OBJECTIVES:

To evaluate the effect of learning styles and study behaviors on preclinical medical students' pharmacology exam scores in a non-Western setting.

MATERIALS AND METHODS:

Grasha-Reichmann Student Learning Study Scale and a modified Study Behavior Inventory were used to assess learning styles and study behaviors of preclinical medical students (n = 87). Logistic regression models were used to evaluate the independent effect of gender, age, learning style, and study behavior on pharmacology success.

RESULTS:

Collaborative (40%) and competitive (27%) dominant learning styles were frequent in the cohort. The most common study behavior subcategories were study reading (40%) and general study habits (38%). Adequate listening and note-taking skills were associated with pharmacology success, whereas students with adequate writing skills had lower exam scores. These effects were independent of gender.

CONCLUSIONS:

Preclinical medical students' study behaviors are independent predictive factors for short-term pharmacology success.

KEYWORDS:

Grasha–Reichmann Student Learning Study Scale; learning style; pharmacology; study behavior