

## Chapter 4

# Student Attitude and Its Relationship to Study Plan: A Linear Regression Analysis

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### ABSTRACT

*The objective of the present research was to propose a model to describe the relationship between the variables, attitude toward study, and study plan in students in the first semester of higher education based on a simple linear regression analysis. The study approach was quantitative, nonexperimental, and correlational. The sample consisted of 170 students from a Colombian university. The instrument comprised 16 items and covered two dimensions. The data analysis was based on the application of simple linear regression using IBM SPSS software. The most relevant results were the possibility of specifying the relationships between the variables, building the model, and identifying variability of the attitudes with the study planning, constituting a valuable input that should be shared among students for their academic success.*

### INTRODUCTION

After the pandemic caused by COVID-19 and its declaration by the World Health Organization (World Health Organization, 2020), several changes were generated worldwide. Colombia was no exception, and after the government declared measures including isolating, physical distancing, and canceling of face-to-face meetings, education at all levels began virtual studies (Ministerio de Educación Nacional,

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2020). Under this global scenario, following a significant interruption, higher education students modified their study habits, customs, and dynamics to face new challenges (Govender et al., 2021).

Discussing study habits considers the epistemological and pedagogical conceptions of research, (Paredes, 2018) in which the author noted that these conceptions constitute a basic training for students to develop thinking skills (particularly of a higher order), research, analyze, write, and obtain the most out of the information by effectively applying these habits.

These habits can be measured from different perspectives, including the general attitude toward study (AS) and the study or work plan (SPlan) (Álvarez & Fernández, 2002). The above, in broad agreement with Peker Ünal (2021), emphasizes that the common elements and actions in study habits are planning the study process, respecting what is planned, and using time efficiently, among others.

The implementation of these aspects and/or elements in positive spectra during the study process makes executing learning-associated tasks better, favoring specific operations, such as “the ability to concentrate, memory, and attention” (Fajardo et al., 2015, p. 16). However, the AS receives special attention, since high motivation helps students feel more successful and dedicate more time to their studies (Peker Ünal, 2021). This raises the need to statistically study not only how the SPlan is related to the AS but also how planning changes the attitude toward studying.

Based on the above, the present research proposed a model to describe the relationship between the AS variable and the predictor variable, SPlan, of students in the first semester of higher education, based on a simple linear regression analysis.

## **BACKGROUND**

This study is based on the assumption that although study habits influence good academic performance and learning processes (Tossavainen et al., 2020), within these habits, there are variables that are related to and have a significant impact on others. Based on the literature, AS and SPlan were extracted.

### **Attitude Toward Study**

The AS includes everything that refers to predisposition, commitment, interest, and motivation toward study. A good AS in online learning has a significant impact on the student’s readiness for their own learning process (Hereunder et al., 2020), moreover, such attitude; mediated by motivation and commitment, plays a significant role in learning; nevertheless, maintaining a good attitude during confinement posed a challenge for students who were immersed in this new environment.

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