examination percentage. The study findings related to academic performance among day scholars revealed that the

mean academic score was 71.29 with a standard deviation of 4.09, indicating better academic achievement. In contrast, the mean academic score of hostellers was 66.17 with a standard deviation of 2.95, showing comparatively lower academic performance.

The study findings revealed that the t-test value indicated a statistically significant difference between the academic performance of hostellers and day scholars. Hence, the null hypothesis was rejected, and it was concluded that type of stay influences academic performance.

The chi-square analysis showed that the chi-square value for type of stay and academic performance was greater than the table value, indicating a significant association between academic performance and type of stay. A higher proportion of day scholars had good academic performance, whereas most hostellers belonged to the average performance

category.

The study findings further revealed that academic performance was associated with selected demographic variables such as year of study, medium of instruction in school, and average study hours, while variables like gender did not show a significant association.

V.CONCLUSION

Major findings:

The findings of the present study reveal that the academic performance of nursing students varied based on their type of stay. The mean academic score of day scholars (71.29 ± 4.09) was higher when compared to hostellers (66.17 ± 2.95), indicating better academic performance among day scholars.

The findings of the present study show that there was a statistically significant difference in academic performance between hostellers and day scholars, as evidenced by the t-test analysis. This indicates that the type of stay has a significant influence on the academic performance of nursing students.

The findings of the present study further reveal that a higher proportion of day scholars demonstrated good academic performance, whereas the majority of hostellers belonged to the average academic performance category. This was supported by the chi-square test, which showed a significant association between academic performance and type of stay. The findings of the present study indicate that academic performance is influenced by environmental and personal factors such as year of study, gender, medium of instruction, and average study hours, which may contribute to variations in performance among nursing students.

IMPLICATIONS

Nursing Education: Nurse educators, should identify students with lower academic performance and provide additional academic support irrespective of their living arrangement.

Nursing Practice: Nurses can act as mentors and counsellors to support students facing academic difficulties.

Nursing Administration: Nurse administrators, should plan academic enrichment and guidance programs for both hostellers and day scholars.

Nursing Research: The findings can motivate further research on academic performance and related influencing factors.

LIMITATIONS

- The study was limited to one college.
- Small sample size limits generalization of findings.
- Academic performance was assessed only through examination scores.

RECOMMENDATIONS

- The study can be replicated with a larger sample.
- Similar studies can be conducted in different nursing colleges.
- Comparative studies can be done including additional variables such as stress, sleep pattern and learning environment.

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