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The Relationship Between Learning Styles and Academic Performance among BSc. Nursing Undergraduates in a Sri Lankan Defence University

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Introduction and Objectives:

Learning Styles are considered as a key determinant of academic performance among undergraduates. This study aimed to determine the correlation between learning styles and academic performance among BSc. Nursing Undergraduates in a Sri Lankan Defence University.

Methods:

A descriptive correlational study was conducted among BSc. Nursing Undergraduates of four academic years in a defence university. The Honey and Mumford questionnaire and Semester Grade Point Average (SGPA) were used to assess the learning styles and academic performance, respectively. The Pearson Correlation was used to evaluate the correlation between learning styles and Academic Performance. One-way ANOVA was used to assess the mean differences of SGPA and learning styles.

Results:

The response rate of the participants was 69.6% (n=126), and the mean(\pm SD) age of the participants was 23.65(\pm 3.82) years. When considering the mean(\pm SD) values of learning styles, reflector scored the highest (7.93 \pm 1.57), and Activist scored the lowest (6.16 \pm 1.61). The Activist (p=0.002, r = -0.356), and Theorist (p=0.048, r = -0.234) had negative significant correlations with SGPA. There was no significant difference in mean SGPA among the four batches(p=0.095). Activist (p=0.004), Theorist (p=0.034) and Reflector(p=0.03) had significant mean differences among the four batches.

Conclusions:

SGPA had significant negative correlations with Activist and Theorist learning styles.