

IMPORTANT FACTORS THAT INFLUENCED THE LEARNING-STYLE PREFERENCES AMONG UNIVERSITY STUDENTS

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Abstract

Educational researchers postulate that every individual has their own learning-styles. Learning-styles models over the past 25 years have resulted in increasing attention to the idea that students learn in diverse ways. One approach to learning does not work for every student or even most students. Thus, this study examines the factors that influenced the learning-styles preferences among university students. Aims of our study are to determine the factors influenced learning-style preferences among university students and also to examine the relationship between factors and learning-styles preferences among university students. Non-probability sampling would be used for this study and the sampling technique conducted is convenient sampling to 100 students from UiTM Puncak Perdana. A descriptive analysis using rank-order of mean are utilized to analyze the relationship between the factors and learning-styles preferences among students using by every student. The study can find that environment factor was dominant all four types of learning-styles, that is maybe students' are prefer to study in a clean place rather than a dirty place. Therefore, it could be implied that learning-styles could be cultivated and not inborn. The finding of this study provides some hindsight to academics and universities on the importance of understanding students' learning-styles preferences in enhancing their performance.

Keywords: Learning, students, university

INTRODUCTION

The learning problem is synonymous with the world of students. They face a lot of problems to gain knowledge. Students need patience and persistence in the pursuit of knowledge for a variety of challenges such as difficulty understanding will be reached, unable to focus in class, learning difficult for outside areas, problems with teachers and others. If students do not have a clear goal in learning, students will be influenced by the agenda around and cause a student not interested to learn. For example, an entertainment such as online games, social sites, loitering and so on can influence them to not learn. Accordingly, students should have a clear learning objective so that they do not neglect their studies. They also need to monitor and manage the learning schedule as best as possible as a student. They should also refrain from doing things that are not beneficial (Zakaria, 2002).

The emergence of numerous learning-styles models over the past 25 years has brought increasing attention to the idea that students learn in diverse ways and that one

approach to teaching does not work for every students or even most students. There are three well-known and widely available learning-styles instruments offered by Kolb, and Fleming as well as the Dunn. The three measurement instruments invented by the above researcher are: Kolb Learning-styles Inventory (LSI), VARK models and Index of Learning-styles (ILS).

However, in a review of recent literature on students learning preferences, the study found that many teachers rarely vary their teaching methods, thinking that the method by which they were taught is best for everyone (Ramayah, et al., 2011). Felder and Brent (2005) alerted researcher that it is important for educators to recognize that students have different learning-styles to reflect on the effectiveness of their methods of instructions and to consider accommodating other learning preferences modalities. Learning-styles inventories were predicted upon information-processing models that essentially aim to describe an individual's preferred intellectual approach to assimilating information

ISSUES

The problem statement is summarizing description of the issues that need to be addressed by a problem solving team before try to solve the problem. This article is an outcome of a large-scale focus on different faculties of students' learning-style characteristics (Honigfeld & Dunn, 2003; Jadid, 1998). As we recognize, all students whose study whether in school or university must have a performance that may be related to learning-style, or preferences as a learners. So, in each study, academic achievement level, gender and different faculties were used as dependent variables. Our purpose was to analyze what is the most factors influenced learning-style preferences among students in universities.

RESEARCH QUESTIONS

Complex and arguable question around which we center of our research. We should ask a question that we are generally curious about. In this investigative study, we have posed research question to examine the most important factors that influenced the learning-style preferences among University students. Questions that have been explored are:

RQ1: What are the factors of learning-styles preferences?

RQ2: What are the relationship between the factors and the learning style preferences among university students?

RESEARCH OBJECTIVES

Research objectives set the purpose and the focus of research with the fundamental questions that will be addressed. Our purposes of doing this research are as follows:

RO1: To determine the factors influenced learning-style preferences among university students.

RO2: To examine the relationship between the factors and learning-style preferences among university students.

LITERATURE REVIEW AND PROPOSED FRAMEWORK

Figure 1 illustrates the framework on this study. The framework shows important factors that influenced the learning-styles preferences among university students. The dependent variable of the factors influenced the learning-style among students' in UiTM is subjective by the variable– factors influenced their learning-style as the independent variable, while learning-styles preferences among students as the dependent variable.

Gender-role stereotype between male and female students, it impact to their own performance (Sekaran & Bougie, 2011). Most students are rarely sharing the same interest in much aspect such as learning-style, sports, living-style, thinking-style and so on. From this gap, it creates more opportunity for them to present their best presentation among competition in this world. Factors influenced in learning-style also differ between males and females. In the education literature, studies have examined the factors that deemed to be importance in learning-style preference. These studies examined various factors such as cultural factor, attitudes factor, environment factor and technology factor. This study is aimed to examine learning-preferences among students in university as learning-style is the dependent variable.

Title: Important Factors that Influenced the Learning-Style Preferences among University Students

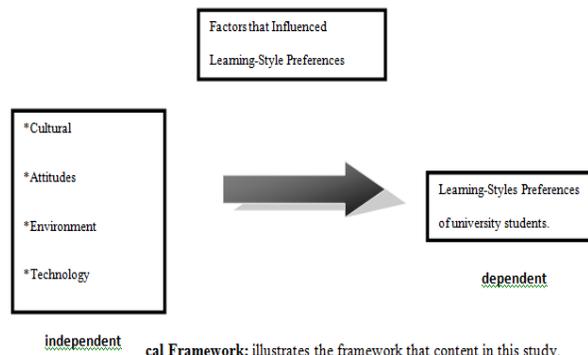


Figure 1. Research Framework.

The framework shows the four factors that influenced the learning-styles preferences of university students. The independent variable is the four factors, which are cultural, attitudes, environment and technology. While the dependent variable is learning-styles preferences of university students.

CONCLUSION

The present study revealed some factors related to learning-style preferences. In this research, we focus only four factors in learning-style preferences among university students. There are cultural factor, attitudes factor, environment factor and technology factor.

REFERENCES