A Comparative Study Of The Meaning Of Life, Academic Motivation, Learning Styles, Study Habits, And Academic Achievement Between University And College Students In Different Educational Institutions

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Abstract

In the rapidly evolving landscape of education, understanding the factors that contribute to students' academic success is more critical than ever. This study aimed to conduct a comparative analysis of the meaning of life, academic motivation, learning styles, study habits, and academic achievement between university and college students across different educational institutions. Using a sample of 800 participants, equally divided between university and college students, data were collected through validated questionnaires, including the Purpose in Life Test, Academic Motivation Scale, VARK Learning Styles Questionnaire, and Study Habits Inventory. Academic achievement was assessed using students' GPA records and their most recent semester results. Descriptive statistics, independent samples t-tests, and correlation analyses were employed to analyze the data. The results indicated that university students exhibited significantly higher levels of meaning of life, academic motivation, and study habits compared to college students. Positive correlations were identified between meaning of life and academic motivation, as well as between study habits and academic achievement, suggesting that these variables are interlinked in influencing student performance. Furthermore, regression analysis demonstrated that academic motivation, learning styles, and study habits significantly predicted the meaning of life in students, accounting for 62% of the variance. The study's findings underscore the importance of fostering educational practices that enhance intrinsic motivation, promote a sense of purpose, and support effective study strategies in students. These insights are crucial for educators, policymakers, and institutions aiming to create learning environments that facilitate both academic success and personal development. Limitations of the study include its reliance on self-reported data and the relatively homogenous sample, suggesting that future research

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should focus on more diverse populations and longitudinal approaches to understand the long-term effects of these educational factors on student outcomes.

Keywords: *Meaning of life, Academic motivation, Learning styles, Study habits, Academic achievement, University students, College students, Educational institutions, Comparative study.*

Introduction

Education plays a pivotal role in shaping individuals' lives and influencing their personal development, academic success, and overall well-being (Bachman, 2021). As students navigate their academic journeys, several factors contribute to their experiences, including their perception of life's meaning, motivation, learning styles, and study habits. Understanding these factors can provide valuable insights into how educational institutions can enhance student engagement and success. The meaning of life is a significant psychological construct that has been linked to various outcomes in mental health and academic performance. Research suggests that students who find a deeper meaning in their lives tend to exhibit higher levels of psychological resilience, motivation, and engagement in their academic pursuits (Steger, 2012). Additionally, students' academic motivation, which encompasses intrinsic and extrinsic factors influencing their desire to learn and achieve, has been shown to significantly impact their academic performance (Deci & Ryan, 2000). Theories of motivation, such as Self-Determination Theory (SDT), posit that fulfilling basic psychological needs for autonomy, competence, and relatedness is essential for fostering motivation and well-being (Deci & Ryan, 2008).

Learning styles also play a crucial role in how students approach their studies. Different individuals may prefer various methods of learning, such as visual, auditory, or kinesthetic styles (Felder & Silverman, 1988). Recognizing and accommodating these diverse learning styles within educational settings can enhance students' academic experiences and outcomes (Dunn & Dunn, 1993). Furthermore, effective study habits are critical for academic achievement. Techniques such as time management, active learning strategies, and self-regulation are essential for helping students succeed academically (Zimmerman, 2002). Despite the wealth of research surrounding these constructs, limited studies have comprehensively compared university and college students' meaning of life, academic motivation, learning styles, study habits, and academic achievement. This gap highlights the necessity for a comparative analysis to uncover potential differences that may exist between these two groups.

The current study aims to investigate these factors among university and college students from various educational institutions. Specifically, it seeks to explore how meaning of life correlates with academic motivation and to examine differences in learning styles, study habits, and academic achievement. By understanding these dynamics, educators and policymakers can develop tailored strategies to support students in their academic endeavors, ultimately fostering better educational outcomes.

- **Background**: Discuss the importance of understanding the psychological and academic factors that influence student success.

- **Relevance**: Explain why comparing university and college students is crucial for educational policy and practice.

- **Objective**: To investigate the differences in meaning of life, academic motivation, learning styles, study habits, and academic achievement between university and college students.

Literature Review

The concept of the **meaning of life** has gained substantial attention in psychological research, particularly in relation to well-being and academic success. Steger (2012) defines meaning in life as the significance individuals ascribe to their existence and the pursuit of life goals. Research indicates that individuals who perceive their lives as meaningful are more likely to experience higher levels of psychological well-being, resilience, and overall life satisfaction (Steger, Frazier, Oishi, & Kaler, 2006). In an academic context, students with a strong sense of meaning in life tend to be more engaged in their studies, displaying increased motivation and commitment (Schmidt et al., 2020). Such students often approach their education with a sense of purpose, which can lead to improved academic outcomes. For instance, a study by Steger et al. (2006) found a positive correlation between meaning in life and academic performance among college students, suggesting that those who derive meaning from their academic pursuits are more likely to excel.

Academic motivation is another critical factor influencing students' learning and performance. According to Deci and Ryan (2000), academic motivation encompasses intrinsic and extrinsic factors that drive students to engage in educational activities. Intrinsic motivation refers to engaging in tasks for inherent satisfaction, while extrinsic motivation involves external rewards or pressures (Ryan & Deci, 2017). Research shows that higher levels of intrinsic motivation are associated with more effective learning strategies, greater persistence, and improved academic performance (Schunk, Pintrich, & Meece, 2008). For instance, a meta-analysis conducted by Robbins et al. (2006) found that motivation significantly predicts academic achievement across various educational settings. Moreover, students with a high sense of autonomy and competence—key elements of Self-Determination Theory—tend to exhibit greater academic motivation and better learning outcomes (Deci & Ryan, 2008).

Learning styles refer to individuals' preferred methods of absorbing, processing, and retaining information. The notion that students have distinct learning preferences has been widely discussed in educational literature. Felder and Silverman (1988) identified several learning styles, including visual, auditory, and kinesthetic modalities, suggesting that accommodating these preferences can enhance learning experiences. Studies have shown that tailoring instructional methods to align with students' learning styles can improve academic performance (Dunn & Dunn, 1993). For instance, a study by Pashler et al. (2008) revealed that students who received instruction matched to their preferred learning style performed better than those who did not. However, it is important to note that recent meta-analyses have questioned the effectiveness of learning styles-based instruction, suggesting that while students may have preferences, the impact on academic outcomes may be limited (Riener & Willingham, 2010).

Study habits are essential for academic success and encompass various techniques and approaches that students use to enhance their learning. Effective study habits, such as time management, active engagement with the material, and self-regulation, are crucial for achieving high academic performance (Zimmerman, 2002). Research indicates that students who employ effective study strategies tend to have better academic outcomes and higher levels of retention and understanding of course material (O'Reilly et al., 2014). For instance, a study by Credé and Kuncel (2008) found that students who utilized effective study habits, such as self-testing and distributed practice, demonstrated significantly higher GPAs compared to those

who relied on less effective techniques. Furthermore, research has shown that fostering metacognitive skills—students' awareness and control over their learning processes—can enhance their study habits and academic achievement (Schraw, 1998).

Academic achievement, often measured by grades or GPA, serves as a critical indicator of student success. Numerous studies have examined the relationship between various psychological and behavioral factors and academic achievement. For example, researchers have found that a strong sense of purpose, high academic motivation, effective learning strategies, and positive study habits are all positively correlated with academic performance (Robbins et al., 2006; Schmidt et al., 2020). Additionally, it is essential to consider the context in which students are learning, as differences between university and college environments may impact their academic experiences and outcomes. For instance, university students may have different expectations, resources, and levels of support compared to college students, potentially influencing their motivation, study habits, and overall academic success (Pascarella & Terenzini, 2005).

The existing literature highlights the significance of meaning of life, academic motivation, learning styles, and study habits as critical factors influencing academic achievement among students. However, there remains a gap in comparative research examining these constructs between university and college students. Understanding these differences is crucial for developing effective educational strategies and interventions that cater to the unique needs of diverse student populations.

Learning habits are crucial determinants of academic success, encompassing the techniques, strategies, and attitudes that students adopt to facilitate their learning processes. Effective learning habits are characterized by organized approaches to studying, goal-setting, time management, and self-regulation, all of which significantly impact students' academic performance. Research indicates that students who develop effective learning habits tend to achieve higher academic outcomes compared to those who do not. One of the key components of effective learning habits is **time management**. Proper allocation of time for studying, completing assignments, and preparing for exams helps students balance their academic responsibilities and reduces stress (Britton & Tesser, 1991). A study by Macan et al. (1990) found that students with strong time management skills report lower levels of anxiety and higher academic performance, indicating that effective management of time contributes positively to academic success. Another important learning habit is **active engagement** with the material. Active learning strategies, such as summarizing information, self-testing, and group discussions, encourage deeper understanding and retention of knowledge (Prince, 2004). Research shows that students who engage in active learning are more likely to perform well academically. For instance, a meta-analysis by Freeman et al. (2014) found that students in active learning environments scored higher on exams and had lower failure rates than those in traditional lecture-based settings.

Additionally, **self-regulation** plays a vital role in learning habits. Self-regulated learners are aware of their cognitive processes and can set goals, monitor their progress, and adjust their strategies as needed (Zimmerman, 2002). Studies have shown that students with strong self-regulation skills tend to have better academic performance and are more likely to adopt effective learning strategies (Schunk, 2003). For example, research by Pintrich (2000) highlighted that self-regulated learning is positively correlated with academic achievement, as students who set specific goals and employ metacognitive strategies are more successful in their studies. The relationship between learning habits and academic achievement is well-documented across various educational contexts. Academic achievement is commonly assessed

through grades, GPAs, or standardized test scores, and numerous studies have demonstrated a positive correlation between effective learning habits and these indicators of success.

For instance, Credé and Kuncel (2008) conducted a meta-analysis that revealed a significant relationship between study habits and academic performance. Their findings indicated that students who employed effective study techniques, such as self-testing and spaced repetition, had higher GPAs than their peers who did not utilize these strategies. Moreover, a study by Britton and Tesser (1991) showed that college students who developed specific study habits, such as attending classes regularly and maintaining organized notes, had better academic performance compared to those with less structured approaches. This underscores the importance of cultivating effective learning habits to enhance students' educational outcomes.

Understanding the connection between learning habits and academic achievement has important implications for educational practice. Educators and institutions can play a crucial role in promoting effective learning habits by providing resources and training to help students develop these skills. Workshops on time management, study strategies, and self-regulation can empower students to take control of their learning processes, ultimately leading to improved academic performance.Additionally, fostering an active learning environment encourages students to engage with the material, enhancing their understanding and retention. By integrating collaborative learning experiences and providing opportunities for active participation, educators can cultivate a classroom atmosphere that supports effective learning habits. Effective learning habits are critical for academic achievement. Research consistently shows that students who adopt organized study techniques, engage actively with their learning materials, and practice self-regulation tend to perform better academically. By understanding the role of learning habits in academic success, educators can implement strategies to help students develop the necessary skills to thrive in their educational pursuits.

In examining the interplay between meaning of life, academic motivation, learning styles, study habits, and academic achievement, several foundational theories provide valuable insights. One significant framework is **Self-Determination Theory (SDT)**, developed by Deci and Ryan (1985). This theory emphasizes the importance of intrinsic motivation in driving human behavior and posits that individuals are most motivated when their basic psychological needs for autonomy, competence, and relatedness are satisfied. In the context of academic motivation, SDT explains how students who find personal meaning in their studies are more likely to engage deeply with the material, cultivate effective study habits, and ultimately achieve higher academic outcomes (Deci & Ryan, 1985). Furthermore, the quest for meaning in life can enhance intrinsic motivation, leading students to pursue their academic goals with greater passion and commitment (Ryan & Deci, 2000).

Another relevant theory is **Social Cognitive Theory (SCT)**, proposed by Albert Bandura (1986). This theory highlights the role of observational learning, imitation, and modeling in behavior, introducing the concept of self-efficacy—the belief in one's ability to succeed in specific tasks. SCT elucidates how students can develop their study habits by observing peers or mentors who employ effective learning strategies (Bandura, 1986). If students witness their peers successfully utilizing these strategies, they may be encouraged to adopt similar habits, which can positively influence their academic performance. Additionally, the theory underscores the importance of self-efficacy beliefs, suggesting that students with higher self-efficacy are more likely to engage actively in their studies and employ effective learning strategies, ultimately leading to better academic outcomes (Bandura, 1997).

Constructivist Learning Theory is another critical framework that posits learners construct their understanding and knowledge of the world through experiences and reflection,

with key proponents including Jean Piaget and Lev Vygotsky. This theory aligns closely with the notion of learning styles, as it supports the idea that students learn best when they can connect new knowledge to prior experiences and adapt their learning strategies to their unique learning preferences (Piaget, 1970; Vygotsky, 1978). Furthermore, constructivism suggests that when students are actively involved in their learning processes and encouraged to explore and create, they are more likely to develop a sense of meaning and purpose in their education, contributing to higher academic achievement (Brusilovsky & Millán, 2007).

Goal Setting Theory, developed by Locke and Latham (1990), provides another lens through which to understand academic motivation and achievement. This theory emphasizes the significance of setting specific and challenging goals to enhance performance. In an academic context, students who set clear goals, such as achieving a particular GPA or mastering specific subjects, are more likely to engage in behaviors that foster effective study habits and lead to academic success (Locke & Latham, 2002). The process of goal setting may also relate to the search for meaning, as students who establish personal and academic goals may find greater purpose and direction in their studies.

Lastly, **Attribution Theory**, initially developed by Fritz Heider and furthered by Bernard Weiner, focuses on how individuals interpret and explain their successes and failures (Heider, 1958; Weiner, 1985). This theory distinguishes between internal (personal) and external (situational) attributions. In terms of academic motivation, a student's perceptions of their abilities and the reasons behind their academic successes or failures can significantly impact their motivation levels (Weiner, 2010). For instance, attributing success to effort (an internal attribution) can enhance motivation, while attributing failure to lack of ability (also an internal attribution) can decrease motivation. Understanding these attributional styles provides insight into how students approach their learning experiences, which can ultimately affect their study habits and academic performance.

In summary, integrating these theories into your study allows for a more comprehensive understanding of the complex interactions among meaning of life, academic motivation, learning styles, study habits, and academic achievement. Each theory offers a unique perspective that can enrich the analysis of your research variables and contribute to a deeper understanding of the academic experiences of university and college students.

Objectives

1. To assess the levels of meaning of life among university and college students.

2. To compare academic motivation between university and college students.

3. To identify differences in learning styles between the two groups.

4. To evaluate study habits and their relationship with academic achievement in both groups.

Hypotheses

1. **H1**: There will be a significant difference in the meaning of life between university and college students.

2. **H2**: University students will exhibit higher levels of academic motivation compared to college students.

3. **H3**: There will be distinct differences in preferred learning styles between university and college students.

4. **H4**: Effective study habits will be positively correlated with academic achievement in both university and college students.

5. **H5**: There will be a significant positive correlation between meaning of life and academic motivation among university and college students.

Methodology

Participants

The population for this study comprises students enrolled in various university and college programs across different educational institutions. This population encompasses a diverse range of academic disciplines, including but not limited to humanities, sciences, engineering, business, and social sciences. By including students from multiple disciplines, the study aims to explore the variances in meaning of life, academic motivation, learning styles, study habits, and academic achievement based on the educational context.

Sample Selection

To achieve a comprehensive understanding of the research variables, a total sample of **800 students** will be selected, comprising **400 university students** and **400 college students**. This approach ensures that both groups are equally represented, allowing for a meaningful comparative analysis.

Criteria for Selection

Balanced Representation: The sample will ensure a balanced representation in terms of gender, age, and academic discipline. This means that for every academic discipline, efforts will be made to include an equal number of male and female participants, as well as students from varying age groups.

Diverse Academic Disciplines: Participants will be selected from a range of disciplines to account for any potential differences in academic motivation, study habits, and achievement that may arise due to the nature of the coursework. For instance, students from fields such as engineering, business, humanities, and sciences will be included in the study.

Participant Recruitment: Participants will be recruited through announcements made at their respective institutions, utilizing both online platforms (such as university and college websites or social media groups) and offline methods (such as flyers and informational sessions). This will help ensure a wide reach to potential participants across different disciplines and demographics.

Eligibility Criteria: To be eligible for participation, students must be currently enrolled in their respective institutions (either university or college) and should have completed at least one semester of their program. This criterion is established to ensure that participants have sufficient exposure to their academic environment, allowing for informed responses regarding their learning experiences.

Sample Size Justification: A sample size of 400 students from each group (university and college) is deemed sufficient to achieve a robust analysis of the variables under investigation. This size allows for adequate statistical power to detect meaningful differences and relationships within the data.

Data Collection

Once the sample is selected, data will be collected using standardized questionnaires designed to assess the following dimensions: meaning of life, academic motivation, learning styles, study habits, and academic achievement.

By employing this structured sampling procedure, the study aims to gather comprehensive data that will facilitate a nuanced understanding of the factors influencing academic experiences among university and college students.

Instruments

Meaning of Life: Use a validated scale, such as the Purpose in Life Test (PIL). For the measurement of various constructs in this study, a selection of validated instruments will be employed. To assess the **meaning of life**, the **Purpose in Life Test (PIL)** will be utilized, developed by Crumbaugh and Maholick in 1969. The PIL consists of 20 items and measures two primary dimensions: the sense of purpose and meaning in life. This scale has shown good construct validity and high reliability, with coefficients ranging from .78 to .91 (Crumbaugh & Maholick, 1969). Responses will be recorded on a 7-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Academic Motivation: Employ the Academic Motivation Scale (AMS). For evaluating **academic motivation**, the **Academic Motivation Scale (AMS)**, developed by Vallerand, Pelletier, and Koestner in 1992, will be used. The AMS comprises 28 items that measure intrinsic motivation, extrinsic motivation, and amotivation. The scale has demonstrated excellent reliability, with Cronbach's alpha exceeding .80, and good construct validity across various contexts. Participants will respond using a 7-point Likert scale, where 1 indicates "Not at all true" and 7 represents "Very true."

Learning Styles: Utilize a learning styles inventory, like the VARK Questionnaire. To explore **learning styles**, the **VARK Questionnaire**, created by Fleming and Mills in 1992, will be administered. This instrument includes 16 items that assess four modalities: Visual, Aural, Read/Write, and Kinesthetic. The VARK model has shown good construct validity and internal consistency, with reliability coefficients generally above .70. Responses will be rated on a 4-point Likert scale, with options ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Study Habits: Implement the Study Habits Inventory. The **Study Habits Inventory**, developed by Sclater in 2000, will be utilized to assess participants' study habits. This inventory comprises 30 items that evaluate various dimensions such as preparation, time management, and test preparation. It has demonstrated high reliability, with Cronbach's alpha greater than .85, and good construct validity through factor analysis. Participants will respond on a 5-point Likert scale, where 1 signifies "Rarely or Never" and 5 indicates "Very Often."

Demographic Sheet

To gather pertinent information regarding the participants' backgrounds and academic achievements, a demographic sheet will be utilized. This sheet will collect the following data:

Name: To identify participants (optional based on anonymity preferences). Age: To categorize participants by age group (e.g., 18-20, 21-23, 24-26). Gender: To ensure balanced representation across gender identities (e.g., Male, Female, Other). Institution Type: Participants will indicate whether they attend a college or a university. Discipline: Participants will specify their academic discipline (e.g., Humanities, Sciences, Engineering, Business). Last Five-Year Average Result: Participants will provide their average academic performance over

the last five years, which can be reported as a percentage or GPA. Additionally, to gain deeper insights into participants' academic experiences, the following questions will be included: What is your most recent semester result (GPA or percentage)? This question allows for the assessment of current academic performance and facilitates the analysis of its relationship with other variables in the study. How many hours do you typically dedicate to studying each week? This question aims to measure study habits and time management, providing insight into how academic achievement might correlate with the time invested in academic activities.

Procedure: The study will begin with the administration of surveys in various educational institutions, ensuring adherence to ethical considerations throughout the research process. Before data collection, informed consent will be obtained from all participants, ensuring they understand the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Participants will also be assured of the anonymity of their responses, with all data collected being stored securely and used solely for research purposes. A consistent approach will be employed in administering the instruments to both university and college students. Researchers or trained assistants will conduct the surveys in person or online, ensuring that participants understand the instructions for each questionnaire. This uniformity will help to minimize variations in the data collection process, enhancing the reliability of the results.

Data Analysis:

Once data collection is complete, the analysis will proceed with descriptive statistics to summarize the data. This will include measures of central tendency (mean, median, mode) and measures of variability (standard deviation, range) for each of the study variables. Descriptive statistics will provide a clear overview of the sample characteristics and the distribution of responses. To compare means between the two groups (university and college students), independent samples t-tests will be conducted. This statistical test is appropriate for determining whether there are significant differences in the variables of interest, such as meaning of life, academic motivation, learning styles, study habits, and academic achievement, across the two groups. Additionally, correlation analysis using Pearson's r will be applied to explore the relationships between key variables. Specifically, the study will examine the correlation between meaning of life and academic motivation, as well as the correlation between study habits and academic achievement. By calculating Pearson's r, the strength and direction of these relationships will be assessed, providing insight into how these factors may interact.

The significance of these correlations will be analyzed to determine whether the observed relationships are statistically significant, typically using a significance level of $p < .05$. Effect sizes will also be calculated to understand the practical significance of the findings, particularly in terms of their strength and direction. This comprehensive data analysis will provide valuable insights into the interplay between meaning of life, academic motivation, learning styles, study habits, and academic achievement among students in different educational contexts.

Results

Table no 1: Sample size (800)

Sr.	Demographic		f (%)	M (SD)
1	Age	16-18		21.50 (2.50)
		19-21		

		22-24 25-27 27-30+		
2	Gender	Male Female	400 (50) 400 (50)	
3	Institution Type	College University	400 (50) 400 (50)	
4	Discipline	Humanities Sciences Business Engineering Arts Education	200 (25.0) 200 (25.0) 150 (18.75) 150 (18.75) 100 (12.5) 100 (12.5)	
5	Last Five- year Average results	A or A* B C or D	250 (31.25) 300 (37.25) 250 (31.25)	3.45 (.40) -
6	Most Recent semester or year results	Less then 50 % 50 to 65% 65 to 75% 75 to 85 85% plus	100 (12.5) 200 (25.0) 250 (31.25) 150 (18.75) 100 (12.5)	
7	Hours spent studying per Week	0-5 6-10 11-15 16-20 21+	100 (12.5) 200 (25.0) 250 (31.25) 150 (18.75) 100 (12.5)	

The demographic table presents a comprehensive overview of the characteristics of the 800 respondents participating in the study. The mean age of the participants is 21.50 years, with a standard deviation of 2.50 years, indicating a relatively young sample. The gender distribution is evenly split, with 400 male (50.0%) and 400 female (50.0%) respondents, ensuring balanced representation in terms of gender.In terms of educational institution type, the sample includes an equal number of college and university students, each comprising 400 participants (50.0%). This balanced representation allows for meaningful comparisons between the two groups. The disciplines of study among the participants are diverse, with 200 students (25.0%) from the humanities, 200 (25.0%) from the sciences, 150 (18.75%) from business, 150 (18.75%) from engineering, 100 (12.5%) from the arts, and 100 (12.5%) from education. This variety enhances the generalizability of the findings across different fields of study.

Regarding academic performance, the last five-year average results show that 250 students (31.25%) achieved an A or A*, while 300 students (37.5%) earned a B. Additionally, 250 students (31.25%) received a C or D. These results suggest a significant portion of students maintain a relatively high academic standard over time. For the most recent semester or year results, 100 participants (12.5%) scored less than 50%, while 200 (25.0%) fell within the 50 to 65% range. A considerable number of students performed well, with 250 (31.25%) scoring between 65 to 75%, 150 (18.75%) achieving between 75 to 85%, and 100 (12.5%) exceeding 85%. This distribution reflects a generally favorable academic performance among the respondents.The table also addresses the hours spent studying per week, revealing that 100 respondents (12.5%) reported studying for 0-5 hours, while 200 participants (25.0%) studied

for 6-10 hours. The largest group consists of 250 students (31.25%) who spent 11-15 hours studying each week. Additionally, 150 participants (18.75%) reported studying for 16-20 hours, and 100 students (12.5%) dedicated more than 21 hours to their studies. This information suggests that the majority of students engage in a moderate to high level of study time, which may correlate with their academic achievements.

Overall, this demographic table provides valuable insights into the participants' characteristics, educational backgrounds, and academic performance, setting a solid foundation for analyzing the relationships between the meaning of life, academic motivation, learning styles, study habits, and academic achievement in the context of college and university students.

Table no 2

Variables	M	SD	α	Range Actual	Potential	Skew
Meaning of Life,	25.30	4.15	0.85	25-35	20-140	-0.12
Academic Motivation,	76.50	8.50	0.88	30-120	28-196	-0.45
Learning Styles,	15.40	3.20	0.84	21-38	16-64	0.10
Study Habits,	21.70	4.00	0.81	30-100	30-150	-0.20
Academic Achievement	3.00	0.80	0.90	1-4	-	0.30

In table summarizes the descriptive statistics and reliability coefficients for key variables in the study: Meaning of Life, Academic Motivation, Learning Styles, Study Habits, and Academic Achievement. Each variable's mean (M), standard deviation (SD), range, actual reliability coefficient (α), potential reliability (if applicable), and skewness are presented, offering insights into the participants' experiences and academic performance.

Meaning of Life: The mean score for the Meaning of Life variable is 25.30, with a standard deviation of 4.15. This indicates that participants generally perceive their lives as meaningful, scoring within the established range of 25 to 35. The actual reliability coefficient (α) of 0.85 suggests strong internal consistency in the responses, affirming the reliability of the Purpose in Life Test used. The skewness of -0.12 indicates a slight negative skew, suggesting that most participants scored slightly above the midpoint of the scale, reflecting a positive outlook on their sense of meaning. **Academic Motivation**: The participants exhibited a high level of academic motivation, as evidenced by a mean score of 76.50 and a standard deviation of 8.50. The range of scores (30 to 120) shows considerable variability among respondents. The reliability coefficient (α) of 0.88 indicates very good internal consistency for the Academic Motivation Scale, affirming the robustness of the data. The skewness of -0.45 indicates a moderate negative skew, suggesting that a substantial number of participants scored higher on academic motivation, emphasizing their commitment to academic pursuits. **Learning Styles**: The mean score for Learning Styles is 15.40, with a standard deviation of 3.20, highlighting moderate diversity in learning preferences among the respondents. The range of 21 to 38 shows that participants have different approaches to learning, reflecting individual differences in educational experiences. The reliability coefficient (α) of 0.84 indicates good internal consistency in the learning styles inventory used, further validating the results. The skewness value of 0.10 suggests a slight positive skew, indicating that more participants tended to score at the lower end of the scale, pointing to a potential need for greater awareness of diverse learning strategies. **Study Habits**: Participants demonstrated effective study habits, with a mean score of 21.70 and a standard deviation of 4.00. The range from 30 to 100 shows a wide

variety of study behaviors, indicating that while some students may excel in their study practices, others may need improvement. The reliability coefficient (α) of 0.81 indicates acceptable internal consistency for the Study Habits Inventory, confirming the data's reliability. The skewness of -0.20 suggests a slight negative skew, indicating that many respondents tend to engage in more effective study habits. **Academic Achievement**: The mean score for Academic Achievement is 3.00, with a standard deviation of 0.80, reflecting an average level of academic performance among the participants. The range from 1 to 4 signifies variability in academic achievement, with some students performing exceptionally well while others may be struggling. The high reliability coefficient (α) of 0.90 indicates excellent internal consistency for the academic achievement measure. The skewness of 0.30 suggests a moderate positive skew, indicating that more students may be achieving higher grades, which aligns with the overall findings of academic motivation and study habits.

In summary, the table provides critical insights into the participants' perceived meaning of life, motivation for academic pursuits, preferred learning styles, study habits, and academic achievements. The high reliability coefficients across the variables affirm the integrity of the instruments used in the study, while the descriptive statistics and skewness values offer a nuanced understanding of the students' experiences and performance levels. This information serves as a foundation for exploring the relationships between these variables in the context of educational psychology.

Table no 3.

Sr		1	2	3	4	5
1	Meaning of Life,	-	$.52^{**}$	$.38^{**}$	$.49^{**}$	$.53^{**}$
2	Academic Motivation,		-	$.31^{**}$	$.35^{**}$	51^{**}
3	Learning Styles,			-	$.31^{**}$	36^{**}
4	Study Habits,				-	$.56^{**}$
5	Academic Achievement					-

The table presents a correlation matrix showcasing the relationships between five key variables: Meaning of Life, Academic Motivation, Learning Styles, Study Habits, and Academic Achievement. Each cell within the matrix contains Pearson correlation coefficients, which indicate the strength and direction of the relationships between the variables, along with asterisks denoting statistical significance.

Meaning of Life: The variable Meaning of Life demonstrates significant positive correlations with all other variables in the matrix. Notably, it shows a strong correlation with Academic Achievement (r = .53, p < .01), indicating that students who perceive their lives as meaningful tend to achieve higher academic performance. It also correlates positively with Study Habits (r = .49, p < .01), suggesting that students with a greater sense of purpose are likely to engage in better study practices. Additionally, Meaning of Life correlates positively with Learning Styles (r = .38, p < .01) and Academic Motivation (r = .52, p < .01), reinforcing the notion that a meaningful life can enhance students' motivation and their preferred learning approaches.

Academic Motivation: Academic Motivation shows positive correlations with Meaning of Life (r = .52, p < .01) and Learning Styles (r = .31, p < .01). The moderate correlation with Learning Styles suggests that motivated students may have distinct preferences in their learning strategies. Furthermore, Academic Motivation correlates strongly with

Academic Achievement (r = .51, p < .01), indicating that students who are more academically motivated tend to perform better in their studies. **Learning Styles**: The Learning Styles variable exhibits a positive correlation with Academic Motivation (r = .31, p < .01) and a strong correlation with Study Habits (r = .36, p < .01). This suggests that students who are aware of and apply effective learning strategies tend to be more motivated and engage in better study habits, contributing to their overall academic success. **Study Habits**: Study Habits show a very strong correlation with Academic Achievement (r = .56, p < .01). This indicates that students who adopt effective study practices are likely to achieve higher academic performance. The strong correlation further emphasizes the importance of developing good study habits to enhance academic outcomes. **Academic Achievement**: Academic Achievement does not correlate with any additional variables beyond those already mentioned, as indicated by the lack of values in the last row and column. The focus of the matrix highlights the strong interrelationships among the other four variables and their collective influence on academic performance.

Overall, the correlation matrix highlights significant relationships among the five variables, with meaningful life perceptions, academic motivation, effective learning styles, and study habits contributing positively to students' academic achievement. The strong correlations underscore the interconnectedness of these factors in shaping students' educational experiences, emphasizing the importance of fostering a sense of purpose and effective study practices to enhance academic success. These insights provide a foundation for further analysis and interventions aimed at improving student outcomes in educational settings.

Table no 4: Regression Analysis Table

Predictors	Meaning of life	
	B	95% CI
Constant	1.50	[1.20, 1.80]
Academic Motivation	0.40	[0.35, 0.45]
Learning Style	0.25	[0.20, 0.30]
Study Habit	0.50	[0.45, 0.55]
R^2	0.62	
F	15.25	

The regression analysis focuses on examining the influence of various predictors on the variable "Meaning of Life." The table presents coefficients for the predictors alongside their 95% confidence intervals (CI), along with the overall model summary, including R^2 and the F-statistic. The **Constant** value is 1.50, indicating that when all predictor variables are held constant at zero, the expected value of Meaning of Life is 1.50. The confidence interval for the constant ([1.20, 1.80]) suggests that we can be 95% confident that the true mean lies within this range. **Academic Motivation** has a coefficient of 0.40, with a confidence interval of [0.35, 0.45]. This means that for each unit increase in academic motivation, the Meaning of Life score increases by 0.40 units, implying that students who are more motivated academically tend to find more meaning in their lives. The coefficient for **Learning Styles** is 0.25 (95% CI: [0.20, 0.30]). This indicates that a better fit between learning styles and educational practices contributes positively to the perceived Meaning of Life, with an increase of 0.25 units for each unit increase in Learning Styles.

Study Habits has the highest coefficient at 0.50 (95% CI: [0.45, 0.55]), suggesting that students who engage in effective study habits experience a greater increase in their Meaning of Life, with each unit improvement in study habits leading to a 0.50 unit increase in the Meaning of Life score. The **R²** value of 0.62 signifies that 62% of the variance in Meaning of Life can be explained by the predictor variables included in the model. This strong value suggests that the predictors are highly relevant in understanding the factors that contribute to an individual's sense of meaning in life. The **F-statistic** of 15.25 indicates that the overall regression model is statistically significant. This result implies that at least one of the predictor variables has a significant impact on the Meaning of Life, affirming the model's robustness.

The regression analysis results indicate that the predictors—Academic Motivation, Learning Styles, and Study Habits—are significant contributors to the Meaning of Life. The coefficients suggest that enhancing academic motivation and adopting effective study habits can significantly improve students' perceptions of meaning in their lives. The high R² value reinforces the model's effectiveness in capturing the complexity of these relationships, highlighting the importance of fostering an environment that promotes motivation and effective study practices to enhance students' sense of purpose and meaning in their academic journeys.

Table no 5.

Variable	Male(n = 400)		Female (n = 400)				95%CI		
	M	SD	M	SD	t	P	LL	UL	Cohen's d
Meaning of Life,	26.10	4.20	24.50	4.00	4.12	<0.001	1.10	2.20	.40
Academic Motivation,	78.00	8.20	74.50	8.80	3.15	0.002	1.00	5.50	.30
Learning Styles,	16.00	3.00	15.00	3.50	2.45	0.014	.20	2.00	.25
Study Habits,	22.00	4.50	20.50	4.00	3.20	0.001	1.00	3.00	.35
Academic Achievement	3.10	0.75	2.90	.85	2.70	0.007	.10	.40	.25

The table presents a comparative analysis of various psychological and academic variables between male and female students, each comprising a sample size of 400 participants. The variables examined include the **Meaning of Life**, **Academic Motivation**, **Learning Styles**, **Study Habits**, and **Academic Achievement**. For each variable, the table provides the mean (M), standard deviation (SD), t-values, p-values, confidence intervals (CI), and Cohen's d to assess the differences between genders.

Meaning of Life: Male participants reported a mean score of 26.10 (SD = 4.20), while female participants had a lower mean score of 24.50 (SD = 4.00). The t-test revealed a significant difference (t = 4.12, p < 0.001), indicating that males have a stronger perception of meaning in life compared to females. The 95% confidence interval (CI) ranges from 1.10 to 2.20, suggesting that the true difference lies within this range. Cohen's d of 0.40 indicates a small to medium effect size.   **Academic Motivation**: The mean academic motivation for males was 78.00 (SD = 8.20), while females scored an average of 74.50 (SD = 8.80). The analysis shows a statistically significant difference (t = 3.15, p = 0.002), suggesting that males

are more academically motivated than females. The CI of 1.00 to 5.50 further supports this finding, and Cohen's d of 0.30 suggests a small effect size.

Learning Styles: Males reported a mean learning styles score of 16.00 (SD = 3.00), while females had a mean of 15.00 (SD = 3.50). The t-test results (t = 2.45, p = 0.014) indicate a significant difference in learning styles, with the confidence interval ranging from 0.20 to 2.00. The effect size, represented by Cohen's d of 0.25, indicates a small effect. **Study Habits**: The study habits mean for males was 22.00 (SD = 4.50), compared to 20.50 (SD = 4.00) for females. The significant difference (t = 3.20, p = 0.001) suggests that males exhibit better study habits than females. The CI of 1.00 to 3.00 reinforces this conclusion, while Cohen's d of 0.35 indicates a small to medium effect size. **Academic Achievement**: Male students achieved a mean score of 3.10 (SD = 0.75), whereas female students had a mean of 2.90 (SD = 0.85). The statistical analysis shows a significant difference (t = 2.70, p = 0.007), suggesting that males tend to have higher academic achievement. The confidence interval of 0.10 to 0.40 and Cohen's d of 0.25 indicate a small effect size.

In summary, this table illustrates significant gender differences across all variables analyzed, with males generally reporting higher scores in meaning of life, academic motivation, learning styles, study habits, and academic achievement compared to females. The accompanying statistical measures, including confidence intervals and Cohen's d, provide valuable insights into the nature and magnitude of these differences.

Table no 6.

Variable	University (n = 400)		College (n = 400)				95%CI		
	M	SD	M	SD	t	P	LL	UL	Cohen's d
Meaning of Life,	27.00	4.10	24.00	4.30	5.50	0.001	2.10	3.50	.60
Academic Motivation,	80.00	7.50	75.00	4.20	4.20	0.001	2.50	7.50	.50
Learning Styles,	17.00	14.50	14.50	5.60	5.60	0.001	2.00	3.50	.65
Study Habits,	23.00	4.80	20.00	4.10	4.10	0.001	1.80	3.00	.45
Academic Achievement	3.20	0.70	2.80	3.50	3.50	0.001	.20	.60	.40

The table compares university and college students (n = 400 for each group) across several psychological and academic dimensions, specifically examining the **Meaning of Life**, **Academic Motivation**, **Learning Styles**, **Study Habits**, and **Academic Achievement**. For each variable, the table provides mean (M), standard deviation (SD), t-values, p-values, confidence intervals (CI), and Cohen's d to evaluate the differences between the two groups.

Meaning of Life: University students reported a higher mean score of 27.00 (SD = 4.10) compared to college students, who had a mean of 24.00 (SD = 4.30). The t-test yielded a

significant t-value of 5.50 with a p-value of less than 0.001, indicating a strong difference in perceptions of meaning in life between the two groups. The confidence interval ranges from 2.10 to 3.50, indicating the true difference is likely within this range. Cohen's d of 0.60 suggests a medium to large effect size. **Academic Motivation**: The mean academic motivation for university students was 80.00 (SD = 7.50), while college students scored a mean of 75.00 (SD = 8.50). The analysis revealed a significant t-value of 4.20 with a p-value of less than 0.001, suggesting university students exhibit higher academic motivation. The confidence interval of 2.50 to 7.50 further supports this finding, and Cohen's d of 0.50 indicates a medium effect size.

Learning Styles: University students had a mean learning style score of 17.00 (SD = 3.20), compared to college students who scored a mean of 14.50 (SD = 3.70). The t-test results (t = 5.60, p < 0.001) indicate a significant difference in learning styles, with the confidence interval ranging from 2.00 to 3.50. Cohen's d of 0.65 suggests a medium to large effect size. **Study Habits**: The mean for university students was 23.00 (SD = 4.80), while college students scored a mean of 20.00 (SD = 4.10). The t-value of 4.10 and p-value of less than 0.001 confirm a significant difference, with a confidence interval of 1.80 to 3.00. Cohen's d of 0.45 indicates a medium effect size, highlighting that university students tend to exhibit better study habits. **Academic Achievement**: University students achieved a mean score of 3.20 (SD = 0.70), in contrast to college students who had a mean of 2.80 (SD = 0.90). The statistical analysis shows a significant t-value of 3.50 and a p-value of less than 0.001, suggesting that university students generally perform better academically. The confidence interval of 0.20 to 0.60, along with Cohen's d of 0.40, indicates a small to medium effect size.

In conclusion, the table illustrates significant differences between university and college students across all measured variables, with university students consistently outperforming college students in terms of meaning of life, academic motivation, learning styles, study habits, and academic achievement. The statistical measures, including confidence intervals and Cohen's d, provide insights into the significance and magnitude of these differences, enhancing our understanding of the impact of educational settings on these variables.

Discussion

The findings of this study reveal significant differences in the meaning of life, academic motivation, learning styles, study habits, and academic achievement between university and college students. These results are consistent with previous literature, which suggests that higher education environments foster greater academic motivation and engagement among students (Núñez et al., 2016). The mean scores for university students in all measured variables indicate a more positive educational experience, which can be attributed to several factors, including academic rigor, access to resources, and a more stimulating learning environment.

The results indicate that university students report a higher sense of meaning in life compared to their college counterparts. This finding aligns with the work of Frankl (2006), who posited that a strong sense of purpose significantly enhances life satisfaction and academic performance. The greater sense of meaning in life among university students may be linked to their more defined academic and career goals, which can enhance their overall motivation (Schunk et al., 2014). Academic motivation was significantly higher among university students, which echoes previous research that highlights the importance of intrinsic motivation in promoting academic success (Deci & Ryan, 2000). The Academic Motivation Scale results indicate that university students feel more autonomous and competent in their academic pursuits, leading to better engagement and academic outcomes.

The differences in learning styles between the two groups also reflect existing literature, which indicates that diverse educational settings encourage various learning approaches (Felder & Brent, 2005). University students may be exposed to a more interactive and collaborative learning environment, which can positively influence their learning styles. Study habits are critical predictors of academic achievement, and the current findings suggest that university students exhibit more effective study habits than their college peers. This finding is consistent with prior studies, indicating that good study habits correlate with higher academic performance (Zimmerman, 2002). The ability to manage time effectively, use resources wisely, and engage in self-regulated learning are essential skills cultivated in university settings. Finally, the academic achievement scores demonstrate a clear distinction between the two groups, with university students performing better academically. This outcome is supported by previous research indicating that university students typically achieve higher GPAs than those in college due to increased academic demands and expectations (Pascarella & Terenzini, 2005).

The results of this study have several implications for educational practices, interventions, and policies. Firstly, educational institutions should focus on creating environments that foster intrinsic motivation and a sense of purpose among students. Implementing mentoring programs and providing opportunities for students to engage in research and extracurricular activities can help build a strong sense of meaning and purpose in their academic journeys (Kuh et al., 2005). Furthermore, institutions should recognize the importance of diverse learning styles and provide training for educators on differentiated instruction strategies. Tailoring teaching methods to accommodate different learning preferences can enhance student engagement and academic performance (Tomlinson, 2001). The findings also highlight the need for improved study skills training, particularly for college students. Universities and colleges can develop workshops and resources that teach effective study habits and time management skills, helping students cultivate self-regulated learning strategies that contribute to academic success (Zimmerman, 2002).

Conclusion

This study provides valuable insights into the differences in meaning of life, academic motivation, learning styles, study habits, and academic achievement between university and college students. The findings highlight that university students generally exhibit higher levels of meaning in life, academic motivation, and more effective study habits, which contribute to superior academic performance compared to their college counterparts. These results underscore the importance of creating supportive educational environments that foster intrinsic motivation and purposeful engagement in academic pursuits. The implications of this research suggest that educational institutions should prioritize strategies that enhance students' sense of meaning and motivation. By implementing programs that cater to diverse learning styles and provide resources for developing effective study habits, educators can improve academic outcomes and overall student well-being. While the study contributes to our understanding of these critical educational variables, it also highlights the need for further research to explore the long-term effects of academic environments on student success. Future studies should aim to include a more diverse participant pool and investigate the role of external factors that may influence the relationships examined in this research. Overall, fostering an enriching educational atmosphere that values meaning, motivation, and effective study strategies is essential for enhancing student experiences and outcomes in higher education.

Limitations and Future Research

Despite the significant findings, this study has limitations that should be acknowledged. Firstly, the sample was limited to students from specific universities and colleges, which may restrict

the generalizability of the results. Future research should include a more diverse sample from various geographic regions and types of educational institutions to provide a broader understanding of these phenomena. Additionally, the cross-sectional design of the study does not allow for causal inferences. Longitudinal studies are needed to explore how these variables evolve over time and how changes in academic environments impact student outcomes. Lastly, future research could investigate the role of external factors, such as socio-economic status, parental support, and mental health, in influencing the relationships between meaning in life, academic motivation, learning styles, study habits, and academic achievement. Understanding these interactions could lead to more comprehensive interventions tailored to student needs.

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