



FACTORS AFFECTING POOR ACADEMIC PERFORMANCE: COMPARISON BETWEEN HOSTELLERS AND DAY-SCHOLARS

¹Libin Joseph, ²Sneha Pandey, ³Ayushi Gupta, ⁴Ankita Kumari Gupta

¹Professor cum H.O.D., ²Nursing Tutor, ³MSc Nursing student, ⁴Nursing Tutor
Department of Medical Surgical Nursing,
B.C.M. college of Nursing, Sitapur, India

ABSTRACT

Regardless of the field, education is a vital component in today's society. Students' performance in studies is affected by several factors such as accommodation, study environment as well as family background. For a variety of reasons hostellers and day-scholars are often at different challenges. This comparative study aimed to identify and compare factors affecting poor academic performance between hosteller and day-scholar Nursing students at a selected nursing college in Sitapur, Uttar Pradesh, and to examine their association with selected baseline variables. A non-experimental, comparative design was used with 60 purposively selected students (30 hostellers, 30 day-scholars) who met inclusion criteria based on a decline of more than 5% between 2 consecutive sessional exams. Data were collected using a validated demographic and likert scale and analyzed using descriptive statistics and chi-square tests.

Results showed day-scholars had a slightly higher mean academic score (47.53%) than hostellers (43.07%). Among hostellers, personal, environmental, family, peer, and study-habit factors showed significant associations with poor performance, while health factors did not. Among day-scholars, personal, environmental, health, family, and study-habit factors were significant, while peer factors were not. Baseline variables such as type of course, parents' education, library time, and study method showed varying significant associations with these factors across both groups. The findings suggest that targeted, group-specific interventions addressing personal, family, and environmental factors could help improve academic outcomes for both hostellers and day-scholars.

Key words: academic performance, hostellers, day-scholars

INTRODUCTION

All education institutions worldwide face many challenges in delivering quality outcomes in the modern and competitive environment. Education is a reciprocal process which enhances not only knowledge and skills but also develops critical thinking, personality, social responsibility etc too [1]. Nursing education is a specialized area of science that aims to develop competent professional nurses, expertise in both theoretical knowledge and practical skills which help them to provide safe, effective and high quality patient care [2]. Students enter in to nursing programs with variety of expectations, family backgrounds, cultural variations and academic backgrounds; so the nurse educators have a crucial role in

reshaping their learning skills. Educational institutions are responsible for developing skilled and high quality graduates who contribute to the development of nation.

Nursing education in modern world prepares students to attain multiple healthcare roles beyond bedside care; like innovation, leadership, ethical practice, social responsibility, patient advocacy and much more [3]. However, there are disparities in academic performance among nursing students especially between hostellers and day scholars [4]. There are many factors like accommodation facility, study environment, infrastructure, travel distance with college, peer influence, parental factors (literacy, support, economic status etc), study resource availability, teacher's quality and teaching methods etc play significant roles in academic performance level [5]. Future career opportunities of an individual are highly influenced by academic results and employers usually concern about it [6]. Efficient opportunities in future career can be affected by poor academic outcomes, which also affect students' psychological, emotional well being that reduce even self-esteem [7]. This study tries to find the key factors that leading to poor performance in academic of nursing students in comparison between hostellers and day scholars. Ultimately it requires a holistic approach for enhancing student performance; include educational policy reforms, parental involvement, better infrastructure, teacher's training, and community support.

PROBLEM STATEMENT

“A comparative study to assess the factors affecting poor academic performance of hostellers and day-scholars of selected Nursing College, at Sitapur, UP.”

OBJECTIVE:

- To identify and compare the level of academic performance of hostellers and day-scholars
- To identify the factors affecting poor academic performance of hostellers
- To identify the factors affecting poor academic performance of day-scholars
- To compare the factors affecting poor academic performance of hostellers and day-scholars
- To find association between the factors affecting the poor academic performance of hostellers and day-scholars with selected baseline variables

HYPOTHESIS:

- H_1 : There is a significant difference between poor academic performance of hostellers and day- scholars.
- H_2 : There is a significant association between poor academic performance and its selected baseline variables among hostellers
- H_3 : There is a significant association between poor academic performance and its selected baseline variables among day-scholars

INCLUSION CRITERIA

- Hosteller and day-scholar students in GNM and B.Sc. Nursing courses of selected college at Sitapur, U.P.
- Those students whose second sessional exam's total percentage was decreased more than 5% from their first sessional exams.
- Students who are willing to participate and available at the time of data collection.

EXCLUSION CRITERIA

- Those students whose second sessional exam' total percentage was increased; or decreased but less than 5% from their first sessional exams.
- Students who are not willing to participate and not available at the time of data collection

RESEARCH METHODOLOGY

This study employed a non experimental, comparative method, with the purpose of identifying and addressing factors affecting poor academic performance among hosteller and day-scholar students of GNM and B.Sc. nursing course. The Dependent variable is academic performance of students and the Independent variable is Factors affecting academic performance. After getting permission from authority, a total of 60 samples who met the inclusion criteria were selected by non-probability purposive sampling, from a selected nursing college at Sitapur. Written consent was taken from each sample and ensured privacy. Demographic and knowledge questionnaire were used to collect the data. The tool was validated by experts and pilot study was conducted among 10% of sample. Data was analyzed by Spearman's correlation co-efficient method (score 0.78) thus confirmed strength and feasibility for the main study.

DATA ANALYSIS AND INTERPRETATION

Data were systematically collected and organized in a master sheet; then interpreted using Descriptive and Inferential Statistics.

1. Distribution of participants based on baseline variable

In this study, 30 participants were hosteller and 30 were day-scholar. In hostellers; most of them belongs to the age group of 19-20 years (43%), all selected Science as main subject in class 11th, majority (73%) of participants obtained 70-80% marks in intermediate (12th) exam, most of them enrolled in B.Sc. nursing course (73%), parents having graduation or above education (44%), all take 5-10 minutes to reach college, use mobile 1-2 hours daily (47%), study 2-4 hours daily (87%), take break time of 10-20 minutes in between (40%), spent less than 1 hour in library (50%), use self study technique (40%) and majority of students never takes leave from studies (70%). In day-scholars; half of the participants belongs to the age group of 17-18 years, almost all (97%) selected Science as main subject in class 11, majority (60%) of participants obtained 70-80% marks in intermediate (12th) exam, 57% are enrolled in GNM course, half of participant's parents having graduation or above education, only 30% of participants take 5-10 minutes to reach college while others take more time, most of them use mobile 30 minutes to 1 hour or 1-2 hours daily (30% each), many use 2-4 hours daily for study (40%), take break time of 10-20 minutes in between (50%), spent less than 1 hour in library (67%), majorly use self study or mixed technique (40% each) and majority of students takes leave once in a week from studies (57%).

Table 1: Distribution of participants based on baseline variable N=60

SN.	Variables	Frequency		Percentage	
		Hostellers	Day scholars	Hostellers	Day scholars
1.	Age at Inception of course-				
	17-18	11	15	37%	50%
	19-20 years	13	11	43%	37%
	21-22 years	6	2	20%	7%
	above 22 years	0	2	0%	7%
2.	Subject opted in class 11th				
	Science	30	29	100%	97%
	Commerce	0	1	0%	3%
	Arts	0	0	0%	0%
	Others	0	0	0%	0%
3.	Percentage got in Intermediate exam				
	Less than 70%	5	5	17%	17%
	70-80%	22	18	73%	60%
	80-90%	3	7	10%	23%
	Above 90%	0	0	0%	0%
4.	Type of course studying				

	GNM	8	17	27%	57%
	B.Sc. Nursing	22	13	73%	43%
5.	Time taken to reach college				
	5 min -15 min	30	9	100%	30%
	15 min–30 min	0	8	0%	27%
	30 min-1 hour	0	5	0%	16%
	>1 hour	0	8	0%	27%
6.	Time spent daily on studies				
	0-2 hours	4	8	13%	27%
	2-4 hours	26	12	87%	40%
	4-6 hours	0	9	0%	30%
	>6 hours	0	1	0%	3%
7.	Time spent for phone use				
	up to 30 min	1	8	3%	27%
	30 min-1 hour	11	10	37%	33%
	1-2 hours	14	10	47%	33%
	> 2 hours	4	2	13%	7%
8.	Break time between studies				
	< 10 min	10	5	33%	17%
	10-20min	12	15	40%	50%
	20 – 30 min	6	8	20%	28%
	>30 min	2	2	7%	7%
9.	Kind of study more used				
	Self study	12	12	40%	40%
	Discussion study	7	5	23%	17%
	Online study	3	1	10%	3%
	All the above	8	12	27%	40%
10.	Parents' Education				
	Primary	4	5	13%	17%
	High school	5	6	16%	20%
	Intermediate	8	4	27%	13%
	Graduate and above	13	15	44%	50%
11.	Time spent daily in library				
	up to 1 hour	15	20	50%	67%
	1-2 hours	14	9	47%	30%
	2-3 hours	1	1	3%	3%
	> 3 hours	0	0	0%	0%
12.	Absence from college				
	Never	21	11	70%	36%
	Once in a month	4	2	14%	7%
	Once in a week	5	17	16%	57%

2. Marks obtained by hostellers and day-scholars

This table shows the mean score for percentage of marks obtained by the participants, for the particular year of study. This table shows mean score of day-scholars (Y=47.53 %) are slightly higher (X=43.07 %) than that of hostellers.

Table 2: the mean score for percentage of marks N=60

CATEGORY	MEAN SCORE
Hostellers (X)	X=43.07 %
Day-scholars (Y)	Y=47.53 %

3. Association between factors with poor academic performance of hostellers

This table shows the Association between factors with poor academic performance among hostellers. The data has been recorded by a 'likert scale' where the score ranges from 1 (strongly disagree) to 5 (strongly agree), among 6 major categories. Chi-square test is used to find the significance for each factor with academic performance. Personal factors like lack of confidence, Lack of concentration in study, Inadequate & poor exam preparation, Lack of self study, previous failure and Lack of internet access shows significant association with poor academic performance. Environmental factors like Inability to adjust and Lack of resources; family factors like Poor relation with parents, Poor parental attitude towards education and Poor family structure; peer factor like peer negligence; and study habits like Study only before exam as well as Very lazy always to study also shows significant association with poor academic performance among hostellers. None of the health related factors shows any significant association with poor academic performance.

Table 3: Association between factors with poor academic performance of hostellers N=30

Factors	Chi-Square	df	p-value	Significance
1. PERSONAL FACTORS				
Lack of confidence	9.668	4	0.0465	S
Lack of interest in study/course	7.68	4	0.1046	NS
Lack of concentration in study	12.01	4	0.0174	S
Lack of attendance	8.99	4	0.0611	NS
Inadequate & poor exam preparation	12.34	4	0.0151	S
Feeling sleepy during class time	6.34	4	0.1758	NS
Lack of self study	17.68	4	0.0014	S
Lack of support person	5.68	4	0.2253	NS
Previous failure	11.68	4	0.020	S
Lack of internet access	9.68	4	0.0465	S
2. ENVIRONMENTAL FACTORS				
Excessive noise	5.68	4	0.2258	NS
Inability to adjust	11.01	4	0.0266	S
Lack of resources	15.35	4	0.0040	S
3. HEALTH RELATED FACTORS				
Recurrent illness	7.68	4	0.1047	NS
Any other health problems	7.68	4	0.1047	NS
4. FAMILY RELATED FACTORS				
Low socio-economic status	5.33	4	0.2565	NS

Parental pressure	5.68	4	0.2256	NS
Crisis & issues in family	7.68	4	0.1047	NS
Poor relation with parents	10.68	4	0.0306	S
Poor parental attitude towards education	16.34	4	0.0026	S
Poor family structure	16.34	4	0.0026	S
5. PEER RELATED FACTORS				
peer support	9.33	4	0.0534	NS
Peer negligence	17.67	4	0.0014	S
6. STUDY HABITS				
Study only when like to do	9.33	4	0.0534	NS
Study when there is a class test	8.334	4	0.0802	NS
Study only before exam	17.667	4	0.0014	S
Feel bored/sleepy while studying	3.667	4	0.4525	NS
Very lazy always	16.999	4	0.0019	S
Always copy assignments of others.	4.667	4	0.3233	NS

(S: Significant)

(NS: Non Significant)

4. Association between factors with poor academic performance of day-scholars

This table shows the association between factors with poor academic performance among day-scholars. Personal factors like lack of confidence, Lack of interest and Lack of concentration in study, Lack of attendance, Feeling sleepy during class time and Lack of support person shows significant association with poor academic performance. Environmental factors like excessive noise and Lack of resources; health factor like recurrent illness; family factors like Parental pressure, Crisis & issues in family, Poor relation with parents and Poor parental attitude towards education; and study habit like Feel bored/sleepy while studying also shows significant association with poor academic performance. None of the peer related factors shows any significant association with poor academic performance among day-scholars.

Table 4: Association between factors with poor academic performance of day-scholars N=30

Factors	Chi-Square	df	p-value	Significance
1. PERSONAL FACTORS				
Lack of confidence	18.68	4	0.0009	HS
Lack of interest in study/course	12.34	4	0.015	S
Lack of concentration in study	13.68	4	0.0084	S
Lack of attendance	14.01	4	0.0073	S
Inadequate & poor exam preparation	4.35	4	0.3628	NS
Feeling sleepy during class time	15.68	4	0.0035	S
Lack of self study	8.35	4	0.0801	NS
Lack of support person	12.34	4	0.015	S
Previous failure	8.34	4	0.0801	NS
Lack of internet access	3.01	4	0.5578	NS
2. ENVIRONMENTALFACTORS				
Excessive noise	18.33	4	0.0011	S
Inability to adjust	4.33	4	0.3626	NS
Lack of resources	13.33	4	0.0098	S

3. HEALTH RELATED FACTORS				
Recurrent illness	12.33	4	0.015	S
Any other health problems	3.67	4	0.4527	NS
4. FAMILY RELATED FACTORS				
Low socio-economic status	5.34	4	0.2551	NS
Parental pressure	10.68	4	0.0306	S
Crisis & issues in family	13.34	4	0.0098	S
Poor relation with parents	13.68	4	0.0084	S
Poor parental attitude towards education	13.68	4	0.0084	S
Poor family structure	4.01	4	0.406	NS
5. PEER RELATED FACTORS				
peer support	1.001	4	0.9098	NS
Peer negligence	5.001	4	0.2873	NS
6. STUDY HABITS				
Study only when like to do	2.334	4	0.6748	NS
Study when there is a class test	2.334	4	0.6748	NS
Study only before exam	6.335	4	0.1755	NS
Feel bored/sleepy while studying	18.334	4	0.0011	S
Very lazy always	4.334	4	0.3629	NS
Always copy assignments of others.	7.668	4	0.1047	NS

(S: Significant)

(NS: Non Significant)

5. Effect of factors on poor academic performance of hostellers

This table shows the divisions of how much extend the factors are affected with poor academic performance among hostel students. Most of the students reported that personal factors (14), environmental factors (19), health factors (14), peer related factors (17) and study habits (18) are moderately affecting their academic performance, while family related factors (20) are less affecting.

Table 5: Effect of factors on poor academic performance of hostellers N=30

Factors	Highly affected (score 36-50)	Moderately affected (score 26-35)	Less affected (score 10-25)
1. PERSONAL FACTORS	11	14	5
Lack of confidence			
Lack of interest in study/course			
Lack of concentration in study			
Lack of attendance			
Inadequate & poor exam preparation			
Feeling sleepy during class time			
Lack of self study			
Lack of support person			
Previous failure			
Lack of internet access			
2. ENVIRONMENTALFACTORS	Highly affected (score 11-15)	Moderately affected (score 8-10)	Less affected (score 3-7)

Excessive noise	6	19	5
Inability to adjust			
Lack of resources			
3. HEALTH RELATED FACTORS	Highly affected (score 8-10)	Moderately affected (score 5-7)	Less affected (score 2-4)
Recurrent illness	6	14	10
Any other health problems			
4. FAMILY RELATED FACTORS	Highly affected (score 22-30)	Moderately affected (score 15-21)	Less affected (score 6-14)
Low socio-economic status	4	6	20
Parental pressure			
Crisis & issues in family			
Poor relation with parents			
Poor parental attitude towards education			
Poor family structure			
5. PEER RELATED FACTORS	Highly affected (score 8-10)	Moderately affected (score 5-7)	Less affected (score 2-4)
peer support	13	17	0
Peer negligence			
6. STUDY HABITS	Highly affected (score 22-30)	Moderately affected (score 15-21)	Less affected (score 6-14)
Study only when like to do	9	18	3
Study when there is a class test			
Study only before exam			
Feel bored/sleepy while studying			
Very lazy always			
Always copy assignments of others.			

6. Effect of factors on poor academic performance of day-scholars

This table shows the divisions of how much extend the factors are affected with poor academic performance among day-scholar students. Most of the students reported that personal factors (23), family related factors (14), peer related factors (14) and study habits (18) are moderately affecting their academic performance, while environmental factors (15) and health factors (14) are less affecting the same.

Table 6: Effect of factors on poor academic performance of day-scholars N=30

Factors	Highly affected (score 36-50)	Moderately affected (score 26-35)	Less affected (score 10-25)
1. PERSONAL FACTORS	1	23	6
Lack of confidence			
Lack of interest in study/course			
Lack of concentration in study			
Lack of attendance			
Inadequate & poor exam preparation			
Feeling sleepy during class time			
Lack of self study			

Lack of support person			
Previous failure			
Lack of internet access			
2. ENVIRONMENTALFACTORS	Highly affected (score 11-15)	Moderately affected (score 8-10)	Less affected (score 3-7)
Excessive noise	6	9	15
Inability to adjust			
Lack of resources			
3. HEALTH RELATED FACTORS	Highly affected (score 8-10)	Moderately affected (score 5-7)	Less affected (score 2-4)
Recurrent illness	3	13	14
Any other health problems			
4. FAMILY RELATED FACTORS	Highly affected (score 22-30)	Moderately affected (score 15-21)	Less affected (score 6-14)
Low socio-economic status	4	14	12
Parental pressure			
Crisis & issues in family			
Poor relation with parents			
Poor parental attitude towards education			
Poor family structure			
5. PEER RELATED FACTORS	Highly affected (score 8-10)	Moderately affected (score 5-7)	Less affected (score 2-4)
peer support	9	14	7
Peer negligence			
6. STUDY HABITS	Highly affected (score 22-30)	Moderately affected (score 15-21)	Less affected (score 6-14)
Study only when like to do	9	18	3
Study when there is a class test			
Study only before exam			
Feel bored/sleepy while studying			
Very lazy always			
Always copy assignments of others.			

7. Association between baseline variables and personal factors among hostellers

Baseline variable like type of course is shown significant association with personal factors; while other variables like age at inception of course, percentage got in intermediate exam, time spend on study, time spend in mobile use, break in between study, kind of study, parents education, time spend in library and absence from college shows no significant association.

Table 7: Association between baseline variables and personal factors among hosteller N=30

Sl no	baseline variables	Personal factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Type of course studying				2	12.24	0.002	Significant
	GNM	7	1	0				
	B.Sc. Nursing	4	13	5				

8. Association between baseline variables and environmental factors among hosteller

Baseline variables like percentage got in intermediate exam, type of course studying, time spend in mobile use and absence from college are shown significant association with environmental factors; while other variables like age at inception of course, time spend on study, break in between study, kind of study, parents education, time spend in library shows no significant association.

Table 8: Association between baseline variables and environmental factors among hosteller N=30

Sl no	baseline variables	Environmental factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Percentage got in Intermediate exam				4	17.37	0.0016	Significant
	Less than 70%	1	3	1				
	70-80%	5	16	1				
	80-90%	0	0	3				
	Above 90%	0	0	0				
2.	Type of course studying				2	12.50	0.0019	Significant
	GNM	5	2	1				
	B.Sc. Nursing	1	17	4				
3.	Time spent for phone use				6	16.80	0.010	Significant
	up to 30 min	1	0	0				
	30 min-1 hour	2	8	1				
	1-2 hours	2	11	1				
	> 2 hours	1	0	3				
4.	Absence from college				4	10.53	0.032	Significant
	Never	2	14	5				
	Once in a month	3	1	0				
	Once in a week	1	4	0				

9. Association between baseline variable and health factors among hosteller

Baseline variable like absence from college shown significant association with Health related factors; while other variables like age at inception of course, percentage got in intermediate exam, type of course studying, time spend in mobile use, time spend on study, break in between study, kind of study, parents education and time spend in library shows no significant association.

Table 9: Association between baseline variable and health factors among hosteller N=30

Sl no	Baseline variables	Health related factors			df	Chi square	P-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Absence from college				4	13.8	0.008	Significant
	Never	1	11	9				
	Once in a month	3	1	0				
	Once in a week	2	3	0				

10. Association between baseline variables and family related factors among hosteller

Baseline variable like kind of study shown significant association with family related factors; while other variables like age at inception of course, percentage got in intermediate exam, type of course studying, time spend in mobile use, time spend on study, break in between study, absence from college, parents education and time spend in library shows no significant association.

Table 10: Association between baseline variables and family related factors among hosteller N=30

Sl no	Baseline variables	Family related factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Kind of study more used				6	16.47	0.011	Significant
	Self study	4	5	3				
	Discussion study	0	1	6				
	Online study	0	0	3				
	All the above	0	0	8				

11. Association between baseline variables and peer related factors among hosteller

Baseline variables like type of course studying and absence from college shown significant association with peer related factors; while other variables like age at inception of course, percentage got in intermediate exam, kind of study, time spend in mobile use, time spend on study, break in between study, parents education and time spend in library shows no significant association.

Table 11: Association between baseline variables and peer related factors among hosteller N=30

Sl no	Baseline variables	Peer related factors			df	Chi square	P-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Type of course studying				1	4.455	0.035	Significant
	GNM	6	2	0				
	B.Sc. Nursing	7	15	0				
2.	Absence from college				2	2.356	0.308	Significant
	Never	11	10	0				
	Once in a month	1	3	0				
	Once in a week	1	4	0				

12. Association between baseline variable and study habit among hosteller

Baseline variables like break in between study and parents education shown significant association with study habit factors; while other variables like age at inception of course, percentage got in intermediate exam, type of course studying, time spend on study, kind of study, time spend in mobile use, time spend in library and absence from college shows no significant association.

Table 12: Association between baseline variable and study habit factors among hosteller N=30

Sl no	Baseline variables	Study habit factors			df	Chi square	P value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Break time between studies				6	14.25	0.027	Significant
	< 10 min	3	4	3				
	10-20min	1	11	0				
	20 – 30 min	4	2	0				
	>30 min	1	1	0				
	All the above	1	7	0				
2.	Parents' Education				6	17.734	0.007	Significant
	Primary	4	0	0				
	High school	2	3	1				
	Intermediate	2	4	2				
	Graduate and above	1	12	0				

13. Association between baseline variable and personal factors among day scholars

Baseline variables like break in between study and kind of study shown significant association with personal factors; while other variables like age at inception of course, subject opted in class 11th, percentage got in intermediate exam, type of course studying, time taken to reach college, time spend on study, time spend in mobile use, parents education, time spend in library and absence from college shows no significant association.

Table 13: Association between baseline variable and personal factors among day scholars N=30

Sl no	Baseline variables	Personal factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Break time between studies				6	14.572	0.024	Significant
	< 10 min	1	4	0				
	10-20min	0	13	2				
	20 – 30 min	0	6	2				
	>30 min	0	0	2				
2.	Kind of study more used				6	30.264	<0.001	Significant
	Self study	0	10	2				
	Discussion study	0	4	1				
	Online study	1	0	0				
	All the above	0	9	3				

14. Association between baseline variable and environmental factors among day scholars

Baseline variables like age at inception of course and percentage got in intermediate exam shown significant association with environmental factors; while other variables like subject opted in class 11th, type of course studying, time taken to reach college, kind of study, time spend on study, time spend in mobile use, break in between study, parents education, time spend in library and absence from college shows no significant association with environmental factors.

Table 14: Association between baseline variable and environmental factors among day scholars N=30

Sl no	Baseline variables	Environmental factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Age at Inception of course-				6	13.336	0.038	Significant
	17-18	2	6	7				
	19-20 years	1	2	8				
	21-22 years	1	1	0				
	above 22 years	2	0	0				
2.	Percentage got in Intermediate exam				4	12.047	0.017	Significant
	Less than 70%	1	2	2				
	70-80%	3	2	13				
	80-90%	2	5	0				
	Above 90%	0	0	0				

15. Association between baseline variable and health factors among day-scholars

Baseline variables like subject opted in class 11th and kind of study shown significant association with health factors; time spend in library shows a borderline association; while other variables like age at inception of course, percentage got in intermediate exam, type of course studying, time taken to reach college, time spend on study, time spend in mobile use, break in between study, parents education and absence from college shows no significant association with environmental factors.

Table 15: Association between baseline variable and health factors among day-scholars N=30

Sl no	Baseline variables	Health related factors			df	Chi square	P-value	Signifi- cance
		Highly affected	Moderately affected	Less affected				
1.	Subject opted in class11th				2	9.31	0.01	Significant
	Science	2	13	14				
	Commerce	1	0	0				
	Arts	0	0	0				
	Others	0	0	0				
2.	Kind of study more used				6	19.339	0.004	Significant
	Self study	1	2	9				
	Discussion study	1	4	0				
	Online study	1	0	0				
	All the above	0	7	5				
3.	Time spent daily in library				4	9.508	0.05	Significant / boarder-line
	up to 1 hour	0	9	11				
	1-2 hours	3	4	2				
	2-3 hours	0	0	1				
	> 3 hours	0	0	0				

16. Association between baseline variable and family related factors among day-scholars

Baseline variables like type of course studying, time taken to reach college, time spend on study, kind of study and time spend in library were shown significant association with family related factors; while other variables like age at inception of course, subject opted in class 11th, percentage got in intermediate exam, time spend in mobile use, break in between study, parents education and absence from college shows no significant association with family related factors.

Table 16: Association between baseline variable and family related factors among day-scholars N=30

Sl no	Baseline variables	Family related factors			df	Chi square	p-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Type of course studying				2	6.196	0.045	Significant
	GNM	1	6	10				
	B.Sc. Nursing	3	8	2				
2.	Time taken to reach college				6	19.623	0.003	Significant
	5 min -15 min	1	6	2				
	15 min-30 min	1	6	1				
	30 min-1 hour	2	2	1				
	>1 hour	0	0	8				
3.	Time spent daily on studies				6	15.114	0.019	Significant
	0-2 hours	1	1	6				
	2-4 hours	2	8	2				
	4-6 hours	0	5	4				
	>6 hours	1	0	0				
4.	Kind of study more used				6	13.548	0.035	Significant
	Self study	2	7	3				
	Discussion study	0	4	1				
	Online study	1	0	0				
	All the above	1	3	8				
5.	Time spent daily in library				4	10.659	0.031	Significant
	up to 1 hour	1	12	7				
	1-2 hours	2	2	5				
	2-3 hours	1	0	0				
	> 3 hours	0	0	0				

17. Association between baseline variable and peer related factors among day-scholars

Only one baseline variable -time spend on study- shown significant association with peer related factors; while none of the other variables like age at inception of course, subject opted in class 11th, percentage got in intermediate exam, type of course studying, time taken to reach college, time spend in mobile use, kind of study, break in between study, parents education, time spend in library and absence from college shows any significant association.

Table 17: Association between baseline variable and peer related factors among day-scholars N=30

Sl no	Baseline variables	Peer related factors			df	Chi square	P-value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Time taken to reach college				6	12.417	0.053	Non Significant / Boarder - line
	5 min -15 min	3	5	1				
	15 min-30 min	1	7	0				
	30 min-1 hour	2	1	2				
	>1 hour	3	1	4				
2.	Time spent daily on studies				6	15.995	0.014	Significant
	0-2 hours	2	5	1				
	2-4 hours	2	9	1				
	4-6 hours	5	0	4				
	>6 hours	0	0	1				

18. Association between baseline variable and study habits among day-scholars

Only one baseline variable - parents education- shown significant association with study habits; while none of the other variables like age at inception of course, subject opted in class 11th, percentage got in intermediate exam, type of course studying, time taken to reach college, time spend on study, time spend in mobile use, kind of study, break in between study, time spend in library and absence from college shows any significant association.

Table 18: Association between baseline variable and study habits among day-scholars N=30

Sl no	Baseline variables	Study habit factors			df	Chi square	P value	Significance
		Highly affected	Moderately affected	Less affected				
1.	Parents' Education				6	13.5	0.036	Significant
	Primary	0	4	1				
	High school	3	3	0				
	Intermediate	0	2	2				
	Graduate and above	6	9	0				

DISCUSSION AND CONCLUSION

A total of 60 participants (30 hostellers and 30 day-scholars) were selected by purposive sampling method with the aim of identifying the factors affecting poor academic performance among hosteller and day-scholar nursing students. The main inclusion criteria was, students whose second sessional exam's total percentage is decreased more than 5% from their first sessional exams. Likert scale was used after expert's validation and finding reliability, for collecting information regarding factors that affect poor academic performance among students. Detailed discussions under each objective are as follows.

1. Level of academic performance of hostellers and day-scholars

The mean of sessional examination mark for hostellers is 43.07 % (ranges from 28% to 62%) and that of day-scholars is 47.53% (ranges from 34 to 74). This indicates performance of hostellers is less compared to that of day-scholars in aspects like minimum score, maximum score as well as mean score. A similar comparative study was conducted by Benash Altaf, Anam Rehman et. al. with the aim to compare the academic performance of boarders and day scholars of a medical college, at Faisalabad, from January 2019 to September 2019. They selected 132 (62%) day scholars and 82 (28%) boarders students. The academic

score were categorized in to 3 levels- <50%, 50%-70% and >70% categories. Scores of day scholar students were: 38 (28.8%), 84 (63.6%) and 10 (7.6%), and that of boarder students were: 45 (54.9%), 34 (41.5%) and 3 (3.7%) respectively. Thus proven home environment has positive impact on academic performance, and it support the present study [8].

2. Factors affecting poor academic performance of hostellers

Personal factors like lack of confidence, lack of concentration in study, inadequate & poor exam preparation, lack of self study, previous failure and lack of internet access shows significant association with poor academic performance. Few environmental factors like inability to adjust and lack of resources; some family factors like poor relation with parents, poor parental attitude towards education and poor family structure; peer factor like peer negligence; and study habits like study only before exam as well as very lazy always to study also were factors affecting poor academic performance among hostellers. None of the health related factors shows any significant association with poor academic performance.

A similar cross sectional study by Khan K.W., Ramsan M, et. al. (2018) was conducted among medical students to determine factors affecting academic performance. They found that factors like parental concern (87.2%), time spent on social media (78.4%), influence of friends (74.4%), silence during study (88.8%) and style of teaching (80.8%) as most affecting academic performance of students [9].

3. Factors affecting poor academic performance of day-scholars

Personal factors like lack of confidence, lack of interest, lack of concentration in study, lack of attendance, feeling sleepy during class time and lack of support person shows significant association with poor academic performance. Environmental factors like excessive noise and lack of resources; health factor like recurrent illness; family factors like parental pressure, crisis & issues in family, poor relation with parents and poor parental attitude towards education; and study habit like feel bored/sleepy while studying were other significant factors affecting poor academic performance. None of the peer related factors shows any significant association with poor academic performance among day-scholars.

Jacob A.M., Kaushik, et. al. (2017) conducted a comparative study to assess the health status and academic progress among day-scholars and hostellers in selected nursing college, New Delhi. Total 50 students (hostellers $n_1=25$, day-scholars $n_2=25$) selected for the study. Study revealed that, 100% day scholars are good in their health status whereas 92% hostellers are good and 8% are moderate in their health status. That means, students staying at home have better health status because of the parental care, healthy food and safe drinking water [10].

Another study conducted by Jadoon Sofia, Jadoon Sobia, et.al. (2014), on topic: a comparative analysis of the behavior and performance of day-scholars and boarders students at secondary school level, Rawalpindi, Abbotabad, also supporting this study. They took 329 students as sample. The study reveals some major problems faced by day-scholar students, which are: travel a long distance to reach their school, environment of home, poor education by parents, less space availability at home and improper food distribution for day- scholars. Thus they found that day-scholar system has many drawbacks compared with boarders [11].

In conclusion, the above details show that, personal factors, environmental factors, family factors and study habits are affecting academic performance of both hostellers and day-scholars. Health factors affect only day-scholars and peer related factors affect only hostellers.

4. Association between the factors affecting poor academic performance of hostellers and day-scholars with selected baseline variables

There are significant results found in association between factors affecting poor academic performance with baseline variables among hosteller students. Personal factors showed significant association with one of the baseline variable, which is type of course studying. Environmental factors shown significant association with baseline variables like percentage got in intermediate exam, type of course studying, time spend in mobile use and absence from college. Health related factors are significantly associated with absence from college. Family related factors shown significant association with Kind of study, whereas peer related factors are associated with course studying and absence from college. Study habit factors is significantly associated with two variables ie. break in between study and parent's education.

Among day-scholars, association between factors affecting poor academic performance with baseline variables is as follows. Personal factors show significant association with baseline variables like break in between study and kind of study. Environmental factors are associated with age at inception of course and percentage got in intermediate exam. Health factors shown significant association with variables like subject opted in class 11th and kind of study; whereas borderline association was found with time spend in library. Family related factors also shown significant association with type of course studying, time taken to reach college, time spends on study, kind of study and time spends in library. Peer related factors are associated with only one variable ie. time spend on study. Another variable - study habits is associated with parent's education.

A similar cross sectional study by Khan K.W., Ramsan M, et. al. (2018) was conducted among medical students to determine factors affecting academic performance. They found significant association between academic performance and place of residence, daily breakfast, peer academic performance, night study and joining medical profession on own will [9].

MAJOR FINDINGS OF STUDY:

The present study includes 30 hostellers and 30 day-scholars, with the main aim of comparing factors that are affecting poor academic performance. The following are the major findings of the study.

Regarding baseline variables:

- Age group: most of hostellers belongs to 19-20 years (43%) and 50% day-scholars belongs to 17-18 years
- Main subject in class 11th: all hostellers and 97% of day-scholars selected science
- Marks in intermediate (12th) exam: 73% of hostellers and 60% of day-scholars obtained 70-80% marks
- Course studying: 73% of hostellers enrolled in B.Sc. nursing course while 57% of day-scholars enrolled in GNM course
- Parent's education: 44% of hosteller's and 50% of day-scholar's parents having graduation or above education
- Time to reach college: all hostellers and 30% of day-scholars take 5-10 minutes to reach college
- Use of mobile: 47% of hostellers use 1-2 hours daily while 30% of day-scholars use 30 minutes to 1 hour or 1-2 hours daily
- Study time: 87% of hostellers and 40% of day-scholars use 2-4 hours daily
- Break time between study: 40% of hostellers and 50% of day-scholars take 10-20 minutes
- Library use: 50% of hostellers and 67% of day-scholars spent less than 1 hour in library
- Self study technique: 40% of hostellers as well as day-scholars use self study technique
- Leaves taken: 70% of hostellers never take leave from studies, while 57% of day-scholars takes leave once in a week

Regarding academic performance:

- The performance of hostellers (mean score- 43.07 %) is less compared to that of day-scholars (mean score- 47.53%)

Regarding factors affecting academic performance:

- Personal factors (lack of confidence, Lack of concentration in study, Inadequate & poor exam preparation, Lack of self study, previous failure and Lack of internet access), Environmental factors (Inability to adjust and Lack of resources), family factors (Poor relation with parents, Poor parental attitude towards education and Poor family structure), peer negligence, and study habits (Study only before exam as well as Very lazy always to study) are significantly affecting academic performance among hostellers.
- Among day-scholars, Personal factors (lack of confidence, Lack of interest, Lack of concentration in study, Lack of attendance, Feeling sleepy during class time and Lack of support person), Environmental factors (excessive noise and Lack of resources), health factor (recurrent illness), family factors (Parental pressure, Crisis & issues in family, Poor relation with parents and Poor parental attitude towards education), and study habit (Feel bored/sleepy while studying) were majorly affecting academic performance.

Regarding association of baseline variables with factors affecting academic performance

- Among hosteller students, the following associations are found: personal factors with type of course studying; Environmental factors with percentage got in intermediate exam, type of course studying, time spend in mobile use and absence from college; Health related factors with absence from college; Family related factors with Kind of study; peer related factors with course studying and absence from college; Study habit with break in between study and parent's education.
- The following associations are found among day-scholars: Personal factors with break in between study and kind of study; Environmental factors with age at inception of course and percentage got in intermediate exam; Health factors with subject opted in class 11th, kind of study and time spend in library; Family related factors with type of course studying, time taken to reach college, time spends on study, kind of study and time spends in library, Peer related factors with time spend on study and study habits with parent's education.

IMPLICATION:

In order to fulfil the actual objective of any research study, it should be useful in any aspect of nursing service or education or public health.

Nursing Education:

- Nurse educator can understand the level of academic performance and factors which are affecting it among hostellers and day-scholars, which will improves education techniques.
- Nurse can educate students and parents regarding important factors which affect poor academic performance.

Nursing Practice:

- Nurse can make education programs as well as plan activities which reduce factors affecting academic performance and promote learning environment.

Nursing Administration:

- The nurse administrator can plan, organize and conduct awareness programs that explore different factors affect student's performance.
- They can review and renew policies as well as provide adequate data to policy making agencies for making/renewing policies/ protocols

Nursing Research:

- Nurses can use this data to make data based decision in education

LIMITATIONS

- This study limited to nursing students of selected college.
- The sample size was small, so the generalization of findings is limited.
- The data collection tools used in this study were prepared and used for the first time.
- Time constraints limited the study to conducting at a large scale.

RECOMMENDATIONS

- Conduct study with students of other profession or other nursing colleges
- Conduct large-scale studies to confirm and expand these findings.
- Make use of findings to understand students' limitations and difficulties.

CONCLUSION:

This study mainly aims to assess the factors which are affecting poor academic performance of hostellers and day-scholars of selected Nursing College, at Sitapur, UP. Study included 30 hostel and 30 day-scholar students from a selected nursing college, by purposive sampling technique. Likert scale was used to identify factors on academic performance, among 6 major categories. It includes, Personal, Environmental, family, health, peer and study habits factors. None of the health related factors among hostellers and peer related factors among day-scholars shows any significant association with poor academic performance.

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