

A Study on Learning Styles and Academic Performance in Relation with Kinesthetic, Verbal and Visual Intelligences

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Abstract : This study attempts to determine kinesthetic, verbal and visual intelligences among mechanical engineering undergraduate students and explores any probable relation with students' learning styles and academic performance. The questionnaire used in this study is based on Howard Gardner's multiple intelligences theory comprising of five elements of learning style; environmental, sociological, emotional, physiological and psychological. Questionnaires are distributed amongst undergraduates in the Faculty of Mechanical Engineering. Additional questions on students' perception of learning styles and their academic performance are included in the questionnaire. The results show that one third of the students are strongly dominant in the kinesthetic intelligent (33%), followed by a combination of kinesthetic and visual intelligences (29%) and 21% are strongly dominant in all three types of intelligences. There is a statistically significant correlation between kinesthetic, verbal and visual intelligences and students learning styles and academic performances. The ANOVA analysis supports that there is a significant relationship between academic performances and level of kinesthetic, verbal and visual intelligences. In addition, it has also proven a remarkable relationship between academic performances and kinesthetic, verbal and visual learning styles amongst the male and female students. Thus, it can be concluded that, academic achievements can be enhanced by understanding as well as capitalizing the students' types of intelligences and learning styles.

Keywords : kinesthetic intelligent, verbal intelligent, visual intelligent, learning style, academic performances

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