

ABSTRACT OF THE DISSERTATION

TEACHING AND LEARNING STYLES RELATED TO STUDENT ACHIEVEMENT  
IN ALLIED-HEALTH PROGRAMS AT MARIA COLLEGE

By

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The purpose of this study was to demonstrate the need for faculty and students to understand the influence of individual styles in learning and in teaching. The objectives were to compare student attitudes, skills, and learning styles with the teaching styles of faculty to ascertain the impact on student achievement and whether matching learning and teaching styles is important for academic achievement in the allied-health programs at Maria College. These objectives were the basis of the research questions that investigated the possible relationship among a student's attitude, motivation, concentration, information processing, selecting main ideas, self-testing, modality preference for auditory, or visual, and future academic success based on the student's anatomy and physiology GPA.

The student subjects included 125 freshmen 24 years old or older from the Nursing, Occupational Therapy Assistant (OTA), and Physical Therapist Assistant (PTA)

programs that completed the Learning and Study Strategies Inventory (LASSI) and the Barsch Learning Styles Inventory (LSI). The 22 faculty subjects were from the Nursing, Occupational Therapy Assistant, and Physical Therapist Assistant departments and Liberal Arts department – anatomy and physiology division, who completed the Canfield Instructional Styles Inventory (ISI).

Research Questions 1, 2, 3, 6, and 7 were answered by the LASSI and LSI completed by the students, and Research Question 4 was answered by the ISI completed by faculty. The results showed a significant correlation among attitude, motivation (LASSI), and core GPA for freshmen nursing students. For question 5, the findings showed a significant relationship of .511 between nursing students' AnP I course GPA and their core GPA. Question 6 looked at the individual LSI and AnP GPA of students from nursing, OTA, and PTA programs and each AnP instructor's ISI. A significance of .346 found for nursing students' LSI and AnP I course and AnP I faculty. Finally, Question 7 looked at the relationship among the curricula core GPA and faculty teaching preference of nursing students and nursing faculty, OTA students and OTA faculty, and PTA students and PTA faculty. A significance of .270 was found with nursing students between LSI and nursing core.