

A Study of Learning Style and Study Habits in Residential and Non-Residential Students

Abstract

The main aim of this research was to investigate the relationship between study habits and learning styles. The sample consisted of 200 residential and non residential students of the senior secondary school and it was selected purposively. The Study Process Questionnaire and Kolb Learning Style Inventory were used in this study. Following statistical techniques as percentage, X^2 , correlation coefficient, t and Fisher were used to analysis the data. The findings showed that the learning styles were found to be significantly correlated to deep approach and surface approach sub-dimensions of study habits and diverging, assimilating, converging, and accommodating learning styles important predictors of deep approach and surface approach sub-dimensions of study habits.

Keywords: Learning Styles, Study Habits and Kolb Learning Styles.

Introduction

Study habits are an important part of any student's academic success. Effective study habits are very important part of the learning process. Good study habits are important for all students to project investments of time and money and to achieve educational goals. Study habits typically denotes the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines occurring in an environment that is conducive to studying (Credé & Kuncel, 2008). Study habits and skills are particularly important for postgraduate students, whose needs include time management, notetaking, Internet skill, the elimination of distractions, and assigning a high priority to study. Fielden (2004) states that good study habits help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. Nneji (2002) states that study habits are learning tendencies that enable students work privately. Learning style may be thought of as ways learners concentrate, process, internalize, and remember new and difficult academic information or skills. Learning styles often show variations with age, achievement level, culture, global versus analytic processing preference, and gender (Shaughnessy, 1998). While researchers may not agree with a common definition of learning style, there appears to be some general agreement that a person's learning style is composed of a number of personality and environmental traits (Williams, 2001). Educational achievement depends not only on the intellectual ability and skills of the learner, but also on the individual's learning style (Kolb, 1984) which refers to the consistent way in which a learner responds to or interacts with stimuli in the learning context, as a replacement of cognitive styles theorems from 1970s (Loo, 2004). Above researches, it can be seen that learning styles are an important factor that affects study habits. Thus, the purpose of this study is to investigate if there are significant relationships between learning styles and study habits and to determine the predictability of study habits by learning styles. The study attempts to give information about the relationships between study habits and learning styles.

Review of Related Literature

Some of the researches are following as: a study on relationship between study habits and educational achievement of girls of graduate level by Kushawaha (2008), a study on the relationship between study habits, attitudes and orientation by Gersten and Susan (2009), Phan,(2009) studied on amalgamation of future time orientation, epistemological beliefs, achievement goals and study strategies: empirical evidence established, Ferla (2009) conducted a study on student models of

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learning and their impact on study strategies, Lazwanti and Paliwal(2012) studied the impact of internet use on study habits of higher secondary students and Sana, and Sana(2013) conducted a study on the effect of using the internet on EFL elementary school, Are students' learning styles discipline specific? Community College Journal of Research And Practice by Jones, C., Reichard, C., & Mokhtar, K. (2015), and Fer, S. (2017) conducted strudt on differences in Turkish Student Teachers' Learning Styles. Learning styles are defined as different ways used by individuals to process and organize information and as a sort of way of thinking, comprehending and processing information (Kolb, 1984; Sadler-Smith, 1996). In this sense, learning style is related to both sensory and the mental. Kolb's Learning Cycle and Learning Style Inventory (Kolb, 1984) are widely used in order to understand the stages of learning and the ways people prefer to receive and process new information.

Research Method

The study group is composed by 200 students of senior secondary schools of Rajasthan

Table 1: Showing the Correlations between Study Habits and Learning Styles in RS and NRS

Sub-Dimension	Diverging		Assimilating		Converging		Accommodating	
	RS	NRS	RS	NRS	RS	NRS	RS	NRS
Deep Approach	-.26	-.28**	.48	.46**	-.31**	-.32	.48	.47**
Surface Approach	.31	.32**	-.36	-.34**	.42**	.40	-.37	-.38**

The Prediction of Deep Approach of Study Habits by Learning Styles in residential and non residential students

A multiple regression analysis was employed to predict deep approach sub-dimension of study habits by learning styles and the results are given in Table 2.

Table 2: Showing the Prediction of Deep Approach of Study Habits by Learning Styles in RS and NRS

	Residential Students				Non Residential students			
	R	R ²	F	t	R	R ²	F	t
Deep Approach	.45	.21	35.926*		.43	.214	34.916***	
Diverging Learning Styles		.2	**	-3.607***				-3.625***
Assimilating Learning Styles				4.607***				4.617***
Converging Learning Styles				-3.872***				-3.871***
Accommodating Learning Styles				4.931***				4.922***

***p<.001

Table 2 shows that deep approach sub-dimension of study habits of residential students and non residential students significantly explained by the learning styles (R=.45, R²=.212, F=35.926, p<.001, R=.43, R²=.214, F=34.916, p<.001 respectively). All sub-dimensions of learning styles significantly explained 21.2% of the total variance in deep approach subdimension of study habits. According to results of F,t test that was intended to determine which all subdimensions of learning styles predict deep approach subdimension of study habits, it was

board bypurposive sampling method. The revised two-factor Study Process Questionnaire (R-SPQ-2F) (Biggs, et al. 2001), is a 20-item self-report questionnaire that categorizes students into two different types of learning style approaches termed Deep Approach and Surface Approach, each containing two subscales, Motive and Strategy. Kolb Learning Styles Inventory (Kolb, 1985) was used to examine students' individual learning preferences. Following statistical techniques as percentage, X², correlation coefficient, t test, and Fisher were used to analysis the data.

Result and Discussion

The data collected is tabulated and the results obtained are presented under the following headings:

The Relationship between Study Habits and Learning Styles in residential and non residential students

The relationship between study habits and learning styles was tested by using correlation analysis and results are presented in Table 1.

found that diverging learning styles, assimilating learning styles, converging learning style and accommodating learning styles were significant predictors of deep approach subdimension of study habits in residential and non residential students.

The Prediction of Surface Approach of Study Habits by Learning Styles

A multiple regression analysis was employed to predict surface approach subdimension of study habits by learning styles and the results are given in Table 3.

Table 3: Showing the Prediction of Surface Approach of Study Habits by Learning Styles

	Residential Students				Non Residential Students			
	R	R ²	F	t	R	R ²	F	t
Surface Approach	.43	.185	32.796***		.42	.187	32.786***	
Diverging Learning Styles				3.983***				3.981*** -
Assimilating Learning Styles				-4.209***				4.229***
Converging Learning Styles				4.551***				4.541***
Accommodating Learning Styles				-4.344***				-4.334***

***p<.0001

Table 3 shows that surface approach subdimension of study habits is significantly explained by the learning styles. All subdimensions of learning styles significantly explained 18.5% of the total variance in surface approach subdimension of study habits. According to results of a *t* test that was intended to determine which all subdimensions of learning styles predict surface approach subdimension of study habits, it was found that diverging learning styles assimilating learning styles, converging learning styles, and accommodating learning styles were significant predictors of surface approach subdimension of study habits.

Discussion and Conclusion

After the analysis of the above data, it was concluded that there is a significant relationship between study habits and learning styles in residential and non residential students. According to this result, it can be said that the assimilating, accommodating, diverging, and converging sub-dimensions of learning styles are important factor that affects deep and surface approach sub-dimensions of study habits of both students. The results also indicated that the assimilating, accommodating, diverging, and converging sub-dimensions of learning styles were the most important predictor of the deep and surface approach sub-dimensions of study habits for late adolescents.

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