ABSTRACT

The purpose of this study was to examine the perceptual learning style preference distribution in management students and teachers and its implications on management pedagogy, and suggest an alternative pedagogical method for management students. Four hundred and eight business management students and two hundred and fifty teachers responded to a VARK inventory questionnaire containing 13 items designed by Neil D. Fleming.

The data indicated that there are no gender differences in the percentages of male and female students who presented unimodal or multiple modes of sensory preferences. The data also showed that there was no significant difference between proportions of female students compared to male students in the specific multiple modes preferences. Regarding the effective areas of learning style preferences the data found that the most frequent bimodal combination was Aural and Read/write (AR) with 10.3% for both students and teachers.

The research found that there was a significant difference in multimodal learning preferences with the teaching experience.

The research showed that there is a significant association between students’ career preference and learning preferences. According to the research data from VARK Inventory, students prefer multimodal learning styles more than the single-mode.