Learning Styles Preferences and its Relation to Peer Support among Nursing Students

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Abstract

Background: Understanding learning style preferences is essential in fostering effective peer support among students. Nursing students who have different approaches of learning styles significantly impact their interactions within a group. **Aim of the study**: The study aimed to assess learning styles preferences and its relation to peer support among nursing students. **Research design**: A descriptive correlational design was utilized. **Research Setting**: The study was conducted at Faculty of Nursing, Benha University. **Subjects**: A stratified random sampling consisted of (1129) out of (3968) nursing students from the four levels at academic year (2023/2024). **Tools of data collection:** Two tools were used to collect the data: **Tool I)** Learning Styles Preferences Questionnaire consisted of two parts: **A:** Personal characteristics of nursing students, B: Learning styles preferences questionnaire and **Tool II**) Peer Support Questionnaire. **Results:** The highest preferred learning style was related to collaborative style, and more than half of nursing students had high peer support level. **Conclusion**: There was a highly statistical significant relation between independent style, collaborative style, dependent style and participation style and peer support among nursing students. And, there was statistically significant negative relation with competitive style, while there was no statistically significant negative relation with avoidant style. **Recommendations:** Enhancing peer support programs through expand mentorship initiatives that focus on emotional, informational, and instructional support to strengthen peer relationships and academic performance. Matching learning style with their study strategies to optimize retention, improve understanding, and enhance overall academic performance.

Keywords: Learning style, Nursing Students, Peer support and Preferences.

Introduction:

Learning in an academic environment is shaped by the dynamic interaction between students and teachers. Recognizing and adapting to various learning styles is crucial for enhancing instruction, acquiring knowledge, and making informed conclusions. Learning styles, which are personal strategies for receiving and processing information, are influenced by an individual's genetics, experiences, and expectations (**Mohsenipouya et al., 2024**).

Understanding learning style allows students to adapt their study techniques, making the learning process more efficient and enjoyable, ultimately leading to improved academic performance. Learning styles are the cognitive, emotional, and physical characteristics that influence how individuals understand, engage with, and react to learning settings. A learning style is the most effective way an individual learns and comprehends a subject (**Maulidiyah et al., 2024 & Morsi, 2025).**

Every student tends to favor a specific learning style, which refers to how they respond to stimuli and process information during learning. A student's background and prior experiences influence their characteristics, affecting the effectiveness of their learning process. These individual differences make learning styles unique to each student, which can enhance or hinder their ability to engage with and understand the material. Therefore, each student has unique abilities and learning styles **(Dwiyanto & Kurniasih, 2024)**.

There are six main domains that describe how learners interact with the learning process. The collaborative learning style refers to students who prefer working in groups and engaging in discussions, thriving in environments that emphasize teamwork and social interaction. The competitive learning style refers to students who are motivated by the desire to outperform others and excel in situations where achievement is recognized and rewarded **(Nozaleda et al., 2025)**.

On the other hand, the avoidant learning style refers to students who tend to avoid challenges and disengage from difficult tasks, showing little motivation to participate. The participative learning style refers to students who are actively involved in the learning process and enjoy contributing to class activities and discussions. The dependent learning style refers to a student who relies heavily on external sources to guide their learning. Finally, the independent learning style values autonomy and prefers self-directed learning **(Fayyazi & Pauline, 2024)**.

Learning styles are fundamental to understanding how individuals interact with and acquire knowledge. While some learners prefer individual methods, others lean towards collaborative approaches that emphasize interaction with peers. Peer support learning emerges as one of the most effective collaborative strategies, allowing learners to share ideas and solve problems together **(Huang et al., 2021)**.

Peer support is a voluntary interpersonal bond in which students offer emotional connections, share positive experiences, and interact with one another. The goal of such relationships is to build friendships that contribute positively to students' emotional health and social development. Peer support typically involves students who have similar perspectives, attitudes, and experiences, which helps enhance their social abilities, and creating an atmosphere that promotes personal growth, mutual understanding **(Eva, 2024)**.

Peer support is the assistance provided by students who share similar conditions, challenges, or experiences. It can take various forms, including one-on-one mentoring, self-help groups, and collaborative study sessions. Bringing together people with shared experiences creates a supportive environment based on mutual respect, collective responsibility, and a shared understanding of what is helpful. It fosters a sense of belonging and empowerment, promoting both academic and emotional growth **(Moores, 2024)**.

There are two main types of peer support: informal and formal. Informal peer support arises naturally within communities when individuals help one another based on their own experiences. However, this form of support is difficult to evaluate without a structured framework. On the other hand, formal peer support intentionally brings together people with similar experiences to share knowledge, foster social connections, and reduce feelings of loneliness **(Norton et al., 2023 & Moores, 2024)**.

Peer support has five dimensions, including informational, emotional, instructional, feedback, and companionship. Informational support involves providing relevant advice, guidance, or resources to help others make informed decisions. Emotional support focuses on offering empathy,

encouragement, and reassurance to reduce stress and promote mental well-being. Instructional support entails sharing knowledge or skills to help others understand or learn new concepts **(Elsayed et al., 2023)**.

While feedback support offers constructive criticism and acknowledgment to help students improve and grow, it also plays a key role in building confidence and enhancing performance. Finally, companionship support emphasizes spending quality time together to create a sense of belonging and reduce feelings of loneliness, fostering social bonds that contribute to overall well-being and academic success **(Olana & Tefera, 2022)**.

Peer supporting is an effective educational approach as it enables students with varying learning styles to collaborate in a relaxed environment, enhancing their academic performance. This method allows students of all abilities to work together in pairs, fostering a democratic and friendly approach to completing academic tasks. Through peer supporting, students with different levels of understanding support each other in grasping academic content, particularly when facing difficult assignments **(Wan et al., 2024).**

Significance of the study:

Learning style has its insightful impact on the particular dimensions of teaching and learning processes, This style allow students to learn through the experiences thereby helping different students to organize and manage their own learning Understanding learning styles supports nursing student in comprehending the value of learning and developing the skills needed to practice. It is important for nursing students to know their learning style because it helps to build and produce effective teamwork as well as to strengthen their self- confidence **(Elsayed et al., 2023)**.

Nursing students are required to put in extra effort while attending college because of the long study days that include practice hours and numerous academic tasks like writing records, performing research and attending classes in addition to problem-solving social relations like effectively interacting with peers and maximizing their own potential. There are some issues that cannot be achieved without the support of peer and recognize the learning styles of peers and how they differ. This can help to avoid misunderstandings, conflicts, and frustrations that may arise from mismatched expectations and preferences. When work with peers, may encounter different learning styles that affect how communicate, collaborate, and generate ideas. So the present study was conducted to assess learning styles preferences and its relation to peer support among nursing students.

Aim of the study:

This study aimed to assess learning styles preferences and its relation to peer support among nursing students.

Research Questions:

1. What are nursing students' preferences of learning styles?
2. What are the peer support levels among nursing students?
3. What is the relation between learning styles and peer support among nursing students?

Subjects and method:

Research design:

A descriptive correlational design was used to achieve the aim of the present study.

Study setting:

The study was conducted at Faculty of Nursing, Benha University.

Study subjects:

It consisted of (1129) out of (3968) nursing students from the four academic levels at academic year (2023/2024) who were selected using stratified random sampling. The sample size was taken from each stratum (an academic level) according to the following sample size formula:

$$n = \frac{N}{1 + N(e)^2}$$

n → The required sample size

N → Total number of nursing students in each academic year

e → Error tolerance (0.5)

1→ A constant value **(Tejada & Punzalan, 2012)**.

which distributed as follows:

Academic level	Total number (N)	Sample size (n)
1st	663	249
2nd	1093	293
3rd	1013	287
4th	1199	300
Total	**3968**	**1129**

Tools of data collection:

Data were collected by using the following two tools:

Tool (1): Learning Styles Preferences Questionnaire:

It was developed by the researchers based on reviewing related literature **(Hoffmann & Liporace, 2021; Mahama et al., 2021 & Hasanuddin et al., 2022)**. It was used to assess nursing students learning styles preferences. It consisted of two parts:

First part: Personal characteristics of nursing students including; (age, gender, academic level, marital status and pre-university education).

Second part: Learning styles preferences questionnaire among nursing students: It included 68 items grouped under six dimensions as the following; the independent style consisting of 10 items, the avoidant style containing 12 items, and the collaborative style having 13 items. The dependent style includes 12 items, while the competitive style has 7 items. Lastly, the participant style contains 14 items.

Scoring system:

Nursing students' responses were scored based on a three points Likert Scale ranged from (1-3) as; (3) Agree, (2) Agree to some extent, and (1) Disagree. The scores of each learning style preference were summed-up and the total divided by the number of the items, giving a mean score for the learning style preference. Then styles were ranked according to the mean percent of total scores for each style. The independent style ranged from (10-30), avoidant and dependent style ranged from (12-36), collaborative style ranged from (13-39), competitive style ranged from (7-21) and finally Participant style ranged from (14-42).

Tool (2): Peer Support Questionnaire

A structured questionnaire was developed by the researchers based on review of related literature **(Alaei & Hosseinnezhad, 2021; Olana & Tefera, 2022 and Elsayed et al., 2023)**. It was used to assess levels of peer support among nursing students. It included 27 items grouped under five main dimensions as the following: informational support consists of 6 items, while emotional support contains 8 items. Instructional support is made up of 3 items, and feedback includes 5 items. Finally, companionship support has 5 items.

Scoring system:

Responses of the nursing students were measured by using a three points Likert Scale ranged from (1-3) as; (3) Always, (2) Sometimes, and (1) Never. The scores of the items were summed-up and the total divided by the number of the items, giving a mean score. These scores were converted into a percent score. Total scores were ranged from (27-81).

The total nursing students peer support level was considered high if the percent score was equal and more than 75% (61-81), moderate level if the percent score

was ranged from 60%-to less than 75% (49-60), while it considered low level if the percent score less than 60% (27- 48).

Administrative design:

An official permission for data collection was directed from dean of Faculty of Nursing and vice dean of student affair at Benha University to heads of academic departments for informed them about study conduction and asks them to provide help and support for the researchers during data collection phase.

Preparatory phase:

This phase took about two months from February 2024 to March 2024. It included a review of recent national and international related literatures using journals, periodicals, textbooks, internet and theoretical knowledge of the various aspects concerning the study topics. The researchers prepared the tools for data collection and translated into Arabic language.

Validity of the tools:

Face and content validity of study tools were done by group of juries consisted of five experts in Nursing Administration, who are assistant professors from Benha -University in Nursing Administration department.

The validity of the tools aimed to judge its clarity, comprehensiveness, relevance, simplicity and accuracy. All modifications were taken into consideration. Some items were omitted that gives the same meaning and modifying some words to give the right meaning for the item which did not understood clearly example of modification, (most of what I know, I learned on my own) modified to (the most of my knowledge has been self – acquired). The tools were regarded as valid from the experts' point of view. It took one month.

Reliability of the tools:

Reliability of the developed tools was estimated by using Cronbach's alpha coefficient test to measure the internal consistency of the study tools. Reliability for the structured questionnaire for learning styles preference among nursing students was 0.841 and for their peer support was 0.977. This indicated a high degree of reliability for the study tools.

Ethical considerations:

Prior to the conduction of the study, ethical approval was obtained from the Scientific Research Ethics Committee at Faculty of Nursing Benha University with ethical approval code (REC-NA-M1). All subjects were informed that participation in the study was voluntary and informal consent was obtained from the participants in the study through their acceptance for filling questionnaires. Confidentiality of data obtained was protected by the allocation of a code number to the questionnaire sheets. Subjects were informed that the content of the study tools will be used for the research purpose only. Participants' right to withdraw from the study at any time was ascertained.

Pilot study:

A pilot study was conducted at April 2024 to test the sequence of items feasibility, practicability and applicability of the study tools, clarity of the language and to estimate the time needed for filling each tool. It was done on 10% of nursing students (113) nursing students from four academic levels. It has also served in estimating the time needed for filling the questionnaires. It ranged between 10-15 minutes for learning styles preference questionnaire by nursing students' and between 10-15 minutes for nursing students' peer support questionnaire. No modification was needed so this sample was included in the final study subjects.

Field work:

Data collection took about two months from May 2024-June 2024. The researchers prepared the questionnaires electronically via Google form design and took the permission from heads of academic departments who explained the aim and the nature of the study and the method of filling the electronic questionnaires to the nursing students in their departments and then the links were sent to

nursing students through the What's App groups via heads of different academic departments. Students' questionnaire link: (https://docs.google.com/forms/d/e/1FAIpQLSf 01SfF3DxBy5m87zyDqIk-Dn3GC4nntM8aR_be1Ul36wdo9w/viewform? usp=pp_url). Nursing students started to open the links and fill the questionnaires.

Statistical analysis:

The collected data organized, tabulated and statistically analyzed using statistical package for social sciences (SPSS version 22.0) was used. Descriptive statistics were applied in the form of mean and standard deviation for quantitative variables and frequency and percentages for qualitative variables. Independent sample test (t), ANOVA test (F) and Linear regression, was used to detect the level of significance between variables.

Results:

Table (1): Shows that less than two thirds (63.2%) of nursing students were aged less and equal than 20 years old with Mean ±SD (19.89±1.28) years. As far as their gender, slightly less than three quarters (74.0%) of them were females. In relation to their marital status, the most (98.7%) of them were unmarried. Regarding to their pre-university education, less than three quarters (70.6%) of them graduated from high secondary school.

Table (2): Clarifies that, the highest mean score was related to collaborative style with mean ±SD (32.44±6.32) that represents (83.17%). While, the lowest mean score was related to avoidant style with mean ±SD (23.39±5.04) that represents (64.97%) .

Figure (1): Displays that more than half (58.8%) of nursing students had high Peer support level. And more than one thirds (36.3%) of nursing students had moderate peer support level. Meanwhile, a minority (4.9%) of nursing students had a low level of peer support.

Tables (3): Illustrates that the total means and standard deviation of total peer support was (66.12±12.61) that represent (81.62%) of total scores. The highest mean ± SD scores (14.74±3.06) was related to informational support domain that represent (81.88%) of total scores, While the lowest mean ±SD (7.25±1.56) was related to instructional support that represent (80.55%) of total scores.

Figure (2): Clarifies that, more than half (50.9%) of nursing students had high level of time management skills. While less than one fifth (18.5%) of them had low level of time management skills.

Table (4): Shows that there was a highly statistical significant relation between independent style, collaborative style, dependent style and participation style and peer support among nursing students. And, there was statistically significant relation with competitive style, while there was no statistically significant relation with avoidant style.

Learning Styles Preferences and its Relation to Peer Support among Nursing Students

Table (1): Frequency distribution of studied nursing students regarding their personal data (n=1129)

Personal data	No.	%
Age		
≤ 20 years	713	63.2
20+ years	416	36.8
Range		**18-24**
Mean ±SD		**19.89±1.28**
Gender		
Male	293	26.0
Female	836	74.0
Academic level		
First level	249	22.1
Second level	293	26.0
Third level	287	25.3
Fourth level	300	26.6
Marital status		
Married	15	1.3
Unmarried	1114	98.7
Pre-university education		
High secondary school	797	70.6
Technical institute	332	29.4

Table (2): Mean score and standard deviation regarding learning styles preferences domains

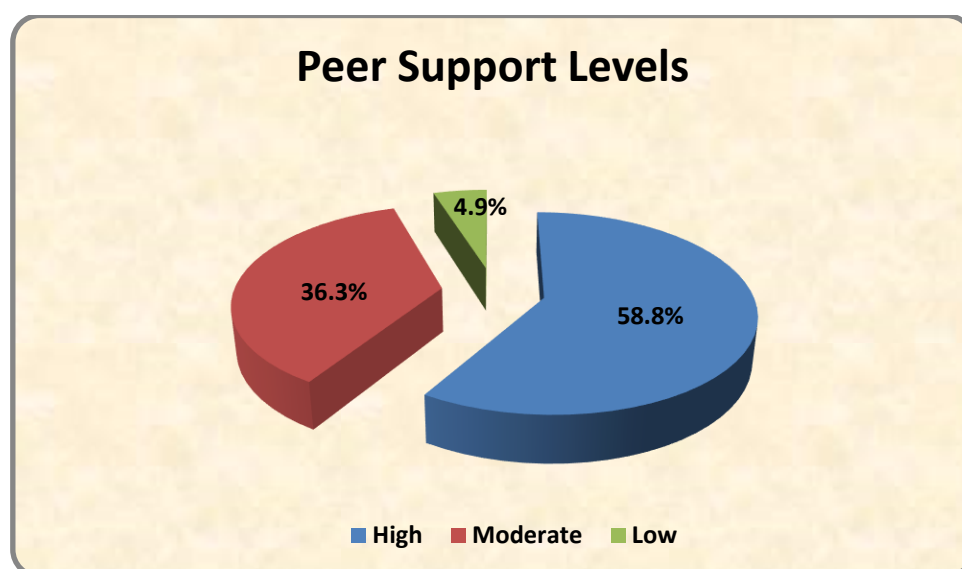| Learning Styles Preferences Domains	Total score	M ±SD	%	Ranking
Independent style	30	23.41±3.88	78.03	4
Avoidant style	36	23.39±5.04	64.97	6
Collaborative style	39	32.44±6.32	83.17	1
Dependent style	36	29.60±5.19	82.22	2
Competitive style	21	15.15±3.28	72.14	5
Participant style	42	33.92±6.54	80.78	3

Figure (1): Levels of peer support among nursing students (n=1129)

Table (3): Mean and standard deviation regarding peer support among nursing students.

Domains	Total score	M ±SD	%	Ranking
Informational support	18	14.74±3.06	81.88	1
Emotional support	24	19.63±3.97	81.79	2
Instructional support	9	7.25±1.56	80.55	5
Feedback	15	12.24±2.49	81.60	4
Companionship support	15	12.25±2.51	81.66	3
Total	**81**	**66.12±12.61**	**81.62**	

Table (4): Linear regression of learning styles preferences among nursing students regarding their peer support

Predictor variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.172	1.706		1.860	0.063
Independent style	0.340	0.064	0.105	5.331	0.000**
Avoidant Style	-0.035-	0.043	-0.014-	-0.830-	0.407
Collaborative Style	0.482	0.049	0.242	9.807	0.000**
Dependent Style	0.355	0.066	0.146	5.348	0.000**
Competitive Style	-0.183-	0.074	-0.048-	-2.470-	0.014*
Participant Style	0.957	0.052	0.496	18.271	0.000**
a. Dependent Variable: Peer support					

R= 0.841 R^2= 0.707   F= 452.182   P value= 0.000**

* A statistical significant difference $P \leq 0.05$

** A highly statistical significant difference $P \leq 0.001$)

Discussion:

Learning style is the tendency of nursing students to adapt specific strategies in their learning as a form of responsibility to get a learning approach that is in accordance with the demands of learning in the university. As well as the demands of the subject, learning styles are general plans such as auditory or visual, global or analytical, feelings or thoughts that students use in acquiring knowledge or in studying other problems. A nursing student's learning style can involve how information is absorbed, organized, and processed. Learning styles are not only aspects of processing information, seeing, hearing, writing and speaking but also aspects of sequential, analytic, left brain and right brain information processing. Another element is the response to abstract or concrete information in the learning environment (**Wahyudin & Wahyuni, 2022; Wandah et al., 2024**).

Peer support involves nursing students who have gone through similar experiences offering guidance and assistance to each other. This kind of support is important as it fosters a sense of acceptance, understanding, and validation that may be missing in formal professional relationships. Through sharing personal stories, peer supporters aid others in setting goals, building self-empowerment techniques, and making progress towards creating more satisfying and self-directed lives. Peer support presents a chance to gain insights from others' experiences, enhancing confidence in dealing with obstacles and nurturing feelings of connection and belonging (**Halsall et al., 2023**).

Regarding to personal data of the nursing students, the findings of the present study clearly showed that less than two thirds of nursing students were aged less and equal than 20 years. As far as their gender, slightly less than three quarters of them were females. In relation to their marital status, the most of them were unmarried. Regarding to their pre-university education, less than three quarters of them graduated from high secondary school.

Regarding total of learning styles preferences domains among nursing students, the results of this study revealed that, the highest mean score was related to collaborative style. Meanwhile, the lowest mean score was associated with the avoidant style. From researchers point of view this could be due to a strong preference for interactive and group-based learning methods. This aligns well with the nature of nursing education, which often emphasizes teamwork, communication, and shared decision-making in clinical settings. Collaborative learning not only enhances understanding of complex concepts but also fosters essential skills for patient care and professional relationships.

This finding was in the same line with **Olivier et al., (2021)** who conducted study about "Learning styles in physiotherapy and occupational therapy students ", and stated that the majority of students had high preference range regarding the collaborative learning style. Also, this result was agreed with **Tanimowo et al., (2023)** who conducted study about "Demographic factors and learning style preferences of students in blended instruction ", and found that the collaborative learning style had the highest mean score and the least mean score of learning preference was regarding to the avoidant style.

Regarding the total level of Peer support among nursing students, the results of this study revealed that more than half of nursing students had high Peer support level. And more than one thirds of nursing students had moderate peer support level. Meanwhile, a minority of nursing students had a low level of peer support. From the researchers' point of view, this could be due to presence of collaborative learning environment which promote teamwork and mutual support, shared academic and clinical challenges create camaraderie, peer mentorship programs strengthen support networks and strong social connections within cohorts and supportive faculty further contribute to this support.

This result was supported with **Jdia, (2021)** who conducted study about "The impacts of peer-assisted learning on students' academic performance ", and reported that the majority of study subjects had high peer support levels. Also, this result was similar to **Butler et al., (2022)** who conducted a study titled "The contributing role of family, school, and peer supportive relationships in protecting the mental wellbeing of children and adolescents", and reported that almost two-thirds of students had a high level of support.

Moreover, this result was agreed with **McLean et al., (2023)** who conducted a study titled " Perceived social support and stress: A study of 1st year students in Ireland ", and reported that majority of the students had high social support.

Regarding the total peer support domains among nursing students, the findings of the present study illustrated that the highest mean score was related to informational support domain. While, the lowest mean score was related to the instructional support domain.

From the researchers' point of view, this could be due to informational support provides the necessary knowledge and resources to handle various situations. In environments like nursing universities', access to accurate information about the curriculum, clinical cases, and practical skills is crucial. Peers can share their experiences and tips, helping others better understand complex topics and succeed academically. In contrast, instructional support requires a certain level of expertise or teaching ability, which may not always be present among peers. Additionally, students may be less receptive to instructional guidance from their peers, as many prefer to learn independently or rely on instructors, rather than being guided by peers.

This result was supported with **Hether et al., (2024)** who conducted study about " A social network analysis of supportive interactions on prenatal sites ", and reported that the highest mean score was related to informational support domain. Also, this result was similar to **Alqu'ana & Hanurawan, (2022)** who conducted a study titled "The relationship between peer social support and resilience in state university of Malang students affected by distance learning ", and reported that informational support was considered a highest score.

This result not supported with **Lestari & Antika, (2023)** who conducted a study titled " Self-esteem and peer social support: how do they contribute to high school students' academic hardiness?", and reported that emotional support was the highest score, while companionship support was the lowest score.

Regarding the linear regression of learning style preferences among nursing students in relation to their peer support, the findings of the present study showed that there was a highly statistically significant relation between independent style, collaborative style, dependent style, participation style, and peer support among nursing students. Additionally, a statistically significant negative relation was found with competitive style, while statistically significant negative relation was observed with avoidant style.

From researchers' point of view this could be due to their positive interactions and active engagement with others. Independent style, collaborative style, dependent style and participation style encourage strong peer relationships through mutual help, cooperation, and group activities. Students who follow these styles tend to engage more with their peers, fostering a supportive environment. In contrast, some students tend to avoid social interactions and limit engagement with peers, leading to weaker support networks. These behaviors could also be a defense mechanism to protect themselves from others' rejection.

This result was agreed with **Meher, (2021)** who conducted a study titled a study titled "Collaborative learning as a context for quality of interactions with peers and change in moral and emotional behavior of the students ", and reported that, there was statistically significant relation between students with collaborative learning styles and peer support. Also, this result in same line with **Cronise, (2016)** who conducted a study titled a study titled " Collaborative learning: A next step in the training of peer support providers ", and reported that, there was statistically significant relation between collaborative learning and peer support.

This result supported with **Cardino & Cruz, (2020)** who conducted a study titled "Understanding of learning styles and teaching strategies towards improving the teaching and learning of mathematics ", and reported that there statistically significant relation between dependent, collaborative, and participative learning styles and peer interactions among students. Additionally, this result was consistent with **Durukan et al., (2021)**, who reported a significant relationship between collaborative and participative learning styles and peer cooperation.

Conclusion:

The present study concluded that, the highest preferred learning style was related to collaborative style, while the lowest preferred learning style was related to avoidant style. Also, more than half of nursing students had high Peer support level. And more than one thirds of nursing students had moderate peer support level. Meanwhile, a minority of nursing students had a low level of peer support. Additionally, a highly statistically significant relation was found between the independent,

collaborative, dependent, and participation learning styles and peer support among nursing students, as well as a statistically significant negative relation with the competitive style. In contrast, no statistically significant negative relation was found with the avoidant learning style.

Recommendations:

Based on the results of the current study, the following recommendations were suggested.

Recommendations for Faculty administration:

- Developing formalized peer mentorship programs can help students academically and emotionally.

- Enhancing peer support programs through expand mentorship initiatives that focus on emotional, informational, and instructional support to strengthen peer relationships and academic performance.

Recommendations for nursing teaching staff:

- Encouraging collaboration by fostering culture of peer learning and mentorship.

- Promoting peer-led activities to enrich the learning process and build a supportive academic culture.

Recommendations for nursing students:

- Matching learning style with their study strategies to optimize retention, improve understanding, and enhance overall academic performance by tailoring study methods to individual preferences.

Opportunities for further research:

- Study the effect of peer support on students' academic performance and clinical skill acquisition.
- Study the effect of educational program about peer support for nursing students on their academic achievement.

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أنماط التعلم المفضلة وعلاقتها بدعم الأقران بين طلاب التمريض

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يُعد فهم تفضيلات أنماط التعلم أمرًا ضروريًا لتعزيز الدعم المتبادل الفعّال بين الطلاب. حيث يؤثر تنوع أنماط التعلم بين طلاب التمريض بشكل كبير على تفاعلاتهم داخل المجموعة. **الهدف من الدراسة:** هدفت هذه الدراسة إلى تقييم تفضيلات أنماط التعلم وعلاقتها بدعم الأقران بين طلاب التمريض. **تصميم الدراسة:** تم استخدام تصميم وصفي ارتباطى لإجراء هذه الدراسة. **مكان الدراسة:** أجريت هذه الدراسة في كلية التمريض بجامعة بنها. **عينة الدراسة:** عينة عشوائية طبقية تكونت من (١١٢٩) طالبًا وطالبة من أصل (٣٩٦٨) من طلاب التمريض من الفرق الدراسيه الأربعه للعام الاكاديمي (٢٠٢٣/٢٠٢٤). **أدوات جمع البيانات:** تم استخدام أداتين لجمع البيانات في هذه الدراسة: ١) استبيان تفضيلات أنماط التعلم و٢) استبيان دعم الأقران. **النتائج:** أظهرت نتائج هذه الدراسه أن النمط الأكثر تفضيلًا للتعلم كان النمط التعاوني، وأن أكثر من نصف طلاب التمريض لديهم مستوى عالٍ من الدعم المتبادل. **الاستنتاج:** كانت هناك علاقة ذات دلالة إحصائية عالية بين النمط المستقل، والنمط التعاوني، والنمط التابع، ونمط المشاركة وبين الدعم المتبادل بين طلاب التمريض. كما كانت هناك علاقة سلبية ذات دلالة إحصائية مع النمط التنافسي، في حين لم تكن هناك علاقة سلبية ذات دلالة إحصائية مع النمط التجنبي. **التوصيات:** تعزيز برامج الدعم المتبادل من خلال توسيع مبادرات الإرشاد التي تركز على الدعم العاطفي، والمعلوماتي، والتعليمي لتعزيز العلاقات بين الأقران وتحسين الأداء الأكاديمي. مطابقة أنماط التعلم مع استراتيجيات الدراسة الخاصة بالطلاب لتحسين الاحتفاظ بالمعلومات، وتعزيز الفهم، وتحسين الأداء الأكاديمي بشكل عام.

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