

LEARNING STYLE PREFERENCES OF SELECTED STUDENTS OF MEMBER SCHOOLS OF THE ASSOCIATION OF MARKETING EDUCATORS (AME) IN THE PHILIPPINES, 2004-2005

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ABSTRACT

Excellence in education starts with the understanding that it is not teaching but learning that is important. Since the dawn of education, the delivery of knowledge has always been confined to the four walls of the classroom. The concentration has always been on the delivery of knowledge; lecture, the facts, competence, and ideals that we seek to impart to our students; on the curriculum that we create and subsequently follow; on the textbooks that we prescribe; the methods that we use to inspire our classes to keep their interest on the subject and profession. Education students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning, logically and intuitively, analyzing and visualizing knowledge and information.

Teaching methods also vary; some instructors deliver lectures, others demonstrate or lead students to self-discovery, some focus on principle and others on applications, some emphasize memory and others understanding.

Hence, the study concerned about the learning channel preferences or modality styles of marketing students in the Association of Marketing Educators (AME- Phils.) from member schools.

Based on the findings derived from the study, the following conclusions can be drawn:

The data showed that 18 or 64.28 percent of the Association of Marketing Educators in the Philippines (AME) member schools were Visual. However, 10 or 35.71 percent were Kinesthetic. It is interesting to note that there were no Auditory school or student-respondents identified in this study.

The data showed that 10 or 83 percent of the sectarian schools were visual. While 8 or 44.00 percent of the non-sectarian/private/public schools were kinesthetic. On location, provincial and Metro Manila, out of 15 Metro Manila schools, 8 or 53 percent were visual, and 7 or 47 percent were

kinesthetic. In provincial schools, 4 or 23 percent were kinesthetic, while 10 or 77 percent were visual.

The identification of learning channel preference of student-respondents from different colleges and universities in the country is vital in the formulation of proper teaching methodologies. However, there are factors, which must be taken into consideration to improve the delivery of learning to marketing students.

From the profiles and scores shown, student modality should be identified prior to the delivery of instruction. These, however, need a crucial thorough evaluation of student learning style to improve quality of learning in marketing courses.

The following are some of the suggested methodologies in the identification and design of teaching:

Identification of learning channel preference of students per class so that teaching methodology could be designed according to it.

The results showed that there were more schools (18) with Visual students comprising 814 students. Meanwhile, there were 10 schools composed of 537 who were kinesthetic. For visual students it would be best for them the read and see the information. Rewriting can help them recall the lesson. For kinesthetic a learning by doing method of teaching is a suggested to further enhance the learning process.

Furthermore, it can be concluded that 18 non-sectarian private or public schools were Kinesthetic, while 10 sectarian schools were Visual. Based on location/area, 9 or 60 percent of Metro Manila schools were Kinesthetic and 6 or 40 percent Visual. However, 10 or 76.92 percent of provincial schools were Visual and 3 or 23.07 percent Kinesthetic.

Meanwhile, based on affiliation, 7 sectarian schools or 58.33 percent were Visual, while 4 or 33.33 percent were Kinesthetic. However, 8 or 53.33

percent of the non-sectarian schools were Kinesthetic, while 7 or 46.66 percent were Visual.

In terms of ways to further build the effectiveness of marketing education from AME member schools in the Philippines, the following are hereby recommended.

The AME member schools/universities should identify learning channel preference of their students to improve the delivery of subjects by their respective professors.

Marketing educators should observe the identified learning styles of students so as to make learning more effective.

Schools should conduct annual modality evaluation in all levels and in-house.