



Learning Style Preferences of Hospitality Management (HM) Students of Pangasinan State University, Philippines: Basis for Enriched Pedagogical Strategies

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Abstract – This manuscript focused on determining the learning style preferences of Hospitality Management (HM) students from Pangasinan State University. Selected HM students from respective year levels served as respondents of the study and were chosen thru stratified random sampling technique. Mixed method was utilized in the study. Survey questionnaire and interview were the instruments in gathering the data. Indicators from the questionnaire were adapted from the Learning Styles Inventory by Wyman and Shalaway. To obtain substantial results and findings, suitable statistical tools were made use of in the analysis of the data such as average weighted mean and percentage. The study's findings revealed that the students highly manifest visual learning styles.

Keywords – Learning Styles, Learning Preferences, Hospitality Management

INTRODUCTION

Learning Style

Teachers from all walks of life are relentlessly finding ways to develop their pedagogical competence for their students to efficiently and effectively learn. This manifest from several learning theories that were established over time with emphasis on students' desired style in learning, to wit: the personality theories; information processing theories; social learning theories; and multi-dimensional and instructional theories.

State University of New York (SUNY) Cortland stated that learning styles can be defined, classified, and identified in many distinct ways. Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation (Web.cortland.edu, n.d.).

Styles affect the learning process, from how the students learn and how teachers deliver or execute their strategies and activities. It also affects the interaction of the teacher with his/her students. Every child is unique in many ways and with particular styles, but these diverse traits and characteristics are influenced by several factors such as gender, culture, religion, distinct experiences, maturity level, and family orientation.

In general, there are three major learning styles known, the Visual, Auditory and Kinesthetic (VAK). There are also other variations of the styles but just similar in context such as sensing-thinking, sensing feeling, intuitive-thinking, and intuitive-feeling. Findings revealed in the study of Camara (2018) that dominating learning style is not evident among the students on their choice of strand (clustering of courses in senior high in the Philippines).

Visual Learning Style

According to Learning-styles-online.com (n.d.), if you utilize the visual style, you prefer using images, pictures, colors, and maps to organize information and communicate with others. You can easily visualize objects, plans and outcomes in your mind's eye. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around using maps, and you rarely get lost. When you walk out of an elevator, you instinctively know which way to turn.

Further, if you are a visual learner, use images, pictures, color and other visual media to help you learn. Incorporate much imagery into your visualizations. You may find that visualization comes easily to you. This also means that you may have to make your visualizations stand out more. This makes sure new material is obvious among all the other visual images



you have floating around inside your head (Learning-styles-online.com, n.d.).

Auditory Learning Style

As stated by Fleming (2017), auditory learning is one of the three learning styles established by the VAK model of learning. In essence, auditory learners retain information best when it is presented through sound and speech.

Moreover, auditory learners generally remember what their teacher says and readily participate in class. They are good listeners and often very social, which means they can sometimes get distracted from the lesson by everything else going on in the classroom. Auditory learning methods range from studying with voice recordings to memorizing vocabulary words by inventing short songs (Fleming, 2017).

Kinesthetic Learning Style

Roell (2018) defined Kinesthetic learning as one of the three different learning styles in VAK model of learning. In essence, kinesthetic learners process information best when they are physically engaged during the learning process.

Often, those with a kinesthetic learning style have a hard time learning through traditional lecture-based schooling, because the body does not make the connection that they are doing something when they're listening without movement. Their brains are engaged, but their bodies are not, which makes it more difficult for them to process the information. Much of the time, they need to get up and move to put something into memory (Roell, 2018).

OBJECTIVES OF THE STUDY

The main objective of the study is to determine the learning style preferences of Hospitality Management (HM) Students of Pangasinan State University, Philippines. More so, it sought to achieve the following objectives, to wit: (1) determine extent of manifestation of visual learning style preference of HM students; (2) determine the extent of manifestation of auditory learning style preference of HM students; and (3) determine the extent of manifestation of kinesthetic learning style preference of HM students.

MATERIALS AND METHODS

The mixed method research design was utilized in the study. Aramo-Immonen (2013) defined mixed methods research as an approach to inquiry that combines or associates both qualitative and quantitative forms. Mixed methods designs provide researchers, across research disciplines, with a rigorous approach to answering research questions.

The descriptive research design was used in the study with the use of questionnaire. The questionnaire was content validated by experts from professional education department. The indicators from the questionnaire were adapted from the Learning Styles Inventory by Wyman in Shalaway. According to Shuttleworth (2008), descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

The qualitative design was used by means of interview with the respondents after answering the survey questionnaire. The data gathered from the interview was reconciled with the data gathered in the survey questionnaire. According to Djsresearch.co.uk (n.d.), a qualitative research design is concerned with establishing answers to the whys and hows of the phenomenon in question.

The respondents of the study were the students of Bachelor of Science Hospitality Management (BSHM) students of Pangasinan State University – Lingayen Campus, Philippines in Academic Year 2017-2018. The respondents were chosen thru stratified random sampling. The year levels served as strata.

RESULTS AND DISCUSSION

LEARNING STYLE PREFERENCES OF HOSPITALITY MANAGEMENT STUDENTS

The data on the extent of manifestation of leaning style preferences of Hospitality Management (HM) students along visual, auditory and kinesthetic, are presented in the succeeding tables.

VISUAL LEARNING STYLE

Overall, the extent of manifestation of visual learning style preference of HM students is high as ^{The descriptive-corre}

revealed in the overall mean of 3.90 as shown in Table 1. Learning Styles of the Grade 8- Special Science Class Students of San Jacinto National High School

TABLE 1. Extent of Manifestation of Visual Learning Style Preference of HM Students

Indicators	Mean (N=200)	Description
1. I often doodle when I am on the phone or in a meeting.	4.71	VHM
2. When putting something together, I always read directions first.	4.64	VHM
3. When others are talking, I usually create images in my mind of what they are saying.	4.52	VHM
4. When I recall an experience, I usually see a picture of it in my mind.	4.30	HM
5. I prefer reading to hearing a lecture.	3.48	HM
6. I can always tell directions like north or south no matter where I am.	4.05	HM
7. I can multiply and add quickly in my head.	3.78	HM
8. When looking at objects on paper, I can easily tell if they are the same no matter which way they are turned.	3.65	HM
9. I love to write letters or in a journal.	3.55	HM
10. I like reading more than listening to stories.	3.40	MM
11. I like to write down instructions that people give me.	3.38	MM
12. I like spelling and I think I am a good speller	3.32	MM
Overall Mean	3.90	HM

Legend: VHM=Very Highly Manifested; HM=Highly Manifested
MM=Moderately Manifested; SM=Slightly Manifested
NM=Not Manifested

Specifically, the students manifest very high extent on the following indicators, such as: *I often doodle when I am on the phone or in a meeting; when putting something together, I always read directions first; and when others are talking, I usually create images in my mind of what they are saying*, with mean values of 4.71, 4.64 and 4.52, respectively. On the other hand, the students manifest in moderate extent in: *I like reading more than listening to stories; I like to write down instructions that people give me; and I like spelling and I think I am a good speller*, with mean values of 3.40, 3.38 and 3.32, respectively.

It was also revealed from the interview that students appreciate when instructors engage them in demonstrations, given hand-outs, being able to draw, use flashcards, illustrate graphs and charts, and make outlines. This will not be a problem for instructors because according to Queroda (2018) faculty members particularly in PSU have high level of perceived knowledge on innovative instructional activities. It can also be noted that visual learning particularly on social media contributes to the learning of the students as

perceived by the study of Orlanda-Ventayen and Ventayen (2017).

AUDITORY LEARNING STYLE

In general, the extent of manifestation of auditory learning style preference of HM students is moderate extent as revealed in the overall mean of 3.34 as shown in Table 2.

In particular, the students manifest high on the following indicators, such as: *I like talking better than writing; when I recall an experience, I mostly hear sounds and talk to myself about it; and I like music more than art*, with mean values of 3.85, 3.80 and 3.70, respectively. On the other hand, the students manifest moderately high in: *I can easily remember what people say; I get very distracted if someone talks to me while the television is on; and I am very comfortable with social groups and do usually strike up a conversation with almost anyone*, with mean values of 2.64, 2.62 and 2.55, respectively.

TABLE 2. Extent of Manifestation of Auditory Learning Style Preference of HM Students

Indicators	Mean (N=200)	Description
1. I like talking better than writing.	3.85	HM
2. When I recall an experience, I mostly hear sounds and talk to myself about it.	3.80	HM
3. I know most of the words of the songs I listen to.	3.75	HM
4. I like music more than art	3.70	HM
5. Without music, life isn't any fun.	3.65	HM
6. When I am alone, I usually have music playing or I hum or sing.	3.60	HM
7. It's easy for me to talk for long periods of time on the phone with friends	3.58	MM
8. I prefer to listen to a book on audio tape rather than read it.	3.25	MM
9. When I talk, I like to say things like "I hear you," "That sounds good," or "That rings a bell."	3.05	MM
10. I can easily remember what people say.	2.64	MM
11. I get very distracted if someone talks to me while the television is on.	2.62	MM
12. I am very comfortable with social groups and do usually strike up a conversation with almost anyone.	2.55	MM
Overall Mean	3.34	MM

Legend: VHM=Very Highly Manifested; HM=Highly Manifested
MM=Moderately Manifested; SM=Slightly Manifested
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It was further revealed from the interview that some students are pleased when their instructors assigned activities in pairs or small group, allow them to record their discussions, give them the opportunity to

stay in front, integrate music in the lesson, let them read in class, and integrates activities that engage them to participate. This will test the resourcefulness of the instructors in reaching out to the needs of the learners. According to Queroda (2017), teachers in selected HEIs in Pangasinan possess a high degree of manifestation on decisiveness, resourcefulness, commitment and stress tolerance.

KINSTHETIC LEARNING STYLE

Taken as a whole, the extent of manifestation of kinesthetic learning style preference of HM students is moderate as revealed in the overall mean of 2.82 as shown in Table 3.

Specifically, the students manifest high on the following indicators, such as: I learn best by doing, and I love working with my hands and building or making things with mean values of 4.12 and 3.75, respectively. On the other hand, the students manifest in slight extent in: *I like sports and I think I am a pretty good athlete; I like playing sports more than reading books; and when I recall an experience, I remember mostly how I felt about it*, with mean values of 2.35, 2.20 and 1.90, respectively.

TABLE 3. Extent of Manifestation of Kinesthetic Learning Style Preference of HM Students

Indicators	Mean (N=200)	Description
1. I learn best by doing.	4.12	HM
2. I love working with my hands and building or making things.	3.75	HM
10. I generally use a finger to point when I read.	3.05	MM
7. I prefer to act things out rather than write a report on them.	2.90	MM
9. My handwriting is not usually neat.	2.82	MM
5. I usually say things like "I feel I need to get a hand on it" or "Get a grip."	2.80	MM
12. I can easily remember what people say.	2.68	MM
8. I usually speak slowly.	2.65	MM
2. My room, desk, car, or house is usually disorganized	2.60	MM
4. I like sports and I think I am a pretty good athlete.	2.35	SM
1. I like playing sports more than reading books.	2.20	SM
6. When I recall an experience, I remember mostly how I felt about it.	1.90	SM
Overall Mean	2.82	MM

Legend: VHM=Very Highly Manifested; HM=Highly Manifested
MM=Moderately Manifested; SM=Slightly Manifested
NM=Not Manifested

Moreover, it was found out from the interview that some students are delighted when their instructors integrate activities which allow them to stand, do some exercises, and be creative.

CONCLUSION

Hospitality Management students of PSU – Lingayen Campus are visual learners in high extent. They also manifest auditory and kinaesthetic learning style preferences in moderate extent.

RECOMMENDATION

Faculty members should enrich their pedagogical strategies on visual learners through professional learning communities.

The institution may engage their faculty members to relevant seminars, workshops and trainings focused on differentiated instruction, inclusive education strategies, and learning styles.

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