



THE LEARNING STYLES OF THE MARKETING MANAGEMENT STUDENTS OF CAGAYAN STATE UNIVERSITY

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Abstract: *The extent of students' participation in class activities and how much they learn from the discussion depends on the compatibility of the students' approach to learning and the instructors' approach to teaching. This study aimed at determining the dominant learning styles of the second year students taking Bachelor of Science in Business Administration major in Marketing Management in the College of Business, Entrepreneurship and Accountancy 1st Semester, School Year 2015-2016. Descriptive method was used to investigate the students learning style. The result of the study showed that all the learning styles were possessed by the students. Interpersonal learning style became the strongest and Bodily Kinesthetic style of learning being the weakest. Moreover, Intrapersonal and Musical were the second and the third dominant styles of learning among students. The result also showed that female respondents were significantly strong in intrapersonal learning style while male respondents were strong in interpersonal learning style. That implies that male respondents are more comfortable in collaborative learning while female respondents learn by doing self-paced school work.*

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INTRODUCTION

It has been commonly observed that classes in which students take passive roles, listening to and observing the instructor and taking notes, do little to promote learning. The students tend to be bored and inattentive in class, do poorly on tests, get discouraged about the course, and may conclude that they are not good in the subject and eventually give up. This is because students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing.

Teaching methods also vary. Some teachers lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. Instructors, confronted by low test grades, unresponsive or hostile classes, poor attendance, and dropouts, may become overly critical of their students or begin to question their own competence as teachers.

How much a student learns in class is governed in part by the student's native ability and prior preparation but also by the compatibility of his or her distinctive approach to learning and the instructor's characteristic approach to teaching.

Felder and Henriques (1995) said that the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style. Keefe and Monk (1986) add that learning styles are the characteristics, cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. Learning style, then, according to R. Dunn & K. Dunn (1993) is the way in which each learner begins to concentrate, process, and retain new and difficult information occurs differently for everyone. No learning style is either "good or bad". Each merely provides insight into how a given person is most likely to learn and difficult information, claimed R. Dunn, K Dunn, and D. Treffinger (1992).

Many non-traditional students achieve poorly because how they have been taught does not complement or match how they learn. As Felder and Henriques (1995) assert, mismatches often occur between the learning styles of students in a class and the teaching style of the instructor, with unfortunate effects on the quality of the students' learning and on their attitudes toward the class and the subject.



Advanogy.com (2003) published that learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are learning styles fixed. One can develop his ability in less dominant styles as well as further develop styles that he already uses well. By recognizing and understanding one's own learning styles, one can use better techniques suited to students. This improves the quality of his learning.

Kolb (2005) proposes that in addition to understanding the strengths of one's learning style, one might also find it is helpful to consider a few ways of strengthening the other learning styles that are different from his own. If one relies too heavily on one learning area, he runs the risk of missing important ideas and experiences. It must be remembered that all learning happens within some context. For example, at work one may be a wonderful decision maker, but he may see a need to strengthen his "people skills." At home, one might be the one who always gets things done, yet sometimes his actions could use more planning, or perhaps he needs more imagination in your day-to-day work.

Studies show that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level (Griggs & Dunn 1984; Smith & Renzulli 1984), at the college level (Charkins et al. 1985), and specifically in foreign language instruction (Wallace & Oxford 1992). This is not to say that the best thing one can do for one's students is to use their preferred modes of instruction exclusively. Students will inevitably be called upon to deal with problems and challenges that require the use of their less preferred modes, and so should regularly be given practice in the use of those modes (Cox ,1988). However, Smith and Renzulli (1984) caution that stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences.

Furthermore, Sternberg (1999) and Hasan (2010) argues that students will learn better when using their preferences in which they are successful, students will be better learners when they can expand their subject preferences in learning process, when teachers accommodate students various preferences in learning. Therefore, it is necessary for teachers to understand their students' multiple intelligences profiles in order to provide



appropriate learning activities in classrooms which accommodate their multiple intelligences.

It is, thus, necessary that teachers make an inventory of the students' respective learning styles that will serve as their basis in conceiving, designing, and constructing the instructional materials that would cater to the varied learning styles of their clientele.

For this reason, the researcher embarks on this study to determine the predominant learning styles of the Second Year Bachelor of Science in Business Administration Students major in Marketing Management.

STATEMENT OF THE PROBLEM

This study sought to determine the overall dominant learning styles of the Second Year BSBA students major in Marketing Management in the College of Business, Entrepreneurship and Accountancy, School Year 2015-2016.

In particular, the study made an effort to answer the following questions:

1. What is the dominant learning style of the male respondents?
2. What is the dominant learning style of the female respondents?
3. What is the overall dominant learning style of the Second Year Students Major in Marketing Management?
4. What instructional activities cater to the learning styles of the Second Year Students Major in Marketing Management?

SIGNIFICANCE OF THE STUDY

The researcher embarks on this study to ascertain the dominant learning styles of the Second Year Marketing Management Students of Cagayan State University, College of Business, entrepreneurship and Accountancy. The researcher likewise embarks on this study in the hope that it may be of significance and use to the following:

Curriculum Planners. Through this study, the curriculum planners will be afforded vital information about the clientele's dominant areas of learning styles which they shall consider in planning curriculum development. The findings shall enable them to design a substantive instructional program that implement differentiated instruction.

The Administration. This research will assure the administration of improved teaching and better equipped, communicatively competent, quality graduates.



Teachers. The study shall provide the language teacher vital information about the clientele's dominant leaning styles. The findings shall enable them to design instruction that cater to the varying learning styles of the learners, thereby effecting improved teaching and learning process.

The Students. Being the direct beneficiaries of this study, the students shall be subjected to differentiated instruction that cater to their diverse learning styles based on sound theories and principles proven effective by local as well as foreign ESL teachers which will, in effect, make them better communicators in English.

Future Researchers. This research work shall serve as a resource material for the future researchers' related studies along Learning Styles. Furthermore, findings of this study shall serves as data bank which researchers can avail of.

The Researcher. Being the implementer of this study, the researcher herself shall hopefully improve his performance along the area of language teaching and feel a deeper sense of fulfillment.

SCOPE AND LIMITATION

This study sought to determine the profile on the Learning Styles of the ninety four(94) second year students under Bachelor of Science in Business Administration major in Marketing Management, College of Business, Entrepreneurship and Accountancy serving as respondents of the study. The study shall cover only the results in the seven areas of learning style.

DEFINITION OF TERMS

To provide the reader a clearer grasp of the contents of this study, the following words are hereby defined:

Logical Learning Style – “The Questioner” Often called “scientific thinking.” This learning style is related to inductive and deductive thinking and reasoning, numbers and the recognition of abstract patterns. People who share this learning style often work as accountants, mechanical engineers and meteorologists (Advanogy.com., 2003).

Physical Learning Style – “The Mover” This learning style is related to physical movement and the knowing/wisdom of the body, including the brain's motor cortex, which controls bodily motion (Advanogy.com., 2003).



Interpersonal Learning Style – “The Socializer” This learning style operates primarily through person-to-person relationships and communication. Many times, people with this learning style enjoy working as police officers, talk show hosts and lawyers (Advanogy.com., 2003).

Intrapersonal Learning Style – “The Individual” This learning style relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities. Intrapersonal learners often find work as guidance counselors, lifestyle coaches and teachers (Advanogy.com., 2003).

Verbal/Linguistic Learning Style – This learning style is related to words and language – written and spoken. It also dominates most educational systems in the United States. People who share this learning style are often drawn to professions such as public speaking, screenwriting and web editing (Advanogy.com., 2003).

Visual Learning Style – “The Visualizer” This learning style relies on the internal mental images/pictures. People who enjoy mediation and guided imagery or hypnosis are commonly very visual or spatial learners. Common professions for visual/spatial learners are photographer, interior designer and graphic artist. Successful athletes, massage therapists and surgeons are often bodily/kinesthetic learners (Advanogy.com., 2003).

Musical Learning Style- This learning style relies on the appreciation and use of sound, recognition of tonal and rhythmic patterns and feelings and the musical ability of the learners.

METHODOLOGY

This chapter presents the research methodology employed in this study. Specifically, it deals with the research design, selection respondents, the research instruments, the data gathering procedures and data analysis undertaken in this study.

Study Design

The method of research used was the descriptive method which is a general procedure employed in studies that have for their chief purpose the description of phenomena in contrast to ascertaining what has caused them or what their value and significance are. The descriptive method, particularly the normative survey is most appropriate for use in the investigation of current normal condition.



Participants

The study was conducted among the ninety four Second Year Students Under Bachelor of Science in Business Administration major in Marketing Management in the College of Business, Entrepreneurship and Accountancy during the 2nd semester of the academic year 2015-2016.

Table 1 Number of Respondents, Sex, and Section

SEX	MM 2A	MM2B	Total
Male	14	14	28
Female	34	32	66
TOTAL	48	39	94

Table 1 reveals that of the 94 respondents, twenty eight were males and sixty six were females, giving the picture that the two sections of second year marketing management students are female dominated.

Measures

The data for this study were gathered through the *Learning Styles Learning style Test Index*. This instrument was designed to gather the needed information about the different learning styles of the Second Year College Students major in Marketing Management.

Data Gathering Procedure

In determining the learning styles of the second year students major in Marketing Management, the researcher undertook the following steps: First, the researcher procured a *Learning Styles Learning style Test Index* to collect the needed information. The researcher then floated it to the respondents. Next, the researcher proceeded in tallying the results and subjected the results to statistical treatment. Finally, the researcher interpreted the results of the statistical data gathered.

Data Analysis

The following instrument was used to analyze the data gathered.

Frequency and Percentage. This is used to analyze the dominant learning styles of the respondents

Results

- Based on the result of the study, the forty eight students from 2A Marketing Management have the following top three learning styles: Musical, Intrapersonal and Interpersonal.
- Among the fourteen male respondents from 2A Marketing Management section, Natural, Musical and Logical were the top three learning styles.



- The top three learning styles among the thirty four students from 2A Marketing Management section were: Intrapersonal, Musical and Intrapersonal
- From the 2B Marketing Management Section, the forty six students have the following dominant learning styles: Interpersonal, Intrapersonal and Verbal.
- Among the fourteen male respondents from 2B Marketing Management, Interpersonal, Intrapersonal and Musical were the three dominating learning styles.
- The top three learning styles of the thirty two female respondents from 2B Marketing Management were interpersonal, intrapersonal and verbal learning styles.
- The overall top three learning styles of the ninety four respondents from the two sections of Marketing Management were interpersonal, intrapersonal and musical.
- The overall top three leaning styles among the twenty eight male respondents from the two sections were interpersonal, musical and logical.
- The overall top three learning styles among the sixty six female respondents were intrapersonal, interpersonal and musical.

Discussion

This chapter presents the frequency and percentage distribution of the learning styles of the second year marketing management students in the College of Business, Entrepreneurship and Accountancy, Cagayan State University.

Table 2 Frequency and Percentage Distribution of Male Respondents' to Learning Styles

LEARNING STYLE	FREQUENCY	PERCENTAGE
Verbal/Linguistic	1	3.5
Logical/Mathematical	3	10.71
Visual/Spatial	2	7.14
Bodily Kinesthetic	0	0
Musical	9	32.14
Interpersonal	11	39.28
Intrapersonal	2	7.14
TOTAL	28	100

Table 2 shows that among the twenty eight male respondents, the top three learning styles are INTERPERSONAL with 39.28 %; MUSICAL with 32.14%; and LOGICAL with 10.71%. The lowest is BODILY KINESTHETIC with 0%. This only means that male students are best in relating to others and in considering other people's feelings.



Table 3 Frequency and Percentage Distribution of Female Respondents' to Learning Styles

LEARNING STYLE	FREQUENCY	PERCENTAGE
Verbal/Linguistic	6	9.09
Logical/Mathematical	8	12.12
Visual/Spatial	3	4.54
Bodily Kinesthetic	1	1.52
Musical	12	18.18
Interpersonal	16	24.24
Intrapersonal	20	30.30
TOTAL	66	100

As reflected in Table 3, the top learning style of the sixty six female respondents is INTRAPERSONAL with 30.30%; followed by INTERPERSONAL with 24.24%. The third highest musical with 18.18%. The lowest is BODILY KINESTHETIC with 1.52%. This means that most of the female students are capable of understanding oneself and aware of self objectivity. Furthermore, the table reveals that female students are weak in activities that require manual dexterity and physical agility.

Table 4 Frequency and Percentage Distribution of 2A Marketing Management Respondents to Learning Styles

LEARNING STYLE	FREQUENCY	PERCENTAGE
Verbal/Linguistic	0	0
Logical/Mathematical	8	16.66
Visual/Spatial	3	6.25
Bodily Kinesthetic	0	0
Musical	14	29.16
Interpersonal	11	22.92
Intrapersonal	12	25
TOTAL	48	100

Table 4 shows that 29.16% of 2A Marketing Management Class is of the MUSICAL LEARNER type; 25%, INTRAPERSONAL LEARNER, 22.92%, INTERPERSONAL LEARNER;. The lowest percentage of 0% are both VERBAL AND BODILY KINESTHETIC. This suggests that most of the 2A MM students are inclined in understanding relationship between sounds and feelings. On the other hand, they are weak in interpretation and explanation of ideas and information via language.



Table 5 Frequency and Percentage Distribution of 2B Marketing Management Respondents to Learning Styles

LEARNING STYLE	FREQUENCY	PERCENTAGE
Verbal/Linguistic	7	15.21
Logical/Mathematical	3	6.52
Visual/Spatial	2	4.35
Bodily Kinesthetic	1	2.17
Musical	7	15.21
Interpersonal	16	34.78
Intrapersonal	10	21.74
TOTAL	46	100

Table 5 shows that 34.78% of 2B Marketing Management Class is of the INTERPERSONAL LEARNER type; 21.74%, INTRAPERSONAL LEARNER, 15.21%, MUSICAL LEARNER;. The lowest percentage of 2.17% is BODILY KINESTHETIC LEARNER type. This denotes that most of the students in this class are very much comfortable working with other people.

Table 6 Overall Frequency and Percentage Distribution of the Ninety Four Respondents to Learning Styles

LEARNING STYLE	FREQUENCY	PERCENTAGE
Verbal/Linguistic	7	7.45
Logical/Mathematical	11	11.70
Visual/Spatial	5	5.32
Bodily Kinesthetic	1	1.06
Musical	21	22.34
Interpersonal	27	28.72
Intrapersonal	22	23.40
TOTAL	94	100

Table 6 shows that most of the respondents from 2A and 2B Marketing Management students are INTERPERSONAL LEARNERS with 28.72% Second highest in percentage is INTRAPERSONAL with 23.40%. Coming in third highest in percentage is MUSICAL with 22.34%. Lowest in percentage is BODILY KINESTHETIC with 1.06%. This implies that most of the respondents are good in relating to others and considerate to other people's feelings. In contrary, the respondents do not perform well with activities that requires manual agility.



Table7 Instructional Activities that Cater to Learning Styles

LEARNING STYLE	How they learn?	Activities
Verbal/Linguistic	In words	Reading, writing, telling stories, playing word games
Logical/Mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating
Visual/Spatial	In images and pictures	Designing, drawing, visualizing, doodling
Bodily Kinesthetic	Through body sensation	Dancing, running, jumping, building, touching, gesturing
Musical	Through rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening
Interpersonal	By bouncing ideas off other people	Leading, organizing, relating, manipulating, partying
Intrapersonal	In relation to their needs, feelings and goals	Setting goals, meditating, dreaming, planning

Table 7 shows the different ways of learning and the activities that cater to the learning style of the respondents. Verbal learners acquire knowledge through words and they are comfortable with activities like reading, writing, playing word games and telling stories. Logical/Mathematical learners absorb more information by reasoning. Learners of this type are at ease with figuring out logical puzzles, questioning, experimenting and calculating. Visual learners prefer to learn using images and pictures. They are adept to designing, drawing and visualizing. Learners of Bodily Kinesthetic like activities that requires bodily sensation like dancing, running, touching, building and gesturing. Musical learners learn best through rhythms and melodies like singing, whistling, humming, tapping feet and hands, listening. Intrapersonal learners type are comfortable working with others so they like leading, organizing, and relating. On the other hand, intrapersonal type of learners prefer to learn by doing self-paced activities like dreaming, planning and meditating. Learners have varied styles of learning. Therefore, varied activities should also be given to them so they learn according to their own style.



CONCLUSIONS

Based from the findings of the study, the researcher arrived at the following conclusions: First, that the most dominant learning style of the second year marketing management students is interpersonal. It means that the students best learn when they are exposed to group dynamics or activities. They are comfortable in collaborative learning. Second, that the students are generally weak in processing knowledge through bodily sensations. This means, the students learn least with the activities that entail body movement. Third, that the students be given varied activities so as to address the learning styles of the students for learning to take place.

RECOMMENDATIONS

To address a wide variety of learning styles of the second year Marketing Management Students in the College of Business, Entrepreneurship and Accountancy, Cagayan State University, the following recommendations are endorsed:

1. That administrators reengineer that program of instruction to get rid of isolated instruction and focus on differentiated instruction that cater to the clientele's varying learning styles;
2. That the instructors and professors redesign their instructional strategies to address the differing learning needs of the students.
3. That the instructors design instructional materials that suit the students varied learning styles;
4. That the instructors and professors be exposed to research work, informal study groups, trainings and seminars to further enhance their competency in the use of differentiated teaching that addresses students' learning styles.

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