A Comparative Study to Assess the Health Status and Academic Progress among Day Scholars and Hostellers in a Selected College of Nursing in New Delhi

Ashin Merlin Jacob¹, Anjali Kaushik²

Abstract

Students are considered as the most potential unit of future human resources in a country like ours, which relies greatly on its human resources strength. Hostel is a place where usually students live in a supervised environment. Students come from distant places to earn their degree. Hostel life has a great impact on the academic achievement and health status of the students. However, day scholars live with their parents and do not come across issues such as unappetizing food, hostel ragging and home sickness, but they surely do envy the freedom and independence of their hostel buddies. The objectives of the study were to assess the health status and academic progress among day scholars and hostellers and to compare the health status and academic progress among day scholars and hostellers. A quantitative research approach was adopted using comparative survey design. There were 50 students who were divided into hostellers \( n_1 = 25 \) and day scholars \( n_2 = 25 \). A self-report rating scale to assess the health status and academic progress was used for data collection. Result reveals that 100% day scholars are good in their health status whereas 92% hostellers are good and 8% are moderate in their health status and also reveals that 84% hostellers are good and 16% are moderate in their academic progress whereas 80% day scholars are good and 20% are moderate in their academic progress. Through this research study, we have found out that those students staying at home have better health status because of the parental care, healthy food and safe drinking water, whereas those students staying in the hostel have good academic progress due to less time of travel, participation in group study and help from other fellow hostel mates. Therefore, nursing administrations should provide students with good health education, guidance and counselling to help them in time management and cope with stressors in nursing colleges.

Keywords: Hostellers, Day scholars, Health status, Academic progress

Background

Human personality is shaped by the experiences of life. When a child is born, the family provides a protective environment for the child. At the beginning, the interactions are limited; over the years, interactions increase and the process of socialization starts which enables the individuals to become an effective member of society. Human’s lifestyle and personality are affected by his/her surroundings. Therefore, social structure plays a vital role in the development of personality and behavior.¹

¹,² Tutor, Rufaida College of Nursing, Jamia Hamdard, India.

Correspondence: Ms. Ashin Merlin Jacob, Rufaida College of Nursing, Jamia Hamdard, India.

E-mail Id: ashin.merlin@gmail.com

Orcid Id: http://orcid.org/0000-0002-0455-7610

How to cite this article: Jacob AM, Kaushik A. A Comparative Study to Assess the Health Status and Academic Progress among Day Scholars and Hostellers in a Selected College of Nursing in New Delhi. Int J Nurs Midwif Res 2017; 4(2): 2-8.

Digital Object Identifier (DOI): 10.24321/2455.9318.201710

ISSN: 2455-9318

© ADR Journals 2017. All Rights Reserved.
The boarding (hostel) system was started by Roman Catholics and Anglicans for their missionary purposes in the 20th century.\textsuperscript{2,3} The logic was to help students utilize teachers when needed. Hostellers enjoy their living studies and sports properly.\textsuperscript{4} Moreover, they develop the habit of adjusting in new environment and live independently. They learn to believe in themselves and feel confident. They grow in maturity as they take appropriate decisions to recognize their aptitude and talents.\textsuperscript{5}

On the other hand, certain researchers have shown that some students sent to hostels pass through the grief of homesickness, and for some students it might prove to be scary to meet a whole bunch of new people.\textsuperscript{6,7}

Moffat stated that an important role is played by the hostel in the development of the child’s mind and personality. An environment of healthy competition with other classmates and peers is provided at the hostel, which motivates children to improve their performance.\textsuperscript{8}

However, day scholars live with their parents and do not come across with issues such as bad food, hostelraging and homesickness, but they surely do envy the freedom and independence of their hostel buddies.\textsuperscript{7} It is believed that due to unsustainable home environment, the day scholars cannot study properly. In harsh weather conditions, the long distance to the college/university is another problem. On the other hand, bad company is another problem for hostellers and day scholars.\textsuperscript{2}

Some researchers believe that day scholars perform much better as residential care and encouragement plays a vital role in improving academic performance.\textsuperscript{9}

Hostellers were thought to be positively correlated with academic performance as it keeps them away from family and other unnecessary gatherings, which are responsible for a significant wastage of time; thus they can easily study at the hostel without any interference.\textsuperscript{6,10}

The present study was conducted to somewhat resolve the conflict of better academic performance and health status among day scholars and hostellers. Upadhyaya\textsuperscript{11} conducted a study to find out the differences in adjustment among day scholars and hostel students. Results revealed that day scholars and hostel students differed significantly on home, health, social, emotional and overall adjustment. Day scholars have more adjustment capacity than hostel students. Linden\textsuperscript{12} conducted a comparative study between hostel students and day scholars to know the effect of hostel stay in their academic performance. Results revealed that hostel has got a positive influence on the academic performance of students.

**AIM**

- To assess the health status among day scholars and hostellers
- To assess the academic progress among day scholars and hostellers
- To compare the academic progress among day scholars and hostellers
- To compare the health status among day scholars and hostellers

**Methods and Materials**

Formal administrative approval was obtained from the concerned authority to conduct the final study. The final study was conducted in all the faculties of Jamia Hamdard. The college students who met the study criteria were selected using convenient sampling technique. The purpose of the study was explained to them after obtaining their willingness to participate in the study, the college students were given structured self report rating scale to tick the most suitable option for them. The average time taken to answer the tool by the samples was 10 minutes.

Data was collected from 50 college students of 17 years of age and above. Descriptive data analysis was used like frequency and percentage.
Results

Table 1. Frequency and Percentage of the Demographic Data

| Sample Characteristics | Hostellers | Day Scholars | Total Frequency | Total Percentage |
|------------------------|------------|--------------|-----------------|-----------------|
|                        | n=25       | n=25         |                 |                 |
|                        | Freq.  | %         | Freq.  | %       |                  |                  |
| Age (in years)         |        |           |        |           |                  |                  |
| 17–20                  | 23     | 92        | 22     | 88       | 45               | 90               |
| 21–23                  | 2      | 8         | 2      | 8        | 4                | 8                |
| 23 and above           | 0      | 0         | 1      | 4        | 1                | 2                |
| Gender                 |          |           |        |           |                  |                  |
| Male                   | 0      | 0         | 8      | 32       | 8                | 16               |
| Female                 | 25     | 100       | 17     | 68       | 42               | 84               |
| Religion               |          |           |        |           |                  |                  |
| Hinduism               | 7      | 28        | 12     | 48       | 19               | 38               |
| Christianity           | 5      | 20        | 4      | 16       | 9                | 18               |
| Islam                  | 11     | 44        | 7      | 28       | 18               | 36               |
| Others                 | 2      | 8         | 2      | 8        | 4                | 8                |
| Accommodation          |          |           |        |           |                  |                  |
| Hostellers             | 25     | 100       | 0      | 0        | 25               | 50               |
| Day scholars           | 0      | 0         | 25     | 100      | 25               | 50               |

Table 2. Frequency and Percentage of Health Status of Hostellers

| S. No. | Statement                                                                 | Often | Sometimes | Never |
|--------|---------------------------------------------------------------------------|-------|-----------|-------|
|        | Freq.  | %         | Freq.  | %    | Freq.  | %       |
| 1.     | I have been diagnosed with urinary tract infection (UTI).                 | 2     | 8         | 3     | 12     | 20      | 80      |
| 2.     | I have complaints of constipation, diarrhea and other GI problems.       | 1     | 4         | 15    | 60     | 9       | 36      |
| 3.     | I have been going through eye strain due to improper lighting.            | 0     | 0         | 9     | 36     | 16      | 64      |
| 4.     | I can sleep peacefully at least for 8 hours.                              | 13    | 52        | 9     | 36     | 3       | 12      |
| 5.     | I face disturbance during study and sleep.                                | 6     | 24        | 16    | 64     | 3       | 12      |
| 6.     | I suffer from body pain.                                                  | 4     | 16        | 14    | 56     | 7       | 28      |
| 7.     | I take drug/alcohol.                                                      | 0     | 0         | 0     | 0      | 25      | 100     |
| 8.     | I skip meals.                                                             | 4     | 16        | 14    | 56     | 7       | 28      |
| 9.     | I feel depressed.                                                         | 4     | 16        | 11    | 44     | 10      | 40      |
| 10.    | I feel lonely.                                                            | 1     | 4         | 13    | 52     | 11      | 44      |
| 11.    | I exercise and go for walking.                                            | 4     | 16        | 15    | 60     | 6       | 24      |
| 12.    | I eat junk food.                                                          | 9     | 36        | 14    | 56     | 2       | 8       |
| 13.    | I have lost weight since I have joined the course.                        | 4     | 16        | 13    | 52     | 8       | 32      |
| 14.    | I feel like harming myself.                                               | 1     | 4         | 4     | 16     | 4       | 20      |
| 15.    | I use mobile more than 8 hours per day.                                   | 4     | 16        | 11    | 44     | 10      | 40      |
| 16.    | I use earphone more than 5 hours per day.                                 | 4     | 16        | 5     | 20     | 16      | 64      |
| 17.    | I feel like crying.                                                       | 1     | 4         | 14    | 52     | 10      | 40      |
| 18.    | Hospitalized after I joined the course.                                   | 1     | 4         | 4     | 16     | 20      | 80      |
Table 3. Frequency and Percentage of Health Status of Day Scholars  

| S. No. | Statement                                                                 | Often |     | Sometimes |     | Never |     |
|-------|---------------------------------------------------------------------------|-------|-----|-----------|-----|-------|-----|
| 1.    | I have been diagnosed with urinary tract infection (UTI).                | 0     | 0   | 2         | 8   | 23    | 92  |
| 2.    | I have complaints of constipation, diarrhea and other GI problems.       | 2     | 8   | 3         | 12  | 20    | 80  |
| 3.    | I have been going through eye strain due to improper lighting.           | 1     | 4   | 11        | 44  | 13    | 52  |
| 4.    | I can sleep peacefully at least 8 hours.                                 | 12    | 48  | 9         | 36  | 4     | 16  |
| 5.    | I face disturbance during study and sleep.                               | 3     | 12  | 13        | 52  | 9     | 36  |
| 6.    | I suffer from body pain.                                                 | 2     | 8   | 15        | 60  | 8     | 32  |
| 7.    | I take drug/alcohol.                                                     | 1     | 4   | 2         | 8   | 22    | 88  |
| 8.    | I feel depressed.                                                        | 1     | 4   | 11        | 44  | 13    | 52  |
| 9.    | I feel lonely.                                                           | 2     | 8   | 5         | 20  | 18    | 72  |
| 10.   | I exercise and go for walking.                                           | 6     | 24  | 13        | 52  | 6     | 24  |
| 11.   | I eat junk food.                                                         | 6     | 24  | 16        | 64  | 3     | 12  |
| 12.   | I have lost weight since I have joined the course.                       | 6     | 24  | 12        | 48  | 7     | 28  |
| 13.   | I feel like harming myself.                                              | 1     | 4   | 1         | 4   | 23    | 92  |
| 14.   | I use mobile more than 8 hours per day.                                  | 4     | 16  | 8         | 32  | 13    | 52  |
| 15.   | I use earphone more than 5 hours per day.                                | 3     | 12  | 5         | 20  | 17    | 68  |
| 16.   | I feel like crying.                                                      | 3     | 12  | 6         | 24  | 16    | 64  |
| 17.   | Hospitalized after I joined the course.                                  | 3     | 12  | 1         | 4   | 21    | 84  |

Table 4. Frequency and Percentage of Hostellers related to their Academic Progress  

| S. No. | Statement                                                                 | Often |     | Sometimes |     | Never |     |
|-------|---------------------------------------------------------------------------|-------|-----|-----------|-----|-------|-----|
| 1.    | I avoid going to class.                                                   | 1     | 4   | 15        | 60  | 9     | 36  |
| 2.    | I get attendance more than 70%.                                           | 20    | 80  | 3         | 12  | 2     | 8   |
| 3.    | I have been scoring above 65% in all subjects.                            | 14    | 56  | 10        | 14  | 1     | 4   |
| 4.    | I feel sleepy during classes.                                             | 6     | 24  | 17        | 68  | 2     | 8   |
| 5.    | I participate in various cultural activities.                             | 8     | 32  | 15        | 60  | 2     | 8   |
| 6.    | I face problems in collecting study material during exams.               | 5     | 20  | 13        | 52  | 7     | 28  |
| 7.    | I am able to concentrate during classes.                                  | 10    | 40  | 15        | 60  | 0     | 0   |
| 8.    | I am not getting time for self-study.                                    | 5     | 20  | 16        | 64  | 4     | 16  |
| 9.    | I am able to interact with teachers.                                     | 12    | 48  | 13        | 52  | 0     | 0   |
| 10.   | I spend more time in social network, watching TV rather than studying.  | 6     | 24  | 13        | 52  | 6     | 24  |
| 11.   | I am late to class.                                                      | 1     | 4   | 18        | 72  | 6     | 24  |
| 12.   | I miss important information discussed in the class.                     | 1     | 4   | 18        | 72  | 6     | 24  |
| 13.   | I avail library facility of my college.                                  | 9     | 36  | 11        | 44  | 5     | 20  |
| 14.   | I submit my assignments on time.                                         | 20    | 80  | 5         | 20  | 0     | 0   |
| 15.   | I am always punctual for clinical postings.                               | 21    | 84  | 3         | 12  | 1     | 4   |
On comparison of health status, 100% day scholars were good in their health status whereas 92% hostellers were good and 8% were moderate in their health status (Fig. 1).

| S. No. | Statement                                                                 | Often | % | Sometimes | % | Never | % |
|-------|---------------------------------------------------------------------------|-------|---|-----------|---|-------|---|
| 1.    | I avoid going to class.                                                   | 1     | 4 | 9         | 36| 15    | 60|
| 2.    | I get attendance more than 70%.                                          | 18    | 72| 7         | 28| 0     | 0 |
| 3.    | I have been scoring above 65% in all subjects.                            | 12    | 48| 13        | 52| 0     | 0 |
| 4.    | I feel sleepy during classes.                                            | 6     | 24| 16        | 64| 3     | 12|
| 5.    | I participate in various cultural activities.                             | 7     | 28| 13        | 52| 5     | 20|
| 6.    | I face problems in collecting study material during exams.               | 6     | 24| 11        | 44| 8     | 32|
| 7.    | I am able to concentrate during classes.                                  | 14    | 56| 9         | 36| 2     | 8 |
| 8.    | I am not getting time for self-study.                                    | 9     | 36| 13        | 52| 3     | 12|
| 9.    | I am able to interact with teachers.                                     | 15    | 60| 10        | 40| 0     | 0 |
| 10.   | I spend more time in social network, watching TV rather than studying.  | 6     | 24| 9         | 36| 10    | 40|
| 11.   | I am late to class.                                                      | 5     | 20| 14        | 56| 6     | 24|
| 12.   | I miss important information discussed in the class.                      | 1     | 4 | 12        | 48| 12    | 48|
| 13.   | I avail library facility of my college.                                  | 3     | 12| 15        | 60| 7     | 28|
| 14.   | I submit my assignments on time.                                         | 17    | 68| 7         | 28| 1     | 4 |
| 15.   | I am always punctual for clinical postings.                               | 20    | 80| 2         | 8 | 3     | 12|

Table 5. Frequency and Percentage of Day Scholars related to their Academic Progress

On comparison of academic progress, 84% hostellers were good and 16% were moderate in their academic progress whereas 80% day scholars were good and 20% were moderate in their academic progress (Fig. 2).
Discussion

A study was conducted by Pathak\textsuperscript{13} to assess the difference between study habits of hostellers and day scholars. Result showed that hostellers and day scholars do not differ significantly on all the dimensions of the study habits except the dimension of reading ability, whereas in our study it was seen that academic progress of hostellers was much better than academic progress of day scholars.

The study conducted by the Nassa and Bhatia\textsuperscript{14} was designed to assess the nutritional status of day scholar and hosteller adolescent boys. The study revealed that day scholars consumed more nutritional food and their health was much better than hostellers. This result was similar to the findings of our study, where the health status of day scholars was much better than health status of hostellers.

Conclusion

Hostellers are distinct groups, who have unique needs and problems. They have particular physical, social and emotional characteristics, who are away from their home for the first time and have to learn to manage their own affairs and adjust to new condition of living environment without family support or experience to guide them. These hostellers, who live independently, are subject to less parental control that can inhibit unhealthy behavior. They are more prone to poor eating habits, lack of sleep, or the acquisition of new habits, such as smoking or drug abuse. All these factors do not contribute positively to the development of a healthy lifestyle.\textsuperscript{15} On the academic level, hostellers do not have to worry about the books, practical files notes or any other study-related materials. At any time they can procure them from other hostellers, even in practical examinations. They have more chances of participating in group studies with their batch mates for better achievement in academic progress. Then for the last two or three weeks during exams they have to study depending on their abilities and they can excel in the exams, and compete with the toppers.\textsuperscript{16} The physical environment and the social factors are the two main factors that affect the academic progress.\textsuperscript{17} Physical factors such as light, noise, temperature and air quality also powerfully influence overall satisfaction with an environment.\textsuperscript{15} In the present study, we see that majority of the hostellers had a good academic progress, whereas maximum day scholars have good health progress.

Acknowledgments

We take this opportunity to express our gratitude to Prof. (Dr.) Manju Chhugani, Principal, Rufaida College of Nursing, Jamia Hamdard, New Delhi, for providing all facilities and support to conduct this study smoothly. A word of appreciation goes to Ms. Annu Singh, Ms. Neha, Ms. Neha Devi, Ms. Neha Pal, Ms. Nikky Singh, Ms. Nimmi Anu Sam, Ms. Nisha Shaji and Ms. Merlin Samuel, students of B.Sc. (Hons) Nursing, Rufaida College of Nursing, Jamia Hamdard, without whose constant hard work and perseverance this study could not have been a success.

Conflict of Interest: None

References

1. Amina I, Asir A. A qualitative study investigating
the impact of hostel life. *International Journal of Emergency Mental Health and Human Resilience* 17(22); 511-15.

2. Bahadar N, Mahnaz W et al. A comparative analysis of the behaviours and performance of day scholars and boarders students at secondary school level. *Am J Educ Res* 2014; 2: 600-02.

3. Jagero NO, Ayoda TM. An evaluation of home environmental factors affecting performance of boarding secondary school students in Kenya; analytical reports. *Int Educ* 2010; 3: 47-62.

4. Republic of Kenya, sessional paper number one of 2005: A policy framework for educational training and research. *Nairobi Government Printer* 2005.

5. Anonymous. Day scholars versus residential schools. [Online] 2012 [cited 2015 Jun 14]. Available from: URL:http://www.englishdaily626.com/high_school_english_essays.php7592.

6. Perveen S, Kazmi SF. Personality dynamics of boarders and day scholars who belong to madrashah and public school. *Acad Res Int* 2011; 1: 57-72.

7. Abraham T. Hostel students versus day scholars [Online] 2008 [cited 2015 Jun 14]. Available from: URL:http://www.thehindu.com/todays-paper/tp-features/tp-metroplus/hostel-students-vs-dayscholars/article1418224.ece.

8. Moffat. Overall personality development of the students is primed by the boarding school UK [Online] 2011 [cited 2015 Jun 16]. Available from: URL:http://http://www.buksia.com/articles/434153_overall-personality-development-of-the-students-is-primed-by-the-boarding-school-uk.

9. Little M, Kohm A et al. The impact of residential placement on child development research and policy implications. *Int J Soc Welfare* 2005; 14: 200-09.

10. Rehman A, Siddiqui A et al. A comparison between day scholars and hostelites. [Online] 2013 [cited 2015 Jun 16]. Available from: URL:https://prezi.com/Appkjokj2wri/untitled-prezi/.

11. Upadhyaya C. A comparative study of adjustment among day scholars and hostel students. *The International Journal of Indian Psychology* Jul–Sep 2016; 3(4); 63.

12. Linden R. Education policies saving the poor: A case study of students’ performance in India. *Hostels Spring Team* 2005.

13. Pathak RA. study to assess the difference between study habits of hostellers and day scholars.

14. Nassa R, Bhatia B. A comparative study on nutritional status of day scholar and hosteller adolescent boys with intellectual disability. *International Journal Of Food and Nutritional Sciences* Jul-Sep 2014; 3(4). Available in http://www.ijfans.com/currentissue.html

15. Abolfotouch MA et al. Health related lifestyle and risk behaviors among students living in Alexandria University hostels. 2007 Mar-Apr; 13(2).

16. Shakeel A, Shakeel S et al. Life satisfaction and quality of life among hostelized and day scholar female students. Nov 2015; 4(8): 119-27.

17. Lan Chi Pang, Wangman. The birth of the student hostel: Whole person education at the formative stage. Jun 1998; 22-28.