

Nursing Students' Scope to Motivational Approach to Learning Using Bigg's (R-SPQ-2F): Influence Teaching - Learning Pedagogy

Jocelyn Baluyot-Hipona, PhD, RN*
Faculty, Graduate Studies, Institute of Nursing,
Far Eastern University, Manila, Philippines
Email: jhipona12@yahoo.com, jhipona@feu.edu.ph

Abstract. Motivational approach is significant factors affecting the quality of student learning. It is also identified that the impact of student's approaches to learning and ultimately quality of learning outcomes varies in the differences in motivation and study processes. It is increasingly recognized that the learning strategies is associated with students' motivation to study. This study used a descriptive evaluative research design to explain the essence of a situation that exists at the time of the study and seeks the course of specific phenomenon. The descriptive-evaluative occur in this study through the manifestation of answering the Bigg's (R-SPQ-2F) rendered by the selected nursing students of selected Higher Educational Institutions in the Philippines. A survey was conducted using the standardized test (R-SPQ-2F) questionnaire as propagated by John Biggs for information gathering about respondents profile and their attitudes towards learning. The motivation of the nursing students using Bigg's (R-SPQ-2F) manifested that their extent of attitudinal studies is well equipped through academic awareness. There are twelve (12) motivational Approaches of the nursing students that are correlated to the Bigg's (R-SPQ-2F) and eight (8), which are not correlated under deep approach and surface approach. The nursing students will be able to extent their motivation in demonstrating attitudinal studies using Bigg's (R-SPQ-2F) with an inclined interest in the subject (ItS), vocational relevance (VR), Personal understanding and other significant evidences in uplifting academics through academic awareness. The twelve (12) motivational Approach of the nursing students that are correlated to the Bigg's (R-SPQ-2F) will be able to maintain in extending the best criteria of educational manner into deep approach of understanding, comprehending, analyzing, synthesizing and alike which incorporate best learning strategies through scholastic ways.

Key Words: Motivational Approach, Attitudinal Studies, Nursing Students, and Biggs (R-SPQ-2F)

Introduction

Motivational approach is significant factors affecting the quality of student learning. It is also identified that the impact of student's approaches to learning and ultimately quality of learning outcomes varies in the differences in motivation and study processes. It is increasingly recognized that the learning strategies is associated with students' motivation to study.

It appears to be recognized that learning demands the accessibility and practice of detailed approaches. The student should maintain the learning concept besides addressing the perceived learning approaches in which this availability essentially contains motivation. A student is driven to work on a certain task if there is a motivation to do such. This includes learning styles and their motivation to learn.

Students' expectations and eagerness not only motivate them to learn the subject required but also contribute to their social and personal development and attitudes towards learning should be considered among the most important factors in fulfilling social tasks and performing social duties.

Moreover, Biggs (1996) adds that there are two components in a student's relationship to academic learning: his or her motive for learning and ensuing strategies for going about

learning. Students' motives influence their strategies of learning, but teaching and learning environment (or context) also influences their choice of strategy. The students' overall approach to learning thus depends upon two factors: students' motivation and the learning/teaching environment (Biggs, 1989). Students' preferred approach to learning and preferred learning environment are two important components of classroom learning to consider before learning takes place (Biggs, 1994). Motives and strategies tend therefore to be congruent with each other; besides, they combine to form approaches to learning. Following is a table that summarizes the different approaches with the corresponding motivation and strategies employed:

Approach	Motivation	Process (Strategy)
Surface	Fear of failure Desire to complete their course study	Rote learning of facts and ideas Focusing on task components in isolation Little real interest in content
Deep	Interest in the subject Vocational relevance Personal understanding	Relate ideas to evidence Integration of material across courses Identifying general principles
Achieving	Achieving high grades Competing with others To be successful	Use any technique that achieves highest grades Level of understanding patchy and variable

Method

Study Design

To better understand the motivations towards learning of nursing students in selected nursing colleges, this study used a descriptive evaluative research design to explain the essence of a situation that exists at the time of the study and seeks the course of specific phenomenon. The descriptive-evaluative occur in this study through the manifestation of answering the Bigg's (R-SPQ-2F) rendered by the selected nursing students of selected Higher Educational Institutions in the Philippines. The study will also take the form of an applied type of research because its results will be utilized to enhance how teachers of nursing college teach students, consequently helping low-achieving nursing students perform better in the subject. The response of the study will be interpreted through the use of the statistical tools and treatments numerically then, interpreted in a well-organized discussions through better citations using literatures and studies that are inter-related to the present study. If so, the answers of the respondents will be evaluated using the actual formulation of the standardize test propagated by John Bigg's, whether it is satisfying or not.

Ethical Procedures

The Ethical Review Board of the author's university affiliations in the Philippines grants a certification to conduct the study. Ethical issues were considered in undertaking this study in which articles were properly cited and used. Authors are properly quoted. Approvals from the concerned individuals were secured before data collection. The gathered data were handled with utmost respect and confidentiality. As such, the researchers intensify consent letter to the selected Nursing Colleges Deans in order to guarantee the safety of the nursing students under their university. The participants were made to understand the purposes of the research, the expected duration, their right to decline to participate and to withdraw from the research; the foreseeable consequences of declining or withdrawing and the potential risk. It was also explain the limits of confidentiality; the incentive for participation; and whom to contact with regards to question about the research and their rights. In order to maintain and ensure the anonymity of the respondents, no identifiable information was used. More so, voluntary participation was ensured.

Participants and Sampling Scheme

The participants chosen for this study were nursing students who were enrolled during the first semester of the academic year 2017-2018, this includes students from first level to fourth level in selected different universities in the Philippines that caters Bachelor of Science in Nursing. The respondents serves as the key players in providing the initial data, which become the foundation in the assessment of the nursing students' current status in their attitude towards learning and their learning style for the instructional strategic improvement. In this study, the authors used purposive sampling, a technique used to decide on a population to participate in the research. This is a non-probability sampling method that transpires during selection of sample in accordance to the researcher's judgment. In this regard, the selected nursing colleges were used purposively as an apparent response of allocating the reliability and validity of the respondents. The study also applies the simple stratified random sampling, in which the population is partitioned into relatively homogenous groups called strata and a simple random sample is selected from each stratum. The results from the strata are then aggregated to make inferences about the population. A side benefit of this method is that inferences about the subpopulation represented by each stratum can also be made.

Research Instrument

The data collection instrument included a socio demographic profile and a scale in the form of a validated standardized questionnaire. The study utilized a questionnaire checklist that consists of two parts. Part 1 aim to gather information on the profile of the respondents in terms of age, gender and year level. Part 2 intend to determine the extent of motivations of the selected nursing students thru demonstration of their attitudinal studies using Bigg's (R-SPQ-2F) that are integrated to the specific problem using Likert scale with the subsequent verbal interpretation that varies from fear of failure to personal understanding. Raw scores are computed by summing the mean score for items identified for each subscale. The length and ease of administration is a plus for this instrument. In sum, this measure has promise in the field of healthcare education, but requires additional validation with individuals at all levels of healthcare education. This had been used in a number of studies concerned with campus-based education, and it has been shown to be sensitive to differences between individual students related to their age, year of study and academic discipline (Biggs, 2007). Permission from the instrument's author, John Biggs at Johnbiggs.com.au was obtained so that it may be utilized in this study without infringing on the author's intellectual property rights.

Statistical Treatment of Data

The data obtained was inserted into a Statistical Package for Social Sciences (SPSS) file. A frequency distribution was used to determine the frequencies of the respondents in terms of actual number of respondents of the study. Percentage distribution has been made to evaluate the respondents' demographic profile and ranking was used to get the average rank of the responses in each sub problems. Further, weighted mean was utilized to determine the attitude toward learning in terms of surface and deep approach of the nursing students. Moreover, the study utilized a likert scale to further investigate the attitudes of the respondent's attitude towards learning. To quantify the amount of variation or dispersion of a set of data values, a standard deviation was used. The analysis of variance and T-test determine the existence of a significant difference in the attitude toward learning and learning style of students when group according to their demographic profile. Pearson R, on the other hand determines the significant relationship between the attitude toward learning and learning style of nursing students.

Results

This study is mostly composed of female participants (314 individuals), who make up 74.84% of the respondents. Regarding age, majority of the participants belong to age group below 19 years old (34.39%). As for year level, data shows that most part of the participants (31.53%) is in the 3rd and 4th level of their nursing course.

Table 1. Extent of motivation of the respondents that demonstrate attitudinal studies using Bigg's (R-SPQ-2F)

Bigg's (R-SPQ-2F)	SCHOOL A = 28			SCHOOL B = 286			TOTAL=314		
	WM	VI	R	WM	VI	R	WM	VI	R
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	3.25	ItS	5.5	3.64	VR	3	3.44	ItS	5
2. To be satisfied, I should study hard to make a conclusion of my work. (Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)	3.07	ItS	11.5	3.74	VR	1	3.40	ItS	6
3. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking 1kurso habang may karagdagang gawaing pang-edukasyon.)	3.07	ItS	11.5	3.55	VR	6.5	3.31	ItS	9
4. I only study seriously what's given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	2.75	ItS	17.5	3.32	ItS	11.5	3.04	ItS	16
5. I feel that virtually any topic can be highly interesting once I get into it. (Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may	3.61	VR	2	3.66	VR	2	3.64	VR	2

mataas na interest habang nasisiyahan ako dito.)									
6. I find most topics interesting and often spend extra time trying to obtain more information about them. (Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)	3.43	ItS	4	3.51	VR	8	3.47	ItS	4
7. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	2.43	DC CS	19	2.49	DC CS	20	2.46	DC CS	20
8. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.18	ItS	7.5	3.49	ItS	9	3.33	ItS	8
9. I find that studying academic topics can at times be as exciting as a good novel or movie. (Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)	3.57	VR	3	3.56	VR	5	3.57	VR	3
10. I test myself on important topics until I understand them completely. (Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)	4.0	VR	1	3.58	VR	4	3.79	VR	1
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.25	ItS	5.5	3.30	ItS	13	3.28	ItS	10
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	3.11	ItS	9	3.02	ItS	16	3.06	ItS	14
13. I work hard at my studies because I find the material interesting. (Pinagsisikapang ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)	3.18	ItS	7.5	3.55	VR	6.5	3.36	ItS	7
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes.	2.82	ItS	15.5	3.27	ItS	15	3.05	ItS	15

(Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)									
15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat 17kailangan lamang daanan ang mga pil12ing paksang pag-aaralan.)	2.75	ItS	17.5	2.72	ItS	19	2.74	ItS	18
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)	2.82	ItS	15.5	2.96	ItS	17	2.89	ItS	17
17. I come to most classes with questions in mind that I want answering. (Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)	3.07	ItS	11.5	3.29	ItS	14	3.18	ItS	12
18. I make a point of looking at most of the suggested reading that go with the lectures. (Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)	3.07	ItS	11.5	3.36	ItS	10	3.22	ItS	11
19. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	2.39	DC CS	20	2.75	ItS	18	2.57	ItS	19
20. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	2.86	ItS	14	3.32	ItS	11.5	3.09	ItS	13
TOTAL	3.08	ItS		3.30	ItS		3.19	ItS	

The analysis reveals that that the Extent of motivation of the nursing students through demonstrating attitudinal studies using Bigg's (R-SPQ-2F) inclined interest in the subject (ItS) ranging a computed mean value of 3.19. This result manifested that the extent of the attitudinal studies of the nursing students are well-equipped through academic awareness. The result

encompasses change and development through the developmental stages of the nursing students.

Table 2. Correlating Attitudinal Studies of the respondents to the prepared Motivational Approach and Process of Bigg's (R-SPQ-2F)

Bigg's (R-SPQ-2F)	WM	VI	Bigg's Motivation with its Approach	Correlation to the Bigg's Motivational Approach	Bigg's Process
1. I find that at times studying gives me a feeling of deep personal satisfaction. (Nabatid kong ang paglalaan ng oras at panahon sa pag-aaral ay nakapagbibigay ng malalim at kasiyahang personal.)	3.44	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
2. To be satisfied, I should study hard to make a conclusion of my work. (Kailangan kong mag-aral ng mabuti para makagawa ng sariling konklusyon ukol sa aking gawain upang maabot ko ang aking minimithi.)	3.40	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
3. My aim is to pass the course while doing as little work as possible. (Nais kong pumasa sa aking kurso habang may karagdagang gawaing pang-edukasyon.)	3.31	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
4. I only study seriously what's given out in class or in the course outline. (Pinag-aralan ko ng seryoso ang ibinigay sa klase gabay ang kurikulum at pagkakasunod-sunod na paksa sa aking kurso.)	3.04	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
5. I feel that virtually any topic can be highly interesting once I get into it. (Nararamdaman kong ang kahalagahan at epekto ng lahat ng paksa ay may mataas na interest habang nasisiyahan ako dito.)	3.64	VR or Deep	Deep	Correlated	Integration of material across courses
6. I find most topics interesting and often spend extra time trying to obtain more information about them. (Mas pinaglalaanan ko ng karagdagang oras ang pagtuklas sa mga interesadong paksa upang makuha ang karagdagang impormasyon.)	3.47	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
7. I don't find my course very interesting so I keep my work to the minimum. (Hindi ko nakikitaang may halaga ang aking kurso kaya ginagawa ko lamang ang aking makakaya.)	2.46	DCCS or Surface	Surface	Correlated	Focusing on task components in isolation
8. I learn some things by rote, going over and over them until I know them by heart even if I don't understand them. (Patuloy kong pinagsisikapang matutunan ang mga bagay-bagay na balakid sa aking pag-aaral.)	3.33	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence

9. I find that studying academic topics can at times be as exciting as a good novel or movie. (Mas pinagtutuunan ko ng pag-aaral ang mga pang-akademikong paksa kaysa sa pagbabasa ng nobela at panunuod.)	3.57	VR or Deep	Deep	Correlated	Integration of material across courses
10. I test myself on important topics until I understand them completely. (Sinusubukan kong pag-aralan ang aking sarili ukol sa mahalagang paksa hanggang maunawaan ko ang kabuuan nito.)	3.79	VR or Deep	Deep	Correlated	Integration of material across courses
11. I find I can get by in most assessment by memorizing key sections rather than trying to understand them. (Nakukuha ko ang mga aralin sa pamamagitan ng pagsasaulo ng mga mahahalagang detalye kaysa subukang unawain ang mga ito.)	3.28	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
12. I generally restrict my study to what is specifically set as I think is unnecessary to do anything extra. (Ang aking pag-aaral ay restriktado sa mga espisipikong kaalaman na hindi na kailangan pa ng ibang karagdagang gawain.)	3.06	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
13. I work hard at my studies because I find the material interesting. (Pinagsisikapan ko ang aking pag-aaral sapagkat natuklasan ko na ito'y isang bagay na dapat pagtuunan ng pansin.)	3.36	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
14. I spend a lot of my free time finding out more about interesting topics, which has been discussed in different classes. (Pinaglalaan ko ng karagdagang oras ang paghahanap ng mga interesadong paksa na tinatalakay sa ibang klase.)	3.05	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
15. I find it's not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics. (Natuklasan kong hindi nakatutulong ang pag-aaral ng napakalalim sa bawat paksa ng aralin. Nakapagbibigay ito ng pagkalito at pag-aaksaya ng panahon, sapagkat kailangan lamang daanan ang mga piling paksang pag-aaralan.)	2.74	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
16. I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined. (Naniniwala akong ang mga tagapagdaloy ng aralin ay hindi dapat maglaan ng ekspektasyon sa mga mag-aaral sa mahabang oras at panahon sa mga kagamitang panturo na hindi pa nasusuri)	2.89	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
17. I come to most classes with questions in mind that I want answering. (Marami akong katanungan sa loob ng klase na nais kong mabigyan ng kasagutan.)	3.18	ItS or Deep	Deep	Correlated	Relate Ideas to Evidence
18. I make a point of looking at most of the suggested reading that go with the lectures.	3.22	ItS or Deep	Deep		

(Pinaglalaanan ko ng panahon ang mga ibinigay na babasahin na may kaakibat na interes sa talakayan.)				Correlated	Relate Ideas to Evidence
19. I see no point in learning material, which is not likely to be in the examination. (Nakikita kong walang kaugnayan sa pag-aral ang mga kagamitang panturo na hindi nakapaloob sa pagsusulit.)	2.57	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
20. I find the best way to pass examinations is to try to remember answers to likely questions. (Nabatid ko na ang mabisang paraan sa pagpasa sa isang pagsusulit ay ang pagsubok na matandaan ang mga sagot sa mga kahalintulad na katanungan.)	3.09	ItS or Deep	Surface	Not Correlated	Relate Ideas to Evidence
TOTAL	3.19				

The study reveals that there are items of the Bigg's (R-SPQ-2F) that are correlated to the attitudinal studies of the nursing students, which observed to all deep approach. Moreover, there are also sub-variables from surface approach that observed as correlated as to the determined answers of the nursing students.

Conclusion

The nursing students will be able to extent their motivation in demonstrating attitudinal studies using Bigg's (R-SPQ-2F) with an inclined interest in the subject (ItS), vocational relevance (VR), Personal understanding and other significant evidences in uplifting academics through academic awareness.

The twelve (12) motivational Approach of the nursing students that are correlated to the Bigg's (R-SPQ-2F) will be able to maintain in extending the best criteria of educational manner into deep approach of understanding, comprehending, analyzing, synthesizing and alike which incorporate best learning strategies through scholastic ways.

Discussion

The result encompasses change and development through the developmental stages of the nursing students. Studies have demonstrated that students take part in various learning approaches when attempting to achieve a learning task. Every one of the distinctive ways to deal with learning envelops an intention in learning and a set of appropriate strategies to accomplish the task. The intervention that shall be developed after the diagnosis of the student-respondents' learning processes is a form of mentoring (Bozeman and Feeney, 2007). In addition, there are motivational approaches of the nursing students that are listed in Bigg's study process questionnaire, which are not correlated under deep approach and surface approach. This implies that educators should become aware of the efforts of students made for learning in order for them to reach knowledge. It is important to know the ways of learning, develop expectations and have no anxiety for learning in order to be successful. Learning will follow such a process. Learning to learn is being able to produce new knowledge for the new situations by setting forth the available knowledge (Taşpınar, 2009:10). Learners obtain information by structuring it in the mind, not in an unrefined way (Saban, 2000:126). Therefore, in the process of structuring information, being positive or negative of the way of accepting information, being open to learning or not, having high or low expectation levels and developed anxiety levels are all important factors. Extreme anxiety of the learners reduces their motivation levels, creates decrease in performance and thus it affects the self-confidence of individuals in a negative way (Senemoğlu, 2005:574).

The results analysis indicates that the attitudes toward learning have been influence students' learning outcomes. However, there is a lack of knowledge about the ways in which the interaction between attitude towards learning and the learning situation. It is therefore necessary for teachers to utilize teaching-learning activities that apply these approaches to improve student engagement and learning. Schools should design a learning environment that supports and complements surface and deep learning objectives.

Many studies confirm the positive role of educational intervention. Zeegers (2001) expressed that borne out by the way that scholastically effective students will probably use a profound way to deal with learning than the individuals who are less successful. Understanding students' approaches to learning and learning style preferences is helpful in formulating teaching -learning strategies for improving the learning experience of each student. Student learning and knowledge acquisition preferences influence pedagogy choices by instructors.

Conflicts of Interest Disclosure

The author declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work de- scribed in this manuscript.

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