

Study on Students Learning Style According to Gender Factor

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Abstract

This study analyzed the gender comparison on the factors affecting students' learning style. The data were collected with using past study regarding this topic. Students adopt multiple learning style in internalizing information. The paper concludes investigations of the different aspects of the theory of students learning styles connected with the gender factor, male and female. There are a number of definitions of learning styles, the theoretical study of gender differences in different aspects of the learning process and its connection with the learning styles of students. Learning style indicate learning behavior of students and help teacher by putting students with different learning styles in the same classroom or environment, although we may be providing them with the same opportunity, we are not actually facilitating their individual learning equally effectively. As conclusion, most students are able to learn effectively as long as the lecture provides a blend of visual, auditory reading or writing, and kinesthetic activities (VARK System). Gender is indeed significantly related to learning style preference particularly in a relation to the sensory learning style. However, some students prefer one of the aspect only but also have students strongly struggle to use more than one aspect of learning styles.

Keywords: learning style, study of gender, gender comparison.

1. Introduction

This article presents the finding a review of researches on gender and learning style. Learning style is defined as individual's characteristic ways of processing information, feeling and behaving in the learning situation. From the educational perspective Atkins, Moore and Hobbs (2001) proposed that students respond differently to learning situation because their responses are influenced by their thinking, experiences and environment. This approach is refer as individual learning style. This study attempts to advance the database by testing the hypothesis that male and female have different of learning style. Individuals differ by gender Greb (1999) males and females learn differently from each other. Males tend to be more kinesthetic, tactual, and visual, and need more mobility in a more informal environment than females. To address this concern, academician should understand their students' learning style and preferences which learners most efficiently and effectively perceive, process, store and recall what they are attempting to learn. The concept of learning style has become a cornerstone of good practice. Has many type of learning style implement by individuals.

On this research concludes in several types of learning style such as Independent, Visual, Auditory, Kinesthetic, Reading or Writing and Collaborative learner. Student with visual preferences normally use diagram and picture as symbolic device. Auditory learners gather information by hearing lecture or tutorial and enjoy the discussion method with their friend. This method same as collaborative learners. Read and write learners prefer printed material to gain knowledge. Kinesthetic learners prefer simulation method in the real situation and feel the experience to gain information. This type of learners like to hands on and do workshop in order to learn something. Students who prefer a single method of gathering information referred to unimodal beside learner who use more than one instructional mode are called multimodal learners.

This study interested in assessing the preferred learning style among male and female because gender is one of the factor that has been found to influence the learning practice include age, academic, achievement, brain processing and creative thinking. This information may assist in the development and implementation of gender specific teaching approaches which would maximize student motivation and learning by tailoring instruction to student needs.

2. Literature

Learning style has many definitions. According Davidson (2002) reported that learning style correlates with the learning outcome and student's academic performance. Meanwhile Gregorc (1979) define term of learning style as "distinctive behaviours which serve as indicators of how a person learns from and adapts to their environment. Suski (2002) agreed definition for the term learning style and refers to the term as simply individual differences in approaches to learning based on their preferences.

Gender interest in student learning is not new, many researches come out with their own approaches. Gender have different learning style of preferences. According to Park (1997) showed that, female students have a higher preference for a kinaesthetic learning style, whereas male students were more tactile than female students. Meanwhile Lincoln and Rademacher (2006) indicated that female learners preferred to learn using their

auditory senses while male learners learn best when note taking (read or write learning styles). Kia, Aliapour and Ghaderi (2009) showed that most of Iranian male students preferred a verbal learning style, followed by solitary style. The majority of female students however, preferred voice base learning followed by the verbal, visual and logical learning styles.

Its show gender factor have different learning style of preferences and there is a differences between learning style preferences in term of gender. This statement supported by Hlawaty (2008), on his study on German students he said “male and female students demonstrated significantly different preferences for their learning styles”.

3. Theory, Opinions and Practices.

This study uses a lots of opinion from Irshad et al (2014), Beyza (2012) and Ibrahim (2014) study regarding students learning style base on gender factor. Several studies have determined that there is a difference between learning style preferences in term of gender.

Ibrahim (2014) classify student into two groups which is multimodal style and single style. The multimodal style group consisted of students who used more than one style to learn, whereas the single style category consisted of students who depended on one style only. He also categorised students into four learning style groups that consisted of visual, kinesthetic, hearing, and read/write. Irshad et al. (2014) classify learning style in English language majority students prefer through practical activities, reading, audio, visual aids, and group discussion. He also believe learning style is a personal traits of a students and it help students to learn in the classroom or their usual environment. Beyza (2012) come out with 6 sub-scale learning style as independent, collaborative, competitive, avoidant, participant and dependent style. He believe all learning style plays a significant role in students to structuring their information in an effective manner. This study not look into in detail for all aspect by researcher above. Only certain aspect will be synthesis suit with the topic.

The result was indicated a significant relationship between gender and learning style of students. Do male and female learn differently or have different preferred ways of learning? To address this concern, this study will analyze the understanding of learning style preferences according to gender factor. Ibrahim (2014) was classify students can be divide by two categories which is multimodal and single model. There are significant differences in the number of male and female students classified within each of the multimodal and single learning styles groups. Male students tended more to multimodal learning style, while females preferred single learning styles. However the current study result was inconsistent with the finding of Isman et al. (2009) who reported that female students preferred multimodal learning styles while male students preferred single learning styles. Isman and Gundogan (2009) reported that female students were significantly more likely to prefer a multimodal learning style and, conversely, male students were significantly more likely to prefer a unimodal learning style. Bernardes et al. (2009) findings were also consistent with Isman’s conclusion reported significant differences in the learning style preferences of male and female students completing an operations management class or environment. Irshad (2014) also said on his study, learning styles is personal attributes (singlemodel) and therefore, students will set their own ways of learning a language. Majority 73.4% of the respondents (68% male and 79% female students) preferred to selecting and setting their own manners and strategies. Beyza (2012) on his study shows female prefer independent learning style in the third preferences seen in secondary school. They more prefer competitive learning style. From the all studies above can conclude that female students more prefer multimodal learning which is more than one learning style, beside male students prefer single model only. This statement shows that Beyza’s study support the Ibrahim’s study related to learning style according gender in Saudi Arabia School.

Students can use many types of learning style such as visual, hearing, read/write and kinesthetic, Ibrahim (2014). He was found on his study, kinesthetic style was one of preferred style for female and male students. According to Ibrahim’s kinesthetic students who are carrying out physical activities, rather than listening to a lecture or watching demonstrations. He believe this learning style will lasting on memory They preferred single styles for both groups were the kinesthetic style followed by the read/write style, with a higher level of preference for each style shown by the female group. The least preferred learning style was aural, for both genders. Same goes to Irshad’s study mention the data analysis illustrates that 73.91% of the male students agreed with the statement that they learned English language by their active involvement (kinesthetic) in activities

Read and write person was second preferred single style for both gender and female had greater preference for this style than male by Ibrahim (2014). Irshad (2014) mention learning by doing appears (read/write) to be useful strategy in enhancing learning of students (78% male students and 91% female students) affirmed that they did it because reading is one of the basic skills of English language, reading skill helped them learn English language properly. Its show female more prefer to read something to learn something rather than male.

Visual and hearing student’s monopoly by female students in Saudi Arabia by Ibrahim (2014). He said

on his study female students demonstrate stronger preferences for visual and hearing style. This result is consistent with Slater et. al. (2007) said female students in their first year of medical studies had a greater preferences for visual learning style. According to Slater's female students most likely to learn visualize such as diagram, graph or figure. But for male students mostly like the hearing style (voice) method. For male students they assume voice medium can be store in long term rather than visualize.

4. Discussion and Conclusion

The purpose of the study was to assess gender differences in learning style preferences among students. Outcome of all current study shows slight difference between styles of learning style according to gender. Differences may be occur because of the sample of population, course learning, environmental or facilitator.

For example for Ibrahim's and Beyza's study the population come from school student, average age between 16 years old until 18 years old but Irshad's study sample population come from university level in Southern Punjab. From this age differences was show slightly different from their learning style. Based on data shows that, male school students more prefer multimodal style which is have more than one style, rather than female prefer single modal which is only have one learning style. Using the VARK system also have differences between male and female students. All we already discuss above.

The more we know our students, their learning styles, their gender differences, and their learning needs, the more successful achievements they will reach in their study. The study supported the hypothesis that male and female have different of learning style and supported gender Greb (1999) individuals differ, males and females learn differently from each other.

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