

The Relationships between How and Why Students Learn and Academic Achievement

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Abstract : This study examines the relationships between how and why students learned and academic achievement for 2646 university students from various faculties. The LALQ, a self-report measure of student approaches to learning was administered and academic achievement data were obtained from student CGPA. The results showed significant differences in the approach to learning of male and female students. How and why students learned can influence their achievement and efficacy as well. High and low achievers have different learning behaviours. High female achievers were more likely to learn for a better future and be persistent in it. Meanwhile high male achievers were more likely to seek approval from their peers and be more confident about graduating on time from their university. The implications of individual differences and limitations of the study are discussed.

Keywords : student learning, learner awareness, student achievement, LALQ

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