Volume 20 Issue 8
Originally issued as G1

Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 1 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Learning Styles: A Motivation to Study Habits of Students

By Leovigildo Lito D. Mallillin, Jocelyn B. Mallillin & Regilito D. Laurel

University of Benghazi

Abstract- Study habit of students is one of the pressing issues a lecturer encounters despite of the many motivational factors given to them. How the issues can be solved to enhance better learning process. Learning styles can enhance students' development and initiative to their study habits.

The study examines the learning styles of students particularly, focuses on their study habits as a motivating factors to the learning process and enhancement of students that provide also an intervening action in the improve study habits.

The study employed the qualitative and quantitative research design because it measures the quality and accuracy of answers which focuses on the perception, experiences and analogies of the learning styles of the students and a motivation to their study habits. Random sampling is utilized in the study which is equal opportunity be given to the selected area of the sample population in the different colleges and universities in the Philippines, Libya and Sultanate of Oman.

Results shows that respondents have the desire to study because they plan do their learning style and study habit and they are even motivated to study.

Keywords: learning style, study habits, motivation to study, learning process, and learning enhancement.

GJHSS-G Classification: FOR Code: 139999



Strictly as per the compliance and regulations of:

© 2020. Leovigildo Lito D. Mallillin, Jocelyn B. Mallillin & Regilito D. Laurel. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Learning Styles: A Motivation to Study Habits of Students

Leovigildo Lito D. Mallillin [α], Jocelyn B. Mallillin [σ] & Regilito D. Laurel [ρ]

Abstract- Study habit of students is one of the pressing issues a lecturer encounters despite of the many motivational factors given to them. How the issues can be solved to enhance better learning process. Learning styles can enhance students' development and initiative to their study habits.

The study examines the learning styles of students particularly, focuses on their study habits as a motivating factors to the learning process and enhancement of students that provide also an intervening action in the improve study habits.

The study employed the qualitative and quantitative research design because it measures the quality and accuracy of answers which focuses on the perception, experiences and analogies of the learning styles of the students and a motivation to their study habits. Random sampling is utilized in the study which is equal opportunity be given to the selected area of the sample population in the different colleges and universities in the Philippines, Libya and Sultanate of Oman.

Results shows that respondents have the desire to study because they plan do their learning style and study habit and they are even motivated to study. They are distracted from untoward disturbances and their concentration on their study in which their interest to study though they are being motivated is affected. Breaks or interruptions of study relieve them from stress in mastering their lesson which affected their interest to study also. They have the techniques in studying which is their plan to do using time planning to cope with all the requirements in their study and to adopt a better learning style and study habit. Note taking during the learning process are done by the respondents for better mastery of the lesson and their learning enhancement toward their study habit and learning style as a motivational factor among the students. Advance practice test is emphasized or already do which will help them master the techniques in the examination that can help them to correct their mistake for proper learning.

Keywords: learning style, study habits, motivation to study, learning process, and learning enhancement.

I. Introduction

Study habit of students is one of the pressing issues a lecturer encounters despite of the many motivational factors given to them. How the issues can be solved to enhance better learning process among students. Learning styles can enhance students' development and initiative to their study habits (Tsai, Shen, & Lin, 2015). Hence, study skills need to be developed since students are the center of learning which will push them to motivate properly in their learning enhancement. Most of the students have a difficulty in their learning process especially when they are not motivated properly on their studies. They need to identify how they can enhance and improve their learning styles and skills. Students should have a better understanding why they study? Practice what they learn because it is a reflection of their potential growth and development in their learning process. They should be motivated to think maturity. This can accelerate to improve their learning process (Cottrell, 2019).

Moreover, learning styles can be improved when students are organized in their study habits. They need to focus, manage their itinerary as to time of their studies aside from their extra-curricular activities. They can plan to achieve their study habits, write their projects, homework and assignments on time. They should make a list on the process of their study. List can help them study step by step and accomplish their goals in their study. The transformation of learning from the students provides challenges on the pedagogical strategies and techniques among the educators as they design their learning activities toward students that make their study habits more meaningful. The impact of the motivation given to students can promote new trends and demands in their learning process. It helps them to monitor their improvement inside the classroom setting on their learning style and in their capacity to learn, to motivate their critical thinking and analysis. It is very essential to interrogate on the learning process that can create a better atmosphere and opportunity to explain and to observe the insight of their learning process. The key issues is how to improve the learning study style of the students at present and how they could be influenced to be successful in their study habits, innovations, and practices (Cross, 2019).

Furthermore, students must know their expectations on how they can be evaluated on their performance inside the classroom. It is not only to listen among the lecturers and seat down to attend their classes regularly, however; they can be evaluated base on their performance and output inside the classroom. Guiding students on their expectation can help them improve their study habits since they have targets or goals to accomplish like in the marking scheme system and what is expected for them to be promoted. Students must be comfortable on the expectation though proper

Author α: Ph.D., Lecturer, Centre for Foundation Studies, Gulf College, Sultanate of Oman. e-mail: loviedsunbright_0722@yahoo.com.ph
Author σ: LPT, Master Teacher 1, San Bartolome High School, Novaliches, Quezon City, Philippines. e-mail: jomallillin@yahoo.com
Author ρ: Ph.D., Assistant Professor, Faculty of Education, University of Benghazi, Benghazi, Libya. e-mail: regie0407@gmail.com

© 2020 Global Journals

motivation which give a better impact on their learning style. There are many important differences and consideration on the learning style of the students. There are students who need motivation properly to study despite of the many techniques and strategies of the lecturers inside the classroom. There are also students whose style in learning doesn't need any motivation because they value education that can help them answer their future career in life. There are also students who are lax and they do not care about their studies. This needs to be given emphasis so that learning enhancement and learning style will be addressed and their study habits become a motivation on their learning process. Effective method strategies and techniques in teaching can design a better atmosphere and useful among the learners (Chen, Jones, & Xu, 2018).

Similarly, students need to plan and develop their learning style, and need to know the details of their modules or subject. They need to focus on those modules that are challenging because there is no easy module but all modules in the curriculum are challenging since students are being molded to develop their learning process. Developing plan can provide time and ample situation to prepare and create study atmosphere a conducive to learning which is needed by the students. It is better to prepare than to repair and to rebuild. Avoid last minute review. It is better to prepare in advance than cramming at the end. Calendar activities base on priorities like assignment, research, project and homework. Set goals and objectives in the learning process because in doing so would mean success on the part of the students. It instills efficient and effective management in time among students and provides development on their skills and plans. Personal goal set by the student in their planning toward their studies can improve their learning engagement which focus on goals in their academic and performance inside the classroom. The process of the learning among them provides a harness skill in their thinking effectively and critical skills. It assesses their academic goals and develops self-plan and study skills in their learning experiences and perception to their learning styles and their development setting in their study habits. When students are exposed to academic planning and goal activities to enhance learning academic achievement and performance will be observed on their experiences in learning (Yusuff, 2018).

Nevertheless, students should possess positively in all aspect of learning. They have the potential to develop a learning style. They should focus and have the set of mind that they can make a difference, they can improve and as such they can make the full potential of learning. It is just a motivation on how to do. Students should be encouraged to strive to the best they can by all means. It is just a matter of interest. Learning style can be taught and caught from the facets of life. Plan their study followed by critical thinking that can provide positive results in the learning process. Since learning centered are the students, lecturers need to understand the capacity of the students so their learning style will not be affected on the impact of their well-being. Provide a better framework and optimal learning climate that can boost their morale and enhance their learning process. This can help students to have their academic achievement and performance. Students face different attitude and behavior toward their studies, however; when proper motivation and proper guidance are stressed, they can be influenced with proper learning style in their study habits. Appropriate identification on the development of the learning style and habit prepares them for their learning process that enhances their mind to a better education. Positive thinking among students can be a great influenced in their learning style and a motivation to their study habits as a whole. This can be intervened through their competency learning process as a factor in learning relevant to their academic performance and their study habits (Roman, 2018). On the other hand, the positive result into a change among the study habits of the students will provide gaps on their needs in learning toward their thinking (Gallagher, & Thordarson, 2018).

Consequently, learning style can motivate study habits of students when they clarify expectations on their learning performance. Information on the understanding of promotion when are successful in their studies. They are aware that support is given on their learning process. They are given an effective teaching technique and development on their learning process. Supports are given step by step and are given proper guidance also. Activities given are based on their knowledge and on their capacity because they are being enhanced properly on their learning process. Necessary techniques and resources are provided to enhance their learning style and learning process to achieve a better study habits as a motivation in their learning process. An important determination on motivation of learning influences the skills of students in their learning process and their creativity toward their study habits. The process of influencing and understanding the skills through motivation will help students in their study habits (Bhakti, Astuti, & Agustina, 2018).

a) Research Objectives

The study examines the learning styles of students particularly focuses on their study habits as a motivating factors to the learning process and enhancement. It will provide also an intervening action in the improve study habits of the students.

b) Research Question

The research is conducted to examine the learning styles and study habits of students and their motivation to learning process. Specifically, it aims to answer the following questions.

© 2020 Global Journals

1. What are the learning styles of the students to their learning process?
2. How the learning styles and study habits of the students are observed?
3. How learning styles and study habits have been a motivation to learning enhancement?

c) Theoretical Lens

This study is anchored on the motivation of theories in learning because it focuses on navigation convenience through divert situation on motives and changes of behavior, goal motivation, motivation on interest, motivation on success attribution, motivation on self-belief and self-efficacy and motivation on determination to oneself. Sometimes it is being called as value expectation theory which implies positive ways on the motivation of students on the influence of their learning style and study habits. It also deals on the students' behavior and driving force to learn. It focuses directly on the relative behavior toward their studies. Motivation can be a distinction to improve their learning style and their study habits. The integration of motivation theory achievement outlines the behavior on the part of the students. It distinguishes competency on behavior to demonstrate the development on the strength and weaknesses of students which is focused on involvement of the task, egoistic involvement, and involvement in extrinsic motivation. This can transform to a reward of students in their learning style and study habits (Nicholls, 2017).

d) Research Design

The study employed the qualitative and quantitative research design because it measures the quality and accuracy of answers which focuses on the perception, experiences and analogies of the learning styles of the students and a motivation to their study habits. It describes the different approaches to qualitative and quantitative approach in the research which has been the focused of the research. The context of the integration of qualitative and quantitative provides tactics in the discussion on the study observed and the motivation as a factor in their study habits and learning styles (Bryman, 2017).

e) Sampling Techniques

Random sampling is utilized in the study which is equal opportunity be given to the selected area of the sample population in the different colleges and universities in the Philippines, Libya and Sultanate of Oman. The population is chosen randomly to represent the study under investigated. This is the simple way of collecting data in carrying the objectives of the study in the learning styles on the study habits and motivation of students to learn. It assesses and conducts the required samples as representation of the study. It examines approaches on the learning styles and motivation to a study habits of the students (Gregoire, & Affleck, 2018).

f) Respondents of the Study

The subjects of the study are the selected students from the different colleges and universities in the Philippines, Sultanate of Oman and Libya. The study comprises of 14 respondents. This is conducted from the period 2019-2020.

g) Research Instruments

To gather the information on the study investigated, the research question is formulated based on the learning styles and study habits of the respondents. This is to examine their learning style and their motivation to their study habits on their learning process. A question is given to give ample time to answer and give their views and insights on the question formulated.

h) Data Gathering Procedure

The pertinent data gathering on this research is elaborated below:

- Conducting Interviews. Series of interviews are done among students on their learning styles and study habits on how they are being motivated to their academic performance. This is done on collaboration among the three researchers from the Philippines, Oman, and in Libya.
- Formulation of the research concept. Upon gathering the different series of interviews and series of answers the formulation of the research concept is determined to examine to different learning style and different study habits of the respondents as a motivation to their learning process.
- Formulation of the questionnaire. Formulation of the questionnaire is made based on the result of interviews and answers of the students.
- Floating of questionnaire. After formulation of the questionnaire and validation of the questionnaire, the questionnaire is floated on the target area of the study
- Analysis of the research answers. Questionnaire retrieved is being analyzed thematically.

© 2020 Global Journals

II. Results

Table 1: Study styles and study habits of students

Indicators	Already Do	%	Plan to Do	%	Not Interested	%
1. Study every day.	6	43	6	43	2	14
2. Turn off the phone, TV and other distractions.	4	29	4	29	6	43
3. Take short but frequent breaks, like 5 minutes every half hour.	2	14	5	36	7	50
4. Study early (don't wait until last minutes).	5	36	7	50	2	14
5. Take notes as you study using your own words to simplify complex ideas.	10	71	2	14	2	14
6. Take practice test, so you don't panic when it's time for the real test.	7	50	4	29	3	21

Table 1 shows the learning styles and a motivation to students study habits. Most of the respondents say that take notes as you study using your own words to simplify complex ideas is already do with a frequency of 10 or 71% among the respondents, take practice test, so you don't panic when it's time for the real test is already do with a frequency of 7 or 50% among the respondents, study every day is already do with a frequency of 6 or 43% among the respondents, study early (don't wait until last minutes) is already do with a frequency of 5 or 36% among the respondents, turn off the phone, TV and other distractions with a frequency of 4 or 29% among the respondents and take short but frequent breaks, like 5 minutes every half hour with a frequency of 2 or 14% among the respondents.

Likewise, also on plan to do on the learning styles of the respondents in their study habits, study early (don't wait until last minutes) is 7 or 50% among the respondents, study every day is 6 or 43% among the respondents, take short but frequent breaks, like 5 minutes every half hour is 5 or 36% among the respondents, turn off the phone, TV and other distraction and take practice test, so you don't panic when it is time for the real test is 4 or 29% among the respondents and take notes as you study using your own words to simplify complex ideas is 2 or 14% among the respondents.

Lastly, on the learning styles on not interested to study shows that take short but frequent breaks, like 5 minutes every half hour is 7 or 50% among the respondents, turn off the phone, TV and other distractions is 6 or 43% among the respondents, take practice test, so you don't panic when it's time for the real test is 3 or 21% among the respondents while study every day, study early (don't wait until last minutes) and take notes as you study using your own words to simplify complex ideas is 2 or 14% among the respondents.

Table 2: Themes and central ideas on the learning styles and motivation on the study habits of the learning process

Themes	Participants' Responses	Central Ideas
1. Study and learning style	Plan to do	Respondents desire to study
2. Distractions	Not interested	Concentration on studies from any untoward disturbances
3. Interruption and short breaks	Not interested	Breaks to relieve the monopoly of studying
4. Time Planning	Plan to do	Techniques in studying among the respondents
5. Using notes	Already do	Note taking during the learning process
6. Practice test	Already Do	Advance practice test prior to final examination

a) Study and Learning Style

The respondents have the desire to study and they have plan to do, however; that desire has to do something with their motivation to study depends on their interest. They say,

"Study everyday". T1-P6

"Study in a way that suits learning styles". T1-P9

"Study the hardest thing first and then move on to the easier one". T1-P5

Hence, respondents study everyday but they need to be motivated on their learning process because they are studying based on their needs. They have their techniques in studying like simply doing everything to make things easy for them.

b) Distractions

Respondents are motivated to study, however; they need to concentrate on their studies that are free from any untoward disturbances. They say,

© 2020 Global Journals

"Turn off the phone, TV and other distractions". T2-P6

"Play quiet background music". T2-P9

"Create a quiet place at home to study". T2-P2

However, respondents want to create a learning atmosphere where they can concentrate on their study. This can help them improve their learning style and as such they can achieve their goals in their studies particularly on their academic performance. There is a better learning atmosphere where the area of studies is free from any noise and free from any disturbances.

c) *Interruption and Short Break*

Respondents want to balance their mind and want to take break from time to time in studying their lesson because relaxing their minds can contribute to a better learning for them. Sometimes, they want to free themselves in the monopoly of mastering their lesson, they want to

"Take short break but frequent breaks, like 5 minutes every half hour". T3-P7, P5 and P2

"Use planner or agenda to keep track of your progress" T3-P6, P7 and P1

"Reward yourself after a good study session". T3-P12 and P1

Nonetheless, they want to impose a couple of minutes to have a break during the entire studies. This is one way of helping them to improve their learning skills. As in fact, they organize their itinerary on the progress and success of their performance in school which is their target to accomplish. They are even motivated to treat themselves a reward for the success of their studies when they excel since the output reveals their performance. It is a motivating factor in their study habits and their learning style.

d) *Time Planning*

Despite of the motivation they have in their studies toward their study habit and learning style. Respondents want still to have proper planning on their studies. Accordingly, they said that proper time planning can lead to time management in their studies step by step. They say,

"Study early (don't wait until last minutes)". T4-P5, P7 and P2

"Spend most of the time on things that are hardest". T4-P5 and P4

"Ask for help if you are struggling with something". T4-P7, P5 and P2

Likewise, respondents are motivated to learn and to study beforehand. They do not want to cramp in a last minute to review because they wanted to relax in all aspects of their study. On the other hand, they challenge themselves to study the complicated lesson rather than those lessons that are easy to study. If they have a difficulty in coping with their lesson, they are trying to solve the problem by asking who have the expertise in the matter.

e) *Using Notes*

One of the most interesting a learners does during their class lesson is to take down notes on the important key issues on their lessons. This is one way of motivating them as a part of their study habits and their learning styles. Using of notes during the discussion will help them remember their lesson especially during examination. They want to,

"Take notes as you study using your own words to simplify complex ideas". T5-P10 and P2

"Keep notes in a notebooks or folder". T5-P10 and P2

"Review your notes on a regular basis". T5-P8 and P3

Accordingly, the respondents taking notes can help them to explore more things especially where words are unfamiliar with them and as such they want to discover those unfamiliar words through searching the meaning that can help them to know the details of their lesson. Also, all their notes are intact from time to time and they are reading for proper mastery of their lesson. This is a challenge on their part to study. They can develop this habit and are useful in their academic performance.

f) *Practice Test*

Further, respondents have techniques in their study habits and learning styles. This can help them improve themselves and have a mastery of their lesson. Doing this practice can provide a learning atmosphere on their part. They say,

"Take practice test, so you don't panic when it is time for the real test". T6-P7, P4 and P3

"Make correction between what you are studying and what you know". T6-P7

"Quiz yourself about what you just studied". T6-P9, P3 and P2

Indeed, constant practice in their examination will make them perfect. Accordingly, this is one way of helping them relax prior to their final examination. They even have a chance to analyze their mistakes for room of improvement. This study habits and learning styles can have an impact to their academic performance. They are eager to learn through testing themselves as a part of their mastery in their lesson.

III. Discussion

This discussion presents the analysis of the data under investigated. It reveals that most of the respondents answer falls on already do, plan to do and not interested in their learning styles and study habits and as based on their motivation to their academic performance vary depends on their needs. The key indicators on the performance of the students provide concept in a basic manner which is outlined in their

© 2020 Global Journals

abilities and thinking critically that can be determined by their module tutors for a better mastery of their lesson (Paul, & Elder, 2019).

a) Study and Learning Styles

Study and learning techniques of students at present must be in accordance to their desire to learn and according to their motivation to their learning process. They have their desire and ability to study. The influence of their study habit and learning style indulges on the intelligence of the individual learners. They are motivated especially when they have the desire for learning output. The focus of the study can be the goal of the students in their learning process on their cognitive mechanism in enhancing their knowledge of learning (Willis, & Schaie, 2018). This has been proven on the theory and practices in learning where it fascinates the prospect of studying in the level of individual students. It is an orientation of the practice key of learning process that integrates the understanding the traditional challenges to handle students in their learning process. However, distinguishing the exploration on the attitude of students in their learning process practice the potentials of the learners, hence; the theory stress on how to overcome dualism in studying which replace process to substantial as compared to the study habits and learning styles of students in their critical thinking and their critical power to develop their study skills. This will help students to force and to think what the possible outcome of their learning process through their learning style (Adler-Nissen, 2016). On the other hand, learning style and study habit must be based on their capacity and ability as individual students. Hence, they are motivated to analyze their studies through prioritizing their challenges to learn to make their studies comfortable.

b) Distraction

There is always opposition in all things. This is a hindrance to the achievement of students in their learning process. It can also hinder them in their learning style and study habit. Distraction can ruin the interest of the students in their study habit and their learning style because they are being disturbed on their concentration to learn. Students must have the concentration and free from disturbance for them to flourish and for them to be developed in their learning process. It is a guide for them to learn practically. This can deal a psychology on the positive aspect of their learning engagement, emotion toward their studies, positive relationship toward their learning process from their classmates, parents, neighbors and their teachers in accomplishing different outcome in their learning process. When students are flourishing on their academic performance, these are based on their focus and are free from any disturbances while studying. This can be controlled toward the adoption of their performance to their academics. This has an implication to their learning style and study habit and as a motivation to their academic performance (Van Zyl, & Stander, 2019).

Similarly, students want that noise should not be observed during their study hours like music, phone, and TV or any distraction gadgets. They want to have a quiet place to study at home or school. The impact to them is distraction on their learning process. Their performance in the master of their lesson will increase when those gadgets disturbance are avoided. Distraction has an effect on the achievement of the students in their performance in school. Adapting to the strategies and techniques suggested by students provide conditioning characteristics of students' performance in their learning process and develop their study habits. This is a motivating factor for them. It increases their self-driven performance in achieving their study habits and learning styles. Distraction in their studies has an effect that is detrimental to their education process (Beland, & Murphy, 2016).

c) Interruption and Short Break

Since students are much pressured in their studies, assignment, projects, researches, examinations and quizzes, they wanted breaks to monopolize their pressured studies. They want to relax and free themselves in pressure. They want to relax their brain in the pressure of their studies since most of the time is spent in studying. No time to relax. Most of their time is spent in analyzing their studies and projects. They are struggling even to the extent of asking somebody for assistance in times of problems in their lesson. Control over studies and relaxation constitute a better energy and recovery engagement in the study habits and learning style of the students. Time spend in their study breaks for even an hour helps them to strive and helps them to relax and free from stress in their studies. Reducing exhaustion can contribute to psychological impact on the part of the students in the control of their study habits. They are motivated to do so but their body is weak. Recovering from their stress through relaxation and breaks would energize their brains to be effective learners. It demonstrates self-efficacy in the improve replenishment of their mind resources (Bosch, Sonnentag, & Pinck, 2018).

Consequently, the learning approaches must not force students to provide output when they are tired. The learning process must be given based on the capacity to study. Motivate them properly on their learning habits and styles. The benefits of studying hard can reap a reward on their success to their academic performance ad can be done slowly and step by step. Deep analysis on the learning process of the students will motivate them well to excel in their learning enhancement and process which is simply spending on studying based on their time pace for their study habits (Everaert, Opdecam, & Maussen, 2017). There is a need

© 2020 Global Journals

to organize their studies and monitor their academic performance. Most of all is to reward themselves on the progress of their studies and learning process.

d) Time Planning

Planning is important in studies because if you fail to plan, you plan to fail. This is true with the time usage or time spent in studying. There is a time in every season, a time to play and a time to study. Developing a time to study would enhance study habits and learning styles of the students. There are students who can study early others want to study late at night. No specific time is identified for study depends on the availability of the student in their time scheduling to study. Time must be in accordance to the availability of the students to learn. Time management will help them develop their learning styles and study habits. Time planning is necessary for the improve study of the students especially during their learning process as a motivation to their learning style and study habits. Efforts are important and are given consideration and attention on the part of the students. Time is gold in focusing study design on them. This is for the improvement on the learning style and study habits of the students (Fujii, 2019). Adapting and designing time properly can practice and develop study habits and learning styles of the students.

Elsewhere, time planning exists when time management is emphasized. Effectiveness in time planning guarantees students success in their studies development toward learning. It provides systems on the management of their studies as to deadlines of their projects, assignment and researches. Likewise also on their examinations, and other accomplishment they have in school. It provides system and adapt the ability to plan their time as part of their study habits and learning styles as a motivation on their learning process (Fridovich-Keil, et. al., 2018).

e) Using notes

Using of notes is important during the class discussion to have a mastery of the lesson when outside the classroom. This can help the students to clarify unfamiliar words and synthesize lessons which need analysis. There are lessons that are complex where critical thinking works for better learning. It has been said that writing in a piece of paper is important rather than memory because there is a tendency of forgetting the process while the written text will not fade. Using notes even help the student to go over the lesson in time of examination and to reflect the lesson inside the classroom. Engagement of using notes among students can improve the information they learn inside the classroom. The effects and benefits of using notes provide process and deeper information in note taking. It manipulates the lecture notes during their examination. Likewise, using notes provide framework in the process of their learning. It distinguishes their cognitive knowledge of their learning and development process (Jansen, Lakens, & IJsselsteijn, 2017).

In addition, using notes can assist them to have an indication of what they study and to help them familiarize the information adequate to their learning process. It assists them to remember the content of their lesson. They can even identify text, images and define the concept of the lesson inside the classroom. Once this is done, then learning styles and the study habits of the student can be significant and can motivate them properly to enhance their learning (Yu, Rajamani, Krishna, & Vaidyanathan, 2018).

f) Practice Test

Students have the desire to have a practice prior to their final examination. This can help them to have a mastery of their lesson. They need to have practice for them to be confident in their examination because practice makes them perfect. They have still a chance to review on the mistake they committed during the practice test. There is a need to practice and to measure their knowledge of learning on their output inside the classroom.

Practice test inside the classroom provides activities to students that enhance their learning ability and process. It develops their retentiveness and memory regarding their lesson. Varieties of test provide a better practice before their final examination. It can help to improve their learning through constant practice. It focuses on the techniques during the final examination. It prepares them emotionally during the examination. Practice test can be done through a form of quizzes, games, group discussion, insights, and observations. It reflects on their cognitive engagement on the influence of the learning process among them that resulted to their learning styles and study habits. It provides measure on the performance of the students in their academic performance (DeLozier, & Rhodes, 2017).

Similarly, there are students who have the basic knowledge and information inside the classroom, however; they need to practice all over again for mastery. This concept has the analysis on the development of the students in their learning style and study habit for the application of the mastery and application complexity of the learning process. Student sometime struggle in the identification of terms, facts and principles of the lesson but motivation for them to study will help them master through constant practice (Murray, 2018).

IV. Conclusions

In the light of the findings of the study, the conclusion is drawn.

1. Respondents have the desire to study because they plan do their learning style and study habit and they are even motivated to study.

© 2020 Global Journals

2. Respondents are distracted from untoward disturbances and their concentration on their study is affected, though they are motivated to learn.
3. Breaks or interruptions of study relieve them from stress in mastering their lesson which affected their interest to study also.
4. Respondents have the techniques in studying which is their plan to do using time planning to cope with all the requirements in their study and to adopt a better learning style and study habit.
5. Note taking during the learning process are done by the respondents for better mastery of the lesson and their learning enhancement toward their study habit and learning style as a motivational factor among the students.
6. Advance practice test is emphasized or already do which will help them master the techniques in the examination and can help them to correct their mistake for proper learning.

V. Recommendations

Based on the results of the findings and conclusions, the recommendations are given below.

1. Students must be motivated enough to develop their learning style and study habits to achieve the objectives of the students in their learning output. This can help them improve their academic performance and enhance their knowledge in the domain of learning.
2. Students must concentrate on their studies by avoiding distractions during the review of their lesson. Quiet place can help them master their lesson. Usage of gadgets, music, and sound must be avoided. This can distract them in their learning process.
3. Respondents must have to set time for their breaks during study because this can help them relax from the stress and relax their brains from their study. Breaking the monopoly of their studies can give energy on their brains and better mastery of the lesson.
4. Proper time planning must be given emphasis to have proper management in their study habit and learning style. There is a time in every season and a time to relax and a time to play and time to study. Focus on time management will help materialize the study habit and learning style of the respondents.
5. Pen and notes must be ready from time to time. This can help the learning style and study habit of the students improve. Using notes can motivate students to excel in their academic performance. A motivation process must be also given emphasis to them.
6. There is a need to practice test from time to time this can be done through quiz, group discussion, or games. Practice test will make them perfect and prepares them to be equipped with full knowledge of learning.

References Références Referencias

1. Adler-Nissen, R. (2016). Towards a practice turn in EU studies: The everyday of European integration. JCMS: journal of common market studies, 54(1), 87-103.
2. Beland, L. P., & Murphy, R. (2016). Ill communication: technology, distraction & student performance. Labour Economics, 41, 61-76.
3. Bhakti, Y. B., Astuti, D., & Agustina, I. (2018). The influence process of science skill and motivation learning with creativity learn. Journal of Education and Learning, 12(1), 30-35.
4. Bosch, C., Sonnentag, S., & Pinck, A. S. (2018). What makes for a good break? A diary study on recovery experiences during lunch break. Journal of Occupational and Organizational Psychology, 91(1), 134-157.
5. Bryman, A. (2017). Quantitative and qualitative research: further reflections on their integration. In Mixing methods: Qualitative and quantitative research (pp. 57-78). Routledge.
6. Chen, C., Jones, K. T., & Xu, S. (2018). The Association between Students' Style of Learning Preferences, Social Presence, Collaborative Learning and Learning Outcomes. Journal of Educators Online, 15(1), n1.
7. Cottrell, S. (2019). The study skills handbook. Macmillan International Higher Education.
8. Cross, S. (2019). How handheld devices transform, augment and reinforce university students; study habits: emerging themes from a three-year study.
9. DeLozier, S. J., & Rhodes, M. G. (2017). Flipped classrooms: a review of key ideas and recommendations for practice. Educational psychology review, 29(1), 141-151.
10. Everaert, P., Opdecam, E., & Maussen, S. (2017). The relationship between motivation, learning approaches, academic performance and time spent. Accounting Education, 26(1), 78-107.
11. Fridovich-Keil, D., Herbert, S. L., Fisac, J. F., Deglurkar, S., & Tomlin, C. J. (2018, May). Planning, fast and slow: A framework for adaptive real-time safe trajectory planning. In 2018 IEEE International Conference on Robotics and Automation (ICRA) (pp. 387-394). IEEE.
12. Fujii, T. (2019). Designing and adapting tasks in lesson planning: a critical process of Lesson Study. In Theory and Practice of Lesson Study in Mathematics (pp. 681-704). Springer, Cham.
13. Gallagher, A., & Thordarson, K. (2018). Design thinking for school leaders: Five roles and mindsets that ignite positive change. ASCD.

© 2020 Global Journals

14. Gregoire, T. G., & Affleck, D. L. (2018). Estimating desired sample size for simple random sampling of a skewed population. The American Statistician, 72(2), 184-190.
15. Jansen, R. S., Lakens, D., & IJsselsteijn, W. A. (2017). An integrative review of the cognitive costs and benefits of note-taking. Educational Research Review, 22, 223-233.
16. Murray, S. (2018). Enhancing Exam Prep with Customized Digital Flashcards. Journal of STEM Education: Innovations and Research, 19(4).
17. Nicholls, J. G. (2017). Conceptions of ability and achievement motivation: A theory and its implications for education. In Learning and motivation in the classroom (pp. 211-238). Routledge.
18. Paul, R., & Elder, L. (2019). A guide for educators to critical thinking competency standards: Standards, principles, performance indicators, and outcomes with a critical thinking master rubric. Rowman & Littlefield.
19. Roman, A. F. (2018). Training master students for implementing the positive thinking programme in schools. Educația Plus, 20(2), 7-12.
20. Tsai, C. W., Shen, P. D., & Lin, R. A. (2015). Exploring the effects of student-centered project-based learning with initiation on students' computing skills: A Quasi-experimental study of digital storytelling. International Journal of Information and Communication Technology Education (IJICTE), 11(1), 27-43.
21. Van Zyl, L. E., & Stander, M. W. (2019). Flourishing Interventions 2.0: A Practical Guide to Student Development. In Positive Psychological Intervention Design and Protocols for Multi-Cultural Contexts (pp. 435-448). Springer, Cham.
22. Willis, S. L., & Schaie, K. W. (2018). Everyday cognition: Taxonomic and methodological considerations. In Mechanisms of everyday cognition (pp. 33-53). Psychology Press.
23. Yu, J., RAJAMANI, R., Krishna, O., & Vaidyanathan, P. (2018). U.S. Patent No. 10, 121,474. Washington, DC: U.S. Patent and Trademark Office.
24. Yusuff, K. B. (2018). Does personalized goal setting and study planning improve academic performance and perception of learning experience in a developing setting?. Journal of Taibah University Medical Sciences, 13(3), 232-237.

© 2020 Global Journals