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Relationship between the high school students perspectives on study skills and the types of state high school in terms of some variables

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Abstract

This research was aimed to present Turkish students’ perceptions of their attitudes of study skills and discussion of the differences between groups according to their school type. Participants are adolescents attending the 9th, 10th and 11th grades of Turkish public (state) high schools. The participants were administered the questionnaire of study skills developed by researchers and aimed at the diagnosis of the students attitudes of study skills. The research results mostly indicated the existence of statistically significant differences between the school types and the attitudes of students study skills.

Keywords: study skills; learning; learning styles; learning strategies; learning theories.

1. Introduction

Learners are crucial in learning process and are responsible for their own learning process. In contemporary learning theories, the learner in the academic environment is both active and responsible for his or her own learning. Researchers have long studied knowledge acquisition and have found that learning is affected by many factors. Contemporary theories of teaching and learning reveal that students should take a more active role in the learning process; their ability to do this is dependent on their study skills and learning methods (Schmeck, 1988). Learners develop strategies and tactics consciously and deliberately. Luckie and Smethurst (1998) indicated that academic success largely depends on an individual’s ability to organize their academic work in a conscious manner. The participants obtained success during the learning process through their own efforts (Açıkgöz, 2005). Learners should

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break up long-term units into reasonable units. They should review their knowledge (Frender, 2003). The other most important thing is note-taking (what they read and hear); knowledge becomes more permanent when participants take note. This research is expected to be useful and beneficial for improving study skills of the learners. Studying in a quiet environment is recommended, however, some individuals have different preferences for voice; low-level music is determined suitable for the relief of nervous systems (Erden & Akman, 2004). This research affects positively students’ academic achievement in the process of learning and teaching activities. The problem of the research is "Do the students who are in the high schools have different perspectives on study skills from each other when they study their lessons?" The main purpose of this research was to examine whether there was a significant difference or not between the students perspectives on some study skills (as variables) and the school types. Students who have study skills they are aware of their responsibility in addition they would like to take an active role in the learning process and try to increase their academic achievement. "How do students study lesson?" when they study, all of these are essential for their study skills and learning process and also "How these skills varies according to type of high schools?" all of these constitute the importance of the research.

2. Method

2.1. Participants

Data were collected from 1,251 high school students aged between 14-19 as participants. The participants studied (received education) in Anatolian high schools, Science high school and High schools in the center of Adana city in 2012-2013 academic sessions. 7 Anatolian High schools; 1 Science High school and 2 High schools participated in this research.

2.2. Instrument

The data were gathered by administering the questionnaire developed by the researchers.

2.3. Procedures

A correlational research design was used in this study. Data related to the students perspectives on study skills and the school types were examined. Nine (9) questionnaire items were selected as variables. Kruskal Wallis Test Statistics showed that the differences between the opinions of students on study skills and all the ten school types. In addition five types of schools and study strategies and skills were used in this research. These five high schools were selected because they have varying curriculum. Mann-Whitney U test was applied to determine the type of differentiation in five school.

Variables (Questionnaire items) as study skills:
1. Before the lesson (course), reviewing the course or topics can be confusing in learning.
2. Lessons are learned in the course.
3. Preparing concept maps before the learning items provides meaningful learning.
4. Notes taken in the course should be rewritten.
5. If we express the learning items with shape or diagram, learning is more permanent
6. Interesting pictures should be on the walls of our study rooms.
7. If we study in a quiet room, we may sleep.
8. We should study in a quiet room.
9. Topics or units should be reviewed in small pieces.

3. Results

The Kolmogorov-Smirnov test was used in this research. According to the result of normality analysis, data were not dispersed as normal and the level of significance was $p=0.00<0.05$; therefore, descriptive statistics, Kruskal Wallis test and Mann-Whitney U test were applied. Data obtained from the results of Kruskal Wallis test showed
that there were significant differences between the opinions of the students on study skills and all the school types. Mann-Whitney U test was applied to determine the type of differentiation in five school. The results of Mann-Whitney U test that was related about 5 types of schools and study strategies and skills were presented below.

The results of Kruskal Wallis Test Statistics showed that there were significant differences between the opinions of students on study skills and all the ten school types. The analysis of Kruskal Wallis Test Statistics on the opinions of students about study skills and the school types that is related with item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.00; P<0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.00; P< 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.00; P< 0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.00; P< 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.00; P<0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.00; P< 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.00; P< 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.00; P<0.05, item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.00; P<0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics on about Science High School and Adana Anatolia High School showed that there were no significant differences between the opinions of students about study skills and item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.99; P>0.05., item 2 (Lessons are learned in the course), sig.(p-value) = 0.11; P>0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.69; P>0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.38; P>0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.41; P>0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.89; P>0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.84; P>0.05. However, Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.00; P<0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.00; P<0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics that is related about Science High school and İmam Hatip High School show that there are significant differences between the opinions of students about study skills and item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.00; P<0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.00; P<0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.00; P<0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.00; P<0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.00; P<0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.00; P<0.05, Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.00; P<0.05. These results display that there are not significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics on about Science High School and CEAS Anatolia High School show that there are not significant differences between the opinions of students about study skills and Item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.18; P>0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.18; P>0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.83; P>0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.54; P>0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.88; P>0.01, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.55; P>0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.17; P>0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.42; P>0.05. However, Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.00; P<0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics that is related about İmam Hatip Anatolia High School and Adana Anatolia High School show that there are not significant differences between the opinions of students about study
skills and item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.27; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.18; P> 0.05. Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.87; P> 0.05. However, item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.00; P< 0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.00; P< 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.00; P<0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.00; P<0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.00; P<0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.00; P<0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics that is related about İmam Hatip Anatolia High School and ÇEAS Anatolia High School show that there are not significant differences between the opinions of students about study skills and item 2 (Lessons are learned in the course), sig.(p-value) = 0.09; P> 0.05, item 4 (Notes that are taken in the course should be written again), sig.(p-value) = 0.52; P> 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.25; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.27; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.83; P> 0.05. Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.27; P> 0.05. However, Item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.00; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.69; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.00; P> 0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics that is related about ÇEAS Anatolia High School and Adana Anatolia High School show that there are not significant differences between the opinions of students about study skills and Item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.18; P> 0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.71; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.31; P> 0.05, item 4 (Notes taken in the course should be rewritten), sig.(p-value) = 0.06; P> 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.64; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.25; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.16; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.40; P> 0.01. Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.17; P> 0.05. These results display that there is significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics that is related about Haci Hatice Turgut High School and Science High School show that there are not significant differences between the opinions of students about study skills and item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.56; P> 0.05., item 2 (Lessons are learned in the course), sig.(p-value) = 0.59; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.11; P> 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.34; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.68; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.72; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.43; P> 0.05. However, Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.00; P<0.05, item 4 (Notes taken in the course should be written again), sig.(p-value) = 0.00; P<0.05. These results showed significant differentiation between the students about study skills and the school types.

The results of Mann-Whitney U test statistics showed that there were no significant differences between the opinions of students about study skills and item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.57; P> 0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.53; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.28; P> 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.17; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.65; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.60; P> 0.05. Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.18; P> 0.05, item 4 (Notes taken in the course should be written again), sig.(p-value) = 0.19; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.16; P> 0.05.
The results of Mann-Whitney U test statistics showed that there were no significant differences between the opinions of students about study skills and Item 1 (Before the lesson (course), reviewing the course or topics can be confusion in learning), sig.(p-value) = 0.51; P>0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.91; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.09; P> 0.05, item 5 (If we express the learning items with shape or diagram, Learning is more permanent), sig.(p-value) = 0.18; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.41; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.40; P> 0.05. Item 8 (We should study in a quiet room), sig.(p-value) = 0.28; P> 0.05, Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.88; P> 0.05. However, item 4 (Notes taken in the course should be written again), sig.(p-value) = 0.00; P<0.05. These results showed significant differences between the study skills and the school types.

The results of Mann-Whitney U test statistics showed that there were no significant differences between the opinions of the students about study skills and Item 1 (Before the lesson (course), reviewing the course or topics can be confusing in learning), sig.(p-value) = 0.51; P>0.05, item 2 (Lessons are learned in the course), sig.(p-value) = 0.91; P> 0.05, item 3 (Preparing concept maps before the learning items provides meaningful learning), sig.(p-value) = 0.09; P> 0.05, item 5 (If we express the learning items with shape or diagram, learning is more permanent), sig.(p-value) = 0.18; P> 0.05, item 6 (Interesting pictures should be on the walls of our study rooms), sig.(p-value) = 0.41; P> 0.05, item 7 (If we study in a quiet room, we may sleep), sig.(p-value) = 0.40; P> 0.05, item 8 (We should study in a quiet room), sig.(p-value) = 0.28; P> 0.05. Item 9 (Topics or units should be reviewed in small pieces), sig.(p-value) = 0.88; P> 0.05. However, item 4 (Notes taken in the course should be written again), sig.(p-value) = 0.00; P<0.05. These results showed significant differences between the study skills and the school types.

4. Discussion and Conclusion

This study was aimed to present the study skills attitudes of Turkish adolescents and to analyze and discuss the existence of the differences according to school types. These results mostly indicate the existence of statistically significant differences between the opinions of the students on study skills and the school types. The high school students view about study skills who had different curriculum, varied from each other. Educators and parents should pay attention to these views and preferences; in addition, they should consider these perspectives about study skills.

References