

Songül DURAL

ABSTRACT

THE RELATION BETWEEN LEARNING AND STUDY STRATEGIES AND ACADEMIC ACHIEVEMENT OF PRESERVICE TEACHERS

The main purpose of this study is to examine the relation between learning and study strategies and academic achievement of preservice teachers in the academic semester of 2006–2007. 300 students were selected for the reason of taking part in the sample of the study through ratio sampling method among 589 first and fourth year students in the Faculty of Education of Adnan Menderes University, Muğla University and Dokuz Eylül University.

Data was obtained by personal information form, which contains questions about students' personal qualifications and Learning, and Study Strategies Inventory (LASSI) which was developed by Weinstein, Schulte and Palmer (1987) and examined for its validity and reliability by Köymen. Croanbach Alpha coefficient was found .96 for the Inventory. Percentage, one way Anova, independent samples t- test, Scheffe, Dunnett's C tests were used and Pearson coefficients were calculated for the evaluation of findings.

As a result of the study; It was found a significant difference ($p < .05$) among preservice teachers academic achievement ,their sex, age groups, graduated high school type, graduated high school department and regular studying activities. On the other hand, there was no significant difference found among preservice teachers academic achievement, attended university, their sequence of department preferences ,their study areas and studying situations before exams. Moreover, while it was found no significant difference between preservice teachers learning and study strategies and their study areas; there was significant difference ($p < .05$) was found among attended university, their class, sex, age groups, graduated high school type, graduated high school department, their sequence of department preferences, regular studying activities and studying situation before exams. It was also found a low significant difference among learning and study strategies, OSS scores, high school degrees and academic achievement scores, when considered separately in terms of preservice teachers' attended university, sex and class level variables.

KEY WORDS

Learning, learning strategies, study strategies, academic achievement, preservice teacher.