
Learning Styles and Study Habits of Senior High School Students in the New Normal: Basis for Module Enhancement

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ABSTRACT

This study was conducted to determine the relationship between the learning styles and study habits on the academic performance of Grade 11 students in school year 2021-2022. The study was quantitative-correlational research design and used purposive sampling to identify the participants for the investigation. The study utilized the questionnaire-checklist to gather data needed for the study. The study used the weighted average mean and Pearson coefficient of correlation for the statistical analysis of data.

The students' learning styles were not associated with their study habits; however, these were vital to their academic success. There was no evidence of a link between students' study habits and their academic success. The presence of print modules did not warrant high performance among the students due to potential obstacles during distance learning like their lack of attention.

That schools adapt the suggested enhancement plan in light of this research as a reference for future research on module enhancement.

KEYWORDS: *Learning styles, Study habits, New normal, Senior high school*

INTRODUCTION

The prevalence of the global pandemic is the most difficult scenario in people's life, particularly in the school sector. The most difficult scenario is the school shutdown. The Department of Education strives to ensure the educational continuity of the country. The COVID 19 pandemic has had the most profound influence on everyone's life. The distance between educators and students is one of the most challenging in the education sector because of the different modalities implemented. This is obviously new for everyone, and there are many concerns among educators, parents, and children. They have undergone significant experiences, and living during the pandemic is now known as the new normal.

In the new normal, there are numerous changes, particularly in the kind of teaching and learning of students. The students' study habits and learning styles are adjusted because of the outbreak of the pandemic. Many students' study habits have shifted as they study at home on their own with the help of their parents and other family members.

Students' learning process has been one of the most significant components of their lives. Learning styles of students are one of the most significant and acquired variables in achieving effective learning. Students differ in their learning styles and how they comprehend lessons from modules,

which is the major material utilized in modular distance learning, based on individual variances (Rezaeinejad, Azizifarand Gowhary) [1].

Understanding students' learning styles is the most effective technique for a teacher to develop more appropriate instructional strategies in teaching. However, if distractions impair students' performance and do not correspond to their learning preferences, this might be a roadblock to their success. The learning styles of pupils play a role in their success or failure in learning achievements (Cabual) [2]. Students' study habits are a substantial predictor of their academic accomplishment. This contributes significantly to their success. As a result, this study will be critical in establishing the current condition of study habits and their relationship to senior high school students' academic performance (Aghaei, & Khatony) [3].

Everyone in the education industry is aware that student academic success is one of the key metrics used to assess the quality of education. Their study habits might serve as a powerful barometer of their desire to learn. Every student has a different set of study habits, and they are the keys to success (Aghaei and Khatony) [3].

Senior high school teachers in Siayan District II are aware that students with varying learning styles exist. In the new normal, students are free to open their module at any moment to begin studying. Based to parents' statements during the informal interview, many students working on the module activities upon receive of the learning modules. But there are some students with courage to open their modules after playing online games; while the others, work on their module tasks a day before the submission deadline. It's one of the reasons why many of them can't read the information thoroughly and don't have time to go over what they responded in the learning activities and in the assessment check-up.

This study was conducted in order to discover the participants' learning styles and study habits and assess whether these had a significant impact on their academic progress, taking into consideration the aforementioned situation of students in the new typical educational setting.

The researcher was interested in doing this study in this situation so that if any issues occurred, the researcher may engage to address the students' learning needs. Because they are the recipients of this study, the findings may be useful to school administrators, personnel, and stakeholders.

Statement of the Problem

This study was conducted to assess the relationship between the learning styles of the student-participants and their academic performance, as well as the degree of study habits and their academic performance throughout the school year 2021-2022.

Specifically, sought answers to the following sub-problems:

1. What are the learning styles of the participants in the neew normal and its extent?
2. What is the study habits of the participants?
3. What is the academic performance of the participants?
4. Is there a significant relationship between the particifants' learning styles and their study habits?
5. Is there a significant relationship between the participants' learning styles and their academic performance?

6. Is there a significant relationship between the students study habits and their academic performance?
7. What modular enhancement can be proposed based from the result of the study?

METHODS

The study utilized the quantitative-correlational design to determine the significant relationship between the respondents' learning styles and their academic performance and significant relationship between the respondents' study habits and their academic performance.

The study was conducted in the Siayan District II, Siayan, Zamboanga del Norte. This includes Siayan District II (Gunyan National High School) and Siayan District III (Diongan National High School). The participants that were included in the study were the Grade 11 students from the two districts which comprised Gunyan National High School for District II and Diongan National High School for District III. This study utilized the total enumeration of participants for this investigation. The study utilized the questionnaire-checklist to gather data needed for the study. The questionnaire for the Learning Style was adopted from the study of Carlton [4]. The students' academic performance was based on the 2 summative tests from Quarter 1 and 2. The data were statistically analyzed and interpreted using the weighted arithmetic mean, and correlation coefficient.

RESULTS AND DISCUSSIONS

Learning Styles of the Participants

Table 1 presents the learning styles of the Grade 11 participants from Gunyan National High School and Diongan National High School, Siayan, Zamboanga del Norte.

As shown, the highest weighted mean of 2.96 is posted in statement 3 (I want to minimize visual distractions) with an adjectival equivalent of "Often Applies to Me" which is interpreted as "High Extent"; followed by the weighted mean of 2.82, statement 2 (I listen to lecture with the screen turn off.) with adjectival equivalent of "Often Applies to Me" which is interpreted as "High Extent" and statement 11, (I listen to lectures doing something) obtained a weighted mean of 2.78 with "Often Applies to Me" which is interpreted as "High Extent". The lowest weighted mean of 2.11 belongs to statement 4, (I responds best by seeing charts, videos, images, diagrams and other forms of visual materials) "Often Applies to Me" which is interpreted as "High Extent".

The overall weighted mean of 2.54 with an adjectival equivalent of "Often Applies to Me" is interpreted as "High Extent." This indicates that grade 11 students demonstrated an auditory learning style who was in the highest rank and followed by a visual learning styles who was in the second rank. This means that majority of pupils prefer to learn when they can hear lectures, explanation and spoken instruction. They understand and remember things they have heard.

Generally, the findings show that majority of pupils are auditory learners which means that learners want minimize visual distractions and listen to lectures.

Table 1. *Learning Styles of the Participants*

Statements	WAM	AE	I
1. I learn best by seeing new information.	2.37	OA	HE
2. I want to create my own design for diagrams and data.	2.49	OA	HE
3. I want to minimize visual distractions.	2.96	OA	HE
4. I respond best by seeing charts, videos, images, diagrams and other forms of visual materials.	2.11	OA	HE
5. I take visual notes to retain information.	2.62	OA	HE
6. I like to listen to virtual classes and face to face lectures.	2.65	OA	HE
7. I listen to lecture with the screen turn off.	2.82	OA	HE
8. I read materials out loud.	2.58	OA	HE
9. I succeed when I can hear course material.	2.52	OA	HE
10. I do well with lectures and often learn best when I read material out loud.	2.58	OA	HE
11. I listen to lectures doing something.	2.78	OA	HE
12. I use a standing or walking desk at home.	2.54	OA	HE
13. I kept my things handy.	2.15	OA	HE
14. I want to try things out with hands and move while I learn.	2.31	OA	HE
15. I thrive in experiential and hands-on learning environments.	2.47	OA	HE
16. I take note during online/ face to face sessions.	2.71	OA	HE
Overall Mean	2.54	OA	HE

Legend:

Continuum	Adjectival Equivalent	Interpretation
2.01 – 3.00	Often Applies to me (OA)	High Extent (HE)
1.01 – 2.00	Sometimes Applies to me (SA)	Moderately Extent (ME)
.01 – 1.00	Never Applies to me (NA)	Low Extent (LE)

Table 1.1 presents the learning styles of students from Siayan II (Gunyan NHS) and Siayan III (Diongan NHS) Districts, Siayan, Zamboanga del Norte.

As revealed, in Gunyan NHS, the most common learning style was auditory with the highest frequency of 51 or 43.35%; followed by read and write, 37 or 32.18%. This means that more students from Gunyan were auditory learners.

In Diongan NHS, the most common learning style preference of students was auditory with the highest frequency of 46 or 42.59% , followed by read-write, 31 or 28.70%. This means that more students from Gunyan learned from auditory which they can understand well based on what they hear.

As a whole, students from the two schools are Auditory learners with a total frequency of 97 or 43.50%; and followed by read-write, 68 or 30.49%. This indicates that more Siayan learners gain knowledge through auditory, which they can understand well depending on what they hear. They like speaking and listening as their primary way of learning. They learn most effectively when they listen to the information. Majority of students are auditory learners as evidently shown by the highest weighted mean which marked very good learning style.

This is supported by the ideas of Cabual [2] that every students has learning style preference and they also have preferred learning modality in the new normal setting that are useful and helpful to them. However, Kayalar [5] stressed that students with auditory learning styles learn best by hearing or through verbal communication. They are good at remembering what they hear as they learn information through auditory representation. In addition, speaking and listening in the classroom serve both social and educative purposes. That is, speaking and listening is central to forming relationships, and acting as cognitive tools for learning.

Table 1.1. Summary of Learning Styles of Participants

Learning Styles	Siayan II (Gunyan NHS)		Siayan III (Diongan NHS)		Summary	
	F	%	F	%	F	%
Visual	1	86.00	6	5.56	7	3.14
Auditory	51	44.35	46	42.59	97	43.50
Read-Write	37	32.18	31	28.70	68	30.49
Kinesthetic	15	13.04	6	5.56	21	9.42
Visual/Auditory	1	0.86	0	0.00	1	0.45
Visual/Read-Write	2	1.74	1	0.93	3	1.34
Visual/Kinesthetic	1	0.86	0	0.00	1	0.45
Auditory/Read-Write	3	2.65	8	7.41	11	4.93
Auditory/Kinesthetic	1	0.86	4	3.70	5	2.24
Read-Write/Kinesthetic	2	1.74	4	3.70	6	2.69
Auditory/Read-Write/Kinesthetic	0	0.00	1	0.93	1	0.45
Visual/Auditory/Read-Write/Kinesthetic	1	0.86	1	0.93%	2	0.90%
Total	115	100.00	108	100.00	223	100.00

Study Habits of the Participants

Table 2 presents the study habits of grade 11 students of Gunyan National High School and Diongan National High School.

As shown in the table, the level of study habits of the participants in terms of time management gained the highest weighted mean of 3.73, "I keep up to date in reading and other assignment" which is posted in item 1, with a standard deviation of 0.68, interpreted as "Frequently Practice". The lowest mean of 3.29 posted in item 2, (I have a study schedule plan in which I set aside time each day for studying and reviewing) with a standard deviation of 0.72 and interpreted as "Occasionally Practice".

The overall mean for time management was 3.37, with a standard deviation of 0.75, indicating "Occasionally Practice" performance. This indicates that student-respondents have demonstrated good study habits in terms of time management.

In terms of previewing, the highest weighted mean of 3.34 in item 1, (I take few minutes to scan through the module before studying to check if there are no pages missing) with a standard deviation of 0.66 and interpreted as "Occasionally Practice". The lowest mean of 3.11 is posted in item 3, "I take few minutes to scan through the module before studying to check if there are no pages missing" with a standard deviation of 0.65 which is interpreted as "Occasionally Practice".

The overall mean of previewing was 2.92 is interpreted as "Occasionally Practice". This means that student-participants have shown good study habits in terms of previewing. Students preview to find out what they know about the subject and what they want to find out, It helps them understand how the writer organize information. Previewing a text helps readers prepare for what they are about to read and set a purpose for reading.

In terms of reading, the highest weighted mean is 3.69, posted in item 1, (I look up or find the meaning of important new words and key terms) with a standard deviation of 0.65 and interpreted as "Frequently Practice". The lowest mean of 3.35 is posted in item 2, (I read one activity at a time rather than reading straight through the entire module) with a standard deviation of 0.57 and interpreted as "Occasional Practice".

The overall mean of reading was 3.23 with the standard deviation of 0.63 which is interpreted as "Occasionally Practice". This indicates that students have shown good study habits in terms of reading. It was also found in the research of Tus, Rayo, Lubo and Crus [6] that students read because it enhances students' study habits especially in reading ability to improve their academic performance.

In terms of Reading Review, the highest weighted mean of 3.30 is posted in item 1, (I answer questions at the end of the module to test if I recall what I have read.) with an standard deviation 0.50 and interpreted as "Occasionally Practice"; while the highest weighted mean is 2.65, posted in item 3, (I ask my parent or guardian to check if my answers are correct) with a standard deviation of 0.63 and interpreted as "Occasional Practice".

The overall mean of reading was 2.88 with the standard deviation of 0.58 which is interpreted as "Occasionally Practice". This means that students have shown good study habit in terms of reading

review. A reading review is one way to strengthen students' retention of knowledge. This helps them strengthen their ability to remember in the longer term.

In terms of remembering, the highest weighted mean of 3.18 is posted in item 1, (I ask my parent/guardian or teacher if I do not understand a concept in the module) with an standard deviation 0.63 and interpreted as "Occasionally Practice"; while the lowest weighted mean is 2.60, posted in item 2, (I try to summarize or put it into your own words when studying material to be remembered) with a standard deviation of 0.84 and interpreted as "Rarely Practice".

The overall mean of remembering was 2.95 with the standard deviation of 0.73 which is interpreted as "Occasionally Practice". This means that students' remembering habit is good enough that allows them to recall important information they have in mind. Good study habits that maximize learning is remembering. The ability to remember is a cognitive process that defines the temporal dimension of mental organization. Memory is related to learning like transforming information and maintaining information.

In terms of writing papers, the highest weighted mean of 3.63 is posted in item 3, (I write a first draft, edit and rewrite the paper at least once in writing a paper) with an standard deviation 0.70 and interpreted as "Frequently Practice"; while the lowest weighted mean is 2.28, posted in item 1, (I collect information and ideas from other people or outside readings, before starting to write a paper) with a standard deviation of 0.70 and interpreted as "Rarely Practice".

The overall mean of reading was 2.97 with the standard deviation of 0.73 which is interpreted as "Occasionally Practice". This means that students demonstrate good study habit in terms of writing papers. Students write in a paper what they have studied gives them the ability to simultaneously use many other vital structure that can help them succeed in their studies.

In terms of taking examination, the highest weighted mean of 3.65 is posted in item 1, (I carefully read each section's directions and look through the entire test when taking an exam) with an standard deviation 0.49 and interpreted as "Frequently Practice" while the lowest weighted mean is 3.32, posted in item 3, (I proofread or check my answers at the end of the examination) with a standard deviation of 0.91 and interpreted as "Occasionally Practice".

The overall mean of reading was 3.46 with the standard deviation of 0.73 which is interpreted as "Frequently Practice". This means that students have demonstrated very good study habits especially when they are taking examination. Studying can be hard but anybody can develop very good study habits to make studying more effective, efficient and enjoyable.

In terms of physical setting, the highest weighted mean of 3.91 is posted in item 1, (I study in a quiet place that is free from noisy disturbances) with an standard deviation 0.77 and interpreted as "Frequently Practice"; while the lowest weighted mean is 2.61, posted in item 3, (I have a chair and location to study separate from relaxation or sleeping furniture) with a standard deviation of 0.77 and interpreted as "Occasionally Practice".

The overall mean of reading was 3.34 with the standard deviation of 0.72 which is interpreted as "Occasionally Practice". This means that students study habits is good when physical setting is conducive for studying.

This is supported by Baafi [7], that a student with pleasant physical environment perform better than those with no conducive learning environment. Adequate environment with good facilities provide a positive educational climate suitable for student learning.

Generally, students have demonstrated good study habits in time management, previewing, reading, reading review, remembering, writing papers, taking exams and physical setting.

Table 2. *Study Habits of the Participants*

Statements	WAM	SD	I
A. Time Management			
1. I keep up to date in reading and other assignment.	3.73	0.68	FP
2. have a study schedule plan in which I set aside time each day for studying and reviewing.	3.29	0.72	OP
3. I schedule manageable study periods and review with breaks.	3.37	0.73	OP
Overall Mean	3.37	0.75	OP
B. Previewing			
1. I take few minutes to scan through the module before studying to check if there are no pages missing.	2.34	0.66	OP
2. I take few minutes to preview the module to familiarize words, illustrations and etc.	3.30	0.47	OP
3. I take few minutes to scan through the module before studying to check if there are no pages missing.	3.11	0.65	OP
Overall Mean	2.92	0.59	OP
C. Reading			
1. I look up or find the meaning of important new words and key terms.	3.69	0.65	FP
2. I read one activity at a time rather than reading straight through the entire module.	3.35	0.68	FP
3. I seek out other reading materials in addition to modules to strengthen my understanding.	2.66	0.57	OP
Overall Mean	3.23	0.63	OP

D. Reading Review

1. I answer questions at the end of the module to test if I recall what I have read.	3.30	0.50	OP
2. I write key terms and definitions on my notebook or paper.	2.68	0.62	OP
3. I ask my parent or guardian to check if my answers are correct.	2.65	0.63	OP
Overall Mean	2.88	0.58	OP

E. Remembering

1. I ask my parent/guardian or teacher if I do not understand a concept in the module.	3.18	0.63	OP
2. I try to summarize or put it into your own words when studying material to be remembered.	2.60	0.84	RP
3. I deliberately relate new or unfamiliar things to what I already know.	3.07	0.72	OP
Overall Mean	2.95	0.73	OP

F. Writing Papers

1. I collect information and ideas from other people or outside readings, before starting to write a paper.	2.28	0.71	RP
2. I clearly indicate the main ideas of the paper as well as each paragraph in writing a paper	3.0	0.77	OP
3. I write a first draft, edit and rewrite the paper at least once in writing a paper.	3.63	0.70	FP
Overall Mean	2.97	0.73	OP

G. Taking Examinations

1. I carefully read each section's directions and look through the entire test when taking an exam.	3.65	0.49	FP
2. I quickly outline my answer before I start to write.	3.40	0.63	OP

3. I proofread or check my answers at the end of the examination.	3.32	0.91	OP
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Overall Mean	3.46	0.68	FP
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H. Physical Setting

1. I study in a quiet place that is free from noisy disturbances.	3.91	0.77	FP
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2. study by myself before studying with others.	3.49	0.61	FP
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3. I have a chair and location to study separate from relaxation or sleeping furniture.	2.61	0.77	OP
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Overall Mean	3.34	0.72	OP
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Grand Mean	3.14		OP
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Legend:

4.21 – 5.00	Constantly Practice (CP)	3.41 – 4.20	Frequently Practice (FP)
2.61 – 3.40	Occasionally Practice (OP)	1.81 – 2.60	Rarely Practice (RP)
1.00 – 1.80	Never Practice (NP)		

Level of Academic Performance of the Participants

Table 3 presents the level of academic performance of the participants. The results in English showed that, out of 223 students, a higher number (94 or 42.15 percent) were in the "Satisfactory" range (80-84); and (94 or 42.15 percent) in the "Fairly Satisfactory" range (75-79). This suggests that a larger percentage of students perform at an average level in English.

In Science, a higher number (106, or 47.53 percent) of students received the "Satisfactory" grade, which ranges from 80 to 84. This shows that a large number of students are performing satisfactorily in the Science classes. In Math, a greater percentage (36.32 percent or 81 percent) of students received a "Satisfactory" mark between 80 and 84. This shows that more students have average mathematical abilities. In Filipino, a greater number (101, or 45.29 percent) corresponded to the "Satisfactory" grade, which ranges from 80 to 84 percent. This indicates that a large number of students achieve satisfactorily in Filipino.

Modular distance learning has been found to be more stress-free than face-to-face sessions due to the lockdown and lack of face-to-face sessions. Students are not achieving high in their learning performance due to factors such as slothfulness, laziness, and needing to work harder and practice longer. English is the most challenging to learn and difficult to speak.

Table 3. *Level of Academic Performance of the Participants*

Grade Range	Grading Scale	English		Science		Math		Filipino	
		F	P	F	P	F	P	F	P
Outstanding	90-100	3	1.35	6	2.69	7	3.14	13	5.83
Very Satisfactory	85-89	32	14.35	42	18.83	64	28.70	44	19.73
Satisfactory	80-84	94	42.15	106	47.53	81	36.32	101	45.29
Fairly Satisfactory	75-79	94	42.15	69	30.94	71	31.84	50	22.42
Did not meet Expectation	Below 75	0	0	0	0	0	0	15	6.73
Total:		223	100	223	100	223	100	223	100

Table 4. *Significance of the Relationship Between the Participants' Learning Styles and Their Study Habits*

Variables	<i>Spearman rho</i> Correlation Coefficient	t-value of r	p	Decision
Learning Styles and Study Habits	0.094	1.404	0.16	Not Significant

No significant relationship between learning styles and study habits was found, indicating that the students' learning style is not significantly correlated to their study habits. The study conforms to the findings of Cabrera and Torres [8] on their research determining the correlation between the study habits and learning styles that revealed no evidence of a link.

Table 5. Summary of the Tests for Significant Relationship Between the Participants' Learning Styles and Their Academic Performance

Variables	<i>Spearman rho</i>	p-value	t-value of r	Decision
Learning Styles and Academic Performance in Filipino	0.354	0.00	5.614	Significant
Learning Styles and Academic Performance in English	0.343	0.63	5.416	Significant
Learning Styles and Academic Performance in Math	0.425	0.19	6.964	Significant
Learning Styles and Academic Performance in Science	0.263	0.38	4.043	Significant

Learning styles have a significant relationship with academic performance in Filipino, with a p-value of 0.00 at .05 level of significance. Ling et al [9] suggest that students' learning styles focus on how they learn in the process of learning.

The null hypothesis is significant, indicating that academic performance is not associated to the students' learning styles. This is supported by Jahanbakhsh [10], who states that learning styles involve educating methods that allow individuals to learn best. Learning styles have unique ways of processing and retaining new information and skills, and academic performance is not correlated to them. Magulod [11] found a significant relationship between students' learning styles and their academic performance, denoting that the academic performance is not related to the students' learning styles.

The null hypothesis is not significant, indicating that study habits are not associated with academic performance in Filipino.

Table 6. Summary of the Tests for Significant Relationship Between the Participants' Study Habits and Their Academic Performance

Variables	<i>Spearman rho</i>	p-value	t-value of r	Decision
Study Habits and Academic Performance in Filipino	0.002	0.98	0.0297	Not Significant
Study Habits and Academic Performance in English	0.032	0.63	0.475	Not Significant
Study Habits and Academic Performance in Math	0.087	0.19	1.295	Not Significant
Study Habits and Academic Performance in Science	0.059	0.38	0.877	Not Significant

This is supported the result of the research conducted by Tus, Rayo, Lubo and Cruz [6] that students study habits are at a relatively average level and was not correlated to their academic performance.

Study habits are not related to academic performance in English, suggesting that teachers and students need to take effort to develop good study habits to improve performance. Study habits are not correlated with academic performance in Math, but should be considered and assessed to help students learn or modify them. This is supported by Khatony et al. [12] who noted that study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. Therefore, it is recommended to consider and assess students' study habits and should be offered to students in order to help them learn or modify study habits to increase their academic achievements.

The null hypothesis is not significant, confirming that there is no significant relationship between study habits and academic performance of students. The finding corroborates the research result of Tus, Rayo, Lubo & Crus [6] that there is no significant relationship between study habits and academic performance of students.

CONCLUSIONS AND RECOMMENDATIONS

The students' learning styles were not associated with their study habits; however, these were vital to their academic success. There was no evidence of a link between students' study habits and their academic success. The presence of print modules did not warrant high performance among the students due to potential obstacles during distance learning like their lack of attention.

Based on the findings and conclusions of the study, the following recommendations are hereby offered: School Heads and teachers should collaborate to help students better understand their lessons especially in the core subject by incorporating auditory learning activities to improve their comprehension, retention, and concentration while studying. Instructional leaders develop student healthy study habits by incorporating techniques which will improve their academic performance. That teachers will make a simplified supplemental learning materials that will improve students' academic performance. That teachers help students by giving them more learning materials which are auditory format and helpful in increasing their learning performance. They shall also include learning activities in the materials that are suited for learners with other learning styles. That schools adapt the suggested enhancement plan in light of this research as a reference for future research on module enhancement.

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