

Appendix 1.

Published studies regarding the relationship between LASSI and academic performance

Author	Sample size	Predictors	Academic performance	Statistical technique	Findings
Schutz, Gallagher, Tepe ³	57	LASSI ^a	GPA ^b	<i>t</i> -tests	Differences in LASSI subtest are associated with GPA.
Schutz, Dalton, Tepe ⁴	102	LASSI ^a	NBCE Part 1 ^b	Mantel-Haenszel trend test, Multiple regression	Anxiety, Concentration, Selecting Main Ideas, and Test Strategies were significant predictors of NBCE scores.
Lobb, Wilkin, McCaffrey, Wilson, Bentley ²²	405	LASSI ^a , PCAT_Percentile, Science GPA	First-year Grade ^a	Multiple regression	The LASSI do not assess abilities that are directly related to academic performance.
West, Kurz, Smith, Graham ⁵	79	LASSI ^a , MCAT, UGPA, Year 1&2 grade, CBSE, Customized NBME	Step 1 ^a	Multiple regression	Concentration was associated with the Step 1 licensing exam performance.
Yip ⁷	236	LASSI ^a	Not clearly defined ^b	ANOVA	Attitude, Motivation, Scheduling, Self-testing, and Test strategies were predictors of academic performance.
Albertini, Kelly, Matchett ⁹	437	LASSI ^c , Noel-Levitz	Reading & Math scores ^a	Correlational analysis	Self-Regulation and Will Components accounted for the students' initial GPA.
Loong ¹⁰	156	LASSI ^a	Math scores ^a	Multiple regression	Attitude and Self-Testing were significant predictors of home students' math performance; Attitude and Test Strategies were significant predictors of international students' math performance.
Moliterni, De Stasio, Carboni, Di Chiacchio ¹¹	412	LASSI ^c	sum of (UGPA, attended exams, and HiGPA ^c)	Multiple regression	Organization and Self-Evaluation factor was the best predictor of academic performance.
Gatto ¹²	133	LASSI ^a	Academic risk ^b (Yes/No)	Logistic regression	Study strategies did not predict academic risk.
Cano ¹³	956	LASSI ^c	Not clearly defined ^b	Multiple regression	Affective Strategies and Goal Strategies were positively linked to academic performance.
Yip, Chung ⁸	218	LASSI ^a	Matriculation performance ^b	ANOVA	There were significant differences between study habits of students with high academic achievement and those with low academic achievement in Matriculation.
Lipsky ¹⁴	442	LASSI ^a	Year I GPA ^a	Multiple regression	Motivation, Time Management, and Attitude were stronger predictors of first year GPA.
Gilles ¹⁵	103	LASSI ^b	Final Course Grade ^b	Log linear regression	Log linear analyses fail to establish any relationship between LASSI and final course performances.
Ickes, Fraas ¹⁶	59	LASSI ^b , HGPA, ACT	Semester I & II GPA ^a	ANCOVA	Gains in study skills had little impact on academic performance.

Continued Appendix 1.

Author	Sample size	Predictors	Academic performance	Statistical technique	Findings
West, Sadoski ⁶	106	LASSI ^a , MCAT, UGPA	Year I final, Year I written, Year I practical, Year I customized NBME	Multiple regression	Time Management and Self-Testing were generally stronger predictors of first-semester academic performance.
Kellogg, Durben, Ayars-Junek ¹⁶	65	LASSI ^a , VARK, ADT, gender, age, previous academic performance	Astronomy Course grade ^a	Step-wise regression analysis	Anxiety and Motivation were good predictors of academic performance.
Franciosi ¹⁸	108	LASSI ^a , PSI	Not clearly defined ^b	Multiple regression	No significant relationship among self-reported problem-solving abilities, self-reported learning strategies, and academic achievement.
Hanlon O'Connell ¹⁹	112	LASSI ^c	First semester GPA ^a	Correlational analysis	Only the Will component was statistically significant in predicting GPA.
Kus-Patena ²⁰	105	LASSI ^a	semester GPA ^a , overall GPA ^a	ANOVA	Gain score differences were found to be statistically significant for the dependent variables of Time Management and Motivation.

^a Continuous variable, ^b Categorical variable, ^c Composite variable

Key: LASSI = Learning and Study Strategies Inventory; PCAT = Pharmacy College Admission Test; MCAT = Medical College Admission Test; UGPA = Undergraduate GPA; NBME = National Board of Medical Examiners; NBCE = National Board of Chiropractic Examiners