

BUSINESS STUDENT: A QUALITATIVE ASSESSMENT

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ABSTRACT

People who work to find information in college have for at least 20 years tried to decide/figure out the different approaches to studying chosen by university students. A done or used by many people body of research now exists, with continued efforts to make better/make more pure the description, measurement, and connected drivers of the student's choices of possible study methods and strategies. More not very long ago, business teachers have drawn upon those solid basic structures on which bigger things can be built to explore how their students go about completing the needed things of their coursework. As a result, over the past ten years progress has been made toward our understanding of this important issue. However, the source of these books, magazines, etc. has generally been kept to/restricted to the accounting control/field of study, with students of that major serving as study people who were part of a study, etc. What is needed is a wider look at how business students from all the different fields of study approach their studies so that business teachers may also gain understanding of 1) what sort of differences exist among students from the major fields of study and 2) how our business majors' patterns of studying differ from students across the university. As a starting point for dealing with those two issues, this paper reports the results of depth interviews with upper-level business majors, in which people who were part of a study, etc. Describe the what, how, and why of their own approaches to studying. Enough information or physical objects that clearly prove something is found for these students' reliance on three established study orientations - deep, related to a plan to reach a goal, and surface - along with three added/more factors that influence choice of study approach, those of related to school and learning self-effectiveness, time spent, and general desire to do something/reason for doing something. The paper ends/decides by offering long/big suggestions for future research.

Keywords: Approaches to Studying, Approaches to Learning, Deep Approach, Strategic Approach, Student.

INTRODUCTION

In college, students spend less time in the classroom than during their secondary school days, yet are responsible for greater amounts of material covered at a more fast pace. Among people who work to find information in college, much effort has been loyal to/been dedicated to deciding/figuring out factors that might influence the university student's approach to this learning experience. For example, it seems intelligent/obvious that time spent in study and preparation outside of class would directly influence related to school and learning action of accomplishing or completing something challenging. However, according to Noonis & Hudson (2006), such an effect is not independent, but interacts with desire to do something/reason for doing something and ability. Events or objects that prove something also exists that reported weekly study time during senior year of high school by entering college freshmen, while rising a little over the last few years, saw a steady decline for nearly twenty years (Higher Education Research Institute, 2003).

These popular things/general ways things are going all add/give to the interesting question related to/looking at/thinking about how our students spend their study time and by what manner it should best be managed to produce/make happen learning and related to school and learning success. Hadwin & Winne (1996) charged college institutions to provide means for students to develop able to change success plans/ways of reaching goals with which to chase after knowledge and solve problems during and after after high school experiences, (p. 693). They recommended that positive findings on studying and learning be included/combined into the class experience and not be kept to/restricted to universities study skills programs (e.g., as showed/shown or proved in (English et al., 2004; Hall et al., 2004). This supports the greater direct incorporation of clearly stated/particular study skills into a particular learning big picture. For example, through clearly stated/particular changes in the learning conditions, Hall et al. (2004) detected a small, but big increase in first-year accounting students' use of a deep learning approach and a small, but also significant, reduction in reliance on surface learning.

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