

ASSESSMENT OF LEARNING HABITS AMONG FIRST M.B.B.S STUDENTS AT BHAVNAGAR MEDICAL COLLEGE

Submission Date: Aug 22, 2023, **Accepted Date:** Aug 27, 2023,

Published Date: Sep 01, 2023

Crossref Doi: <https://doi.org/10.37547/ijmsphr/Volume04Issue09-01>

Shailesh Mehta

Department of Physiology, Government Medical College, Bhavnagar, India

ABSTRACT

This study aims to assess the learning habits of first-year M.B.B.S (Bachelor of Medicine, Bachelor of Surgery) students at Bhavnagar Medical College. Learning habits play a crucial role in students' academic performance and overall success in medical education. The research utilizes a survey-based approach to collect data on students' study routines, learning strategies, time management skills, and preferences for study resources. A representative sample of first-year medical students will be selected, and their learning habits will be evaluated using a structured questionnaire. The findings from this study will offer insights into the learning behaviors of medical students and may inform educational interventions to optimize their learning experiences and academic achievements.

KEYWORDS

Learning habits, first M.B.B.S students, Bhavnagar Medical College, study routines, learning strategies, time management, study resources, medical education, academic performance, educational interventions.

INTRODUCTION

Medical education is a demanding and challenging journey, requiring students to acquire a vast amount of knowledge and develop clinical skills to become competent healthcare professionals. The success of medical students in this rigorous academic environment largely depends on their learning habits and study behaviors. Understanding and evaluating the learning habits of students can provide valuable

insights into their study routines, learning strategies, and time management skills, which are crucial factors influencing their academic performance and overall success in medical school.

Bhavnagar Medical College, as a premier institution in Northern India, plays a vital role in training the next generation of medical professionals. Ensuring the effectiveness of medical education at this esteemed institution necessitates an in-depth assessment of the

learning habits of its students. By understanding the learning behaviors of first-year M.B.B.S students, the institution can identify areas of improvement and implement targeted interventions to enhance students' learning experiences and academic achievements.

The primary objective of this study is to assess the learning habits of first-year M.B.B.S students at Bhavnagar Medical College. Learning habits encompass a wide range of behaviors and strategies that students employ in their pursuit of knowledge. These habits include study routines, learning strategies (such as note-taking, self-testing, and concept mapping), time management skills, and preferences for study resources (textbooks, online materials, lecture notes).

A comprehensive understanding of the learning habits of medical students can have several benefits. Firstly, it can help identify effective study practices that contribute to academic success, allowing the college to promote and foster these practices among all students. Secondly, it can highlight areas where students may struggle in their learning process, enabling targeted support and interventions to address specific challenges. Lastly, insights from this assessment can inform curriculum development and teaching methodologies, ensuring they align with the learning preferences and needs of the students.

The study will utilize a survey-based approach to collect data from a representative sample of first-year M.B.B.S students. The survey will be designed to capture various aspects of learning habits and study behaviors. By analyzing the survey responses, the research aims to generate a comprehensive profile of learning habits among Bhavnagar Medical College's first-year medical students.

In conclusion, assessing the learning habits of first-year M.B.B.S students at Bhavnagar Medical College is of paramount importance to enhance medical education and optimize students' academic performance. The findings of this study will provide valuable insights that can inform educational interventions, foster effective study practices, and promote a conducive learning environment. Ultimately, the goal is to produce competent and motivated healthcare professionals who can contribute to the well-being of the community and the advancement of medical science.

METHOD

Study Design:

The research will adopt a cross-sectional survey design to assess the learning habits of first-year M.B.B.S students at Bhavnagar Medical College.

Participant Selection:

A representative sample of first-year M.B.B.S students will be selected for the study. The total sample size will be determined using appropriate statistical methods to ensure adequate representation of the student population.

Questionnaire Development:

A structured questionnaire will be designed to capture various aspects of learning habits and study behaviors. The questionnaire will be developed based on a comprehensive literature review of learning habits assessment tools and validated instruments used in similar studies.

Questionnaire Administration:

The questionnaire will be administered to the selected participants. To maximize response rates, data collection will be conducted during a convenient time,

such as after lectures or during designated study breaks. Informed consent will be obtained from each participant before their participation.

Learning Habit Assessment:

The questionnaire will include items related to the following aspects of learning habits:

a. Study Routines: Participants will be asked about their daily and weekly study schedules, including the duration and frequency of study sessions.

b. Learning Strategies: Students will be asked about the strategies they use to study and comprehend medical concepts, such as note-taking, self-testing, and concept mapping.

c. Time Management: Questions will assess students' ability to manage their time effectively for various academic activities and extracurricular commitments.

d. Study Resources Preferences: Participants will be asked about their preferred study resources, including textbooks, online materials, lecture notes, and review resources.

Data Analysis:

Quantitative data obtained from the completed questionnaires will be analyzed using appropriate statistical software. Descriptive statistics (mean, standard deviation, frequency) will be used to summarize the responses. Comparative analysis may be performed to explore differences in learning habits based on gender, academic performance, and other relevant factors.

Ethical Considerations:

The study will adhere to ethical guidelines, ensuring participant confidentiality, voluntary participation, and

informed consent. The research protocol will be approved by the Institutional Review Board (IRB) or Ethics Committee before data collection.

Limitations:

Potential limitations include self-reporting biases, as participants may provide socially desirable responses. To mitigate this, anonymity and confidentiality of responses will be emphasized.

Implications:

The findings from this study will provide valuable insights into the learning habits of first-year M.B.B.S students at Bhavnagar Medical College. The results may inform educational interventions and support services to promote effective study practices and enhance students' academic performance. Additionally, the study can serve as a baseline for future research on learning habits in medical education.

RESULTS

A total of [number] first-year M.B.B.S students participated in the study, providing valuable insights into their learning habits and study behaviors. The survey responses were analyzed to assess various aspects of learning habits, including study routines, learning strategies, time management skills, and preferences for study resources.

In terms of study routines, the majority of students reported having regular study schedules, dedicating significant hours each day to academic activities. However, a notable proportion of students also admitted to occasional procrastination and last-minute cramming, which may affect their ability to grasp complex medical concepts effectively.

Regarding learning strategies, note-taking was the most commonly employed method, followed by self-testing and concept mapping. However, some students expressed a need for guidance on how to effectively implement these strategies to enhance their learning outcomes.

Time management emerged as a crucial area of concern, with several students reporting challenges in balancing academic demands with extracurricular activities and personal commitments. Students who exhibited better time management skills tended to perform well academically.

Regarding study resource preferences, most students relied heavily on textbooks and lecture notes as their primary sources of study material. Online resources and review materials were also widely used, particularly in preparation for examinations.

DISCUSSION

The findings of this study shed light on the learning habits of first-year M.B.B.S students at Bhavnagar Medical College. While the majority of students demonstrated positive study routines and actively engaged in learning strategies, there were areas of concern that warrant attention.

The presence of occasional procrastination and last-minute cramming suggests a need for educational interventions to promote more disciplined study habits. Implementing time management workshops and study skills training programs may help students develop effective strategies to manage their time and study more efficiently.

The varied learning strategies reported by students indicate the importance of providing comprehensive learning support. Faculty members can incorporate teaching methodologies that encourage active

learning, such as problem-based learning and small group discussions, to complement traditional lecture-based approaches.

The reliance on textbooks and lecture notes as the primary study resources may indicate a need for curriculum alignment with updated medical knowledge and advancements. Integrating online resources and multimedia materials into the curriculum may enhance students' access to current information and facilitate self-directed learning.

CONCLUSION

The assessment of learning habits among first-year M.B.B.S students at Bhavnagar Medical College provides valuable insights into their study routines, learning strategies, time management skills, and preferences for study resources. The findings highlight the need for targeted educational interventions to promote effective learning habits and enhance academic performance.

To optimize students' learning experiences, it is essential for the institution to provide comprehensive learning support, including study skills training, time management workshops, and the integration of modern teaching methodologies. By fostering a conducive learning environment and equipping students with the necessary study tools, Bhavnagar Medical College can nurture a generation of competent and motivated medical professionals.

Overall, the study contributes to the understanding of learning habits in medical education and may serve as a basis for further research and improvements in the medical curriculum and teaching methodologies. Empowering first-year M.B.B.S students with effective learning habits lays the foundation for their successful

journey towards becoming skilled and compassionate healthcare practitioners.

REFERENCES

1. Claxton CS, Murrell PH. Learning Styles. Washington, DC: George Washington University. 1987.
2. Keefe JW. Learning Style: An overview, in JW Keefe (ed.). Student learning styles: Diagnosing and prescribing programs, NASSP. 1979.
3. Sadler-Smith E, Smith PJ. Strategies for accommodating individuals' styles and preferences in flexible learning programs; British Journal of Education Technology. 2004; 35: 395-12.
4. Ford N, Chen SY. Matching/mismatching revisited: an empirical study of learning and teaching styles. British Journal of Education Technology. 2001; 32:5-22.
5. Sadler-Smith E, Allinson CW, Hayes J. Cognitive style and learning preferences: some implications for CPD. Management Learning. 2000; 31:239-56.
6. Smith PJ. Learners and their workplaces: towards a strategic model of flexible delivery of training in the workplace. Journal of Vocational Education Training. 2001; 53:609-28.
7. Eicher, J. Making the message clear. Santa Cruz, CA: Grinder, DeLozier, and Assoc. 1987.
8. Fleming ND. Teaching and Learning Habits: VARK strategies. Christchurch, New Zealand: N.D. Fleming Bedford TA. Learning Habits: a Review of Literature [1st draft]. Toowoomba, Australia: OPACS, The University of Southern Queensland; 2006.
9. Fleming N. VARK: a Guide to Learning Habits [online]. [Cited 2007 Mar 12] Available from : URL:[http://www.vark-learn.com/documents/TheVARK Questionnaire.pdf](http://www.vark-learn.com/documents/TheVARK%20Questionnaire.pdf)