

A study on the most preferred learning

[Education](#), [Learning](#)



1. Introduction Learning is a universal and essential human activity over the world. Learning involves the totality of human activities such as feeling, reflecting, thinking, and doing something which they curious to identify. Individuals are developed diverse way of learning styles in order to cope with different subjects arise in their field of study. The approach student's use in their study has a significant impact on both the quality of the learning and their academic success. It would clearly be of value to identify students approach to learning styles that predict to unsatisfactory performance if they unable to choose the best way of learning approach.

Learning style can be defined as a process of obtaining knowledge or skills where as, style can be defined as a way or technique of doing thing by an individual. Learning style can be defined as a way, strategies or technique preferred by students in the process of obtaining the knowledge or skills. In the contact of the present study learning style refer to the model of learning propose by Honey and Mumford (1992). According to Honey and Mumford (1992), learning has taken place when either or both of the following situations apply where an individual knows something not previously known, and can show it as well as an individual is able to do something he or she was previously unable to do.

Learning styles are diverse ways that a person can learn. It's commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information. It is also facilitates students to contribute using their own preferred learning style in order to cope with fear of failure in their performance. The key elements that can avoid fear of

failure among students by understanding of learning style preference which has impact on the individual's performance and academic achievement

Learning style also plays important role in order to ensure that students can get good or bad result in their exam as well as overall study. In addition, fear of failure is believed to be a learned behavior that has the opposite effects on behavior as the need for achievement. Usually, people diverse in a way they prefer to learn, thus they adopt different learning style. They are numerous model of learning style model; however we have identified four types of learning style which are Active Experimentation, Reflective Observation, Abstract Conceptualization and Concrete Experience.

So, by understanding these types of learning styles which they most preferable, it will encourage students to be more effective and efficient in their study. Thus, they can achieve better performance in their future. This research is undertaken to identify the learning style which the most preferred among semester six students Diploma in Public Administration students of UiTM Kedah and how the learning styles is so important to prevent fear of failure in their performance. Thus, it can ensure that the students can easily manage their study with the learning style which they are familiarized in order to attain achievement in the study field.

1. Statement of Problem

The performance of the students is changes from time to time either to result good performance, or bad performance. This phenomenon requires us to make an investigation in order to identify which learning style is the most preferred by semester six (6) students of Diploma in Public Administration.

2. Research Objectives

i) To analyze the most preferred learning style among students. ii) To identify the relationship between the most preferred learning style and fear of failure among students.

3. Key Term Concept

1. Fear of Failure

According to Terry Bragg, fear of failure is one of the greatest fears people have. Fear of failure is closely related to fear of criticism and fear of rejection. Successful people overcome their fear of failure. Fear incapacitates unsuccessful people.

Fear of failure may be construed as a self-evaluative framework that influences how the individual defines, orients to, and experiences failure in achievement situations (Heckhausen, 1991).

2. Learning style

According to Gregorc (1979) learning styles as "consisting of distinctive behaviours which serve as indicators of how a person learns from and adapts to his or her environment." In other words, people through their characteristic sets of behaviour "tell" us how their minds relate to the world and, therefore, they learn.

Learning styles are defined as "individual consistencies in perception, memory, thinking, and judgment across any stimulus condition" (Curry, 2000).

Learning styles refer to the ways you prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences, and approaches (Hoboken, 2004).

1. Active Experimentation

According to Honey & Mumford (1982), activists involve themselves fully without bias to new experiences. They are open-minded, enthusiastic; constantly thriving for new challenges but are bored with implementation and long-term consolidation. The activist would enjoy learning through games, competitive teamwork tasks and role-plays.

According to Kolb (1984), activist is a study through Active Experimentation which is simulations, case study, and homework. A learning style that is open minded with a high degree of enthusiasm and the tendency to act first while considering the consequences later. The activist also could tend to center activities around them.

2. Reflective Observation

Furthermore, According to Honey & Mumford (1982) reflectors prefer to step back to ponder and observe others before taking action. They are in general cautious, may be perceived as in indecisive and tend to adopt a low profile. The reflector prefers learning activities that are observational like carrying out investigation and give allowance to ponder upon.

In addition, Kolb also stated that the second type of learning style is reflector. The reflector is study through Reflective Observation likes logs, journals, and brainstorming. The reflector is a person that needs to take a

look at a lot of possible implications from various perspectives before making a decision.

3. Abstract Conceptualization

According to Honey & Mumford (1982), theorists adapt and integrate information in a step-by-step logical way. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant. The theorist prefers activities that explore the interrelationship between ideas and principles.

Furthermore, the third learning style suggested by Kolb is theorist. Theorist is a study through Abstract Conceptualization such as by lectures, papers, and analogies. The theorist characterized by ability to adapt and integrate experiences and observations into logical and complex theories.

1. 3. 2. 4 Concrete Experience

Last but not least, according to Honey & Mumford (1982), pragmatists are keen to try out ideas, theories and techniques to see if they work in practice. They are essentially practical, down-to-earth people, like making practical decisions, act quickly on ideas that attract them and tend to be impatient with open-ended discussions. The pragmatist prefers learning activities which are as close as possible to direct work experience.

Lastly, another learning style that highlighted by Kolb is pragmatist. Pragmatist is a study through Concrete Experience which is by laborites, field work, and observation. The pragmatist is an individual that enjoys by trying out new ideas, theories and techniques to see if they work in practice.

1. 4 Conceptual Framework [pic] Figure 1. 0 Conceptual Framework on the most preferred learning style and fear of failure

The dependent variable or primary interest in this study is fear of failure.

Meanwhile, the independent variables or the variable that influences the dependent variable in this study is the most preferred learning style.

1. 5 Research Hypothesis

(i) There is a variation of learning style among Semester Six (6) students. (ii) There is a significant relationship between the most preferred learning style with students' fear of failure.

6. Scope of Research

Scope of the study will be divided into three parts which are level, territory and time.

i) Level Scope This study will be focusing on Semester Six (6) students of Diploma in Public Administration at UiTM Kedah.

ii) Time Scope The time horizon that chooses is cross sectional study. Data are gathered just once in order to answer the research questions.

iii) Area Scope The area scope is UiTM Merbok, Sungai Petani, Kedah.

7. Significance of Study

i) This study will provide necessary information for the students to know various learning style. ii) The findings of this study will determine the differences in learning style and its relationship with fear of failure.

8. Limitations

The respondents come from one program which is students from Diploma in Public Administration (DPA). Researcher will face difficulties to collect and analyze data because of time constraint.

9. Conclusion

As a conclusion, chapter 1 concluded that it is important to understand which learning style is most preferred learning style among semester six (6) students of Diploma in Public Administration in UiTM Kedah. There are Active Experimentation, Reflective Observation, Abstract Conceptualization and Concrete Experience. There are two research objectives obtained from this research, which are to analyze the most preferred learning style among students and to identify the relationship between the most preferred learning style and fear of failure among students. Scope of research consists of all semester six (6) students from Diploma in Public Administration in UiTM Kedah. However, there exist limitations in this research where the researcher will face difficulties to collect and analyze data because of time constraint.