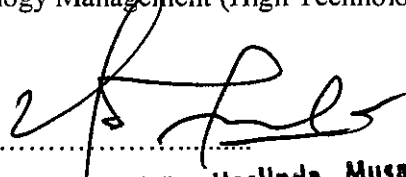
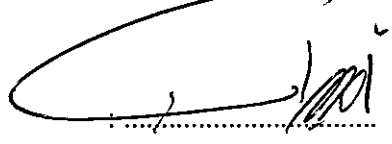


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THE IMPACT OF INDIVIDUAL LEARNING STYLE ON ATTITUDE TOWARDS  
TELEVISION AS ADVERTISING MEDIA

LEE FOO SENG


REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE  
BACHELOR'S DEGREE OF TECHNOLOGY MANAGEMENT (HIGH  
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FACULTY OF TECHNOLOGY MANAGEMENT AND TECHNOPRENUERSHIP  
UNIVERSITI TEKNIKAL MALAYSIA MELAKA

JUNE 2019

**CANDIDATE RECOGNITION**

“I hereby to declare that this project report is  
written by me and is my own effort except the ideas and summaries which I have  
clarified their sources.”

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## ABSTRACT

Marketing communication through various media has always been important for marketers to build customer relationship. Every individual has their own manner of learning style. Since individuals display significant difference in learning style, marketers should investigate the segmentation of consumers by learning style to improve the effectiveness of marketing communication. VARK learning style model is applied in this study because this model focus on sensory and perceptual processes which are widely utilized in implementing and usage of advertising media. Television being the frequently used advertising media is involved in this research illustrating how consumers in Melaka show their attitudes towards television as advertising media with regards to learning modalities in VARK model. Result is tested if the learning modalities impact the attitude, findings indicate Visual modality has the greatest positive influence on attitude towards television as advertising media, followed by Auditory modality. In contrast, Kinesthetic modality has the greatest negative influence on attitude towards television as advertising media, followed by Read/Write modality. The findings also indicate the four modalities in VARK model has significance on the attitude towards television as advertising media. Results of analysis also show that dominant learning modality exist in this research study.

*Keywords: Learning style, advertising media, VARK learning style, attitude, television*

## ABSTRAK

Komunikasi pemasaran melalui pelbagai media selalu adalah penting bagi pemasar untuk membina hubungan pelanggan. Setiap individu mempunyai gaya pembelajaran mereka sendiri. Memandangkan individu menunjukkan perbezaan yang signifikan dalam gaya pembelajaran, pemasar perlu menyiasat segmen pengguna dengan gaya pembelajaran untuk meningkatkan keberkesanan komunikasi pemasaran. Modal gaya pembelajaran VARK digunakan dalam kajian ini kerana model ini memberi tumpuan kepada proses deria dan persepsi yang digunakan secara meluas dalam pelaksanaan dan penggunaan media pengiklanan. Televisyen sebagai media pengiklanan yang sering digunakan terlibat dalam kajian ini untuk menggambarkan bagaimana pengguna di Melaka menunjukkan sikap mereka terhadap televisyen sebagai media pengiklanan berkaitan dengan modaliti pembelajaran dalam model VARK. Hasil diuji jika modaliti pembelajaran mempengaruhi sikap, hasil kajian menunjukkan modal Visual mempunyai pengaruh positif yang paling besar kepada sikap terhadap televisyen sebagai media pengiklanan, diikuti oleh modal Auditori. Sebaliknya, modaliti Kinestetik mempunyai pengaruh negatif yang paling besar kepada sikap terhadap televisyen sebagai media pengiklanan, diikuti oleh modaliti Tulis/Baca. Hasil kajian ini juga menunjukkan empat modaliti dalam model VARK mempunyai kepentingan terhadap sikap terhadap televisyen sebagai media pengiklanan. Hasil analisis juga menunjukkan bahawa modaliti pembelajaran dominan wujud dalam kajian ini.

*Kata kunci: Gaya pembelajaran, media pengiklanan, gaya pembelajaran VARK, sikap, televisyen*

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## LIST OF ABBREVIATION

TV = television

VARK = Visual; Aural/Auditory; Read/Write; Kinesthetic

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

It is becoming more and more complicated and challenging for marketing managers or marketing executives to decide on what media to use when advertising because nowadays there are many media alternatives available to consumers (Turk and Katz, 1992), for instance due to the developments of social medias and internet. This phenomenon has enabled companies to communicate with consumers through a variety of ways (Crosier et al., 2003). According to a study by Roswinanto, W. (2015), marketers should be adapting the content of marketing communication message to better appeal to different learning styles of consumers. In this case, it is crucial to select the most appropriate media for running an advertising campaign which requires a legit knowledge on the benefits of each alternatives of marketing communication channel to the targeted consumer segments and the products to be offered (Arens, 2006).

Chithra & Kothai (2014) stated that advertising is essential in daily lives of people and television advertising has its significance amongst other advertising media. Information consisting combination of graphics, visuals, audios, pictures and other settings can be expressed and demonstrated to a large group of consumers. In terms of marketing communication, TV advertisements usually functions as a tool for product introduction or familiarity boost and eventually convincing consumers to purchase the product.

A study by Li et al. (2018) emphasizes that students are more likely to have a better understanding when the instructors use a communication medium that suits their learning style. The habitual of manner of how people perceive, remember, analyse, process information, and their preferable ways to solve problems are known as learning (Allport 1976; Fleming 2001). As studied by Fleming (2001), peoples are different in terms of gathering, organizing and processing information when they are learning something (Fleming 2001). Remaining unchanged and has a certain pattern, every individual has their own manner of individual learning style (Sproles and Sproles 1990).

In a situation when there is necessity for solving problems and making decisions, people will exhibit their own distinctive individual learning style as the adoption and application of learning is distinguishable (Robertson 1985). Charlesworth (2008) said that previous scholars has proven some main aspects of individual difference, whereby learning style plays an essential role to in individual differences. There is no best learning style among the learning styles, and the best learning style for an individual depends on the cognitive abilities of the individual situations that are faced by the individual (Logan and Thomas 2002).

Aiming to improve the effectiveness of marketing communication, marketers should engage with segmenting audience by exploring the individual differences in learning style (Roswinanto W., 2015).



## 1.2 Problem Statement

If advertisers want to communicate their message effectively and engage their audience, adaptation of content is critical as people can absorb the information effectively. Now, more than ever, what the advertisers say and how they say it is important to the audience. When it comes to developing a concrete personal and professional relationships, the priority is effective communication.

According to a study by Diaz et al. (2018), combining the modification of VARK learning styles with corresponding learning material will help to increase the understanding and the group level of learning materials.

According to Roswinanto, W. (2015), individual display remarkable individual difference in cognitive processing styles which they react and adopt to marketing communication media. That means, consumers are experiencing, interpreting and learning from corresponding advertising media.

In the study of Roswinanto, W. (2015) aware of this phenomenon and suggested that preferred information sources are different for each individual consumer. However, studies inspecting such difference amongst individuals are lacking. Therefore, it is interesting to know the significance of individual difference in learning style on how the individuals perceive and react to advertising media.

## 1.3 Purpose of study

The model of individual learning style is basically drawn from other field, which is in education field, which has a notable influence on the theory of marketing communication. This study aims to study the impact of individual learning style on advertising media. The VARK learning style studied in this study may be a pioneer to reinforce the strategizing of marketing communication, because it is closely related to perception and attitude on advertising media and information perceived.

There is a need to understand the connections between individual differences in learning styles and advertising media. This research intends to explore the effects of these individual difference in learning styles on attitude towards television as

advertising media. The difference in learning style modality for individuals will be focused in this study, which is VARK learning style model. The acronym VARK simply means Visual, Aural/Auditory, Read/Write, and Kinesthetic.

#### **1.4 Research Questions**

There are few research questions developed regarding to the problem statement of this research. The research questions are formed as following:

- i. Is there individual difference in dominant learning style based on VARK model?
- ii. Which modality in VARK learning style context has the greatest impact on attitude of consumers towards television as advertising media?
- iii. What is the relationship between individual learning style and the attitude of consumers towards television as advertising media?

## **1.5 Research Objectives**

There are few objectives developed to answer the research questions. The research objectives are formed as following:

- i. To identify whether there is individual difference in dominant learning style in VARK learning style model
- ii. To determine the modality in VARK learning style that has the greatest effect on attitude of consumers towards television as advertising media
- iii. To investigate the relationship between individual learning style in VARK learning style context and the attitude of consumers towards advertising media

## **1.6 Target Audience**

The target audience of this research are general consumers in Melaka. These consumers must have at least seen an advertisement before and possess a basic knowledge and experience regarding advertising media.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Learning Style

Learning style is defined as the way learners prefer to learn. It is considered as a breakdown of a broad personality concept. Learning styles are defined in many ways by experts. According to Pashler et.al. (2008), the term “learning styles” indicates the knowledge of individual difference in regarding the most effective way of instruction or study for them. Understanding learners’ learning styles is essential to strategize the most appropriate way for them to better understand a certain subject and make the learning process become easier. Felder and Silverman (1988) stated that, learners who are prone to a certain learning style might find difficult for them to learn if the teaching style is a mismatch with his/her learning style.

Many scholars have come out with learning style models to illustrate learning styles of individuals. As referred to Wu (2014), some of the earliest models were the “Group Embedded Figures Test” (GEFT), David Kolb’s model, Honey and Mumford’s model and Neil Fleming’s VARK model. Based on externalities and personality, these models can be categorized into four. (Claxton & Murrell, 1987). Each of these categorized learning style models help to analyze different characteristics and the way it affects the learning perspective of a person.

In this study, the learning style model used, Neil Fleming’s VARK model, developed by Neil Fleming, is a sensory model. As defined by Fleming (2001), learning style is “an individual’s characteristics and the ways he/she prefer to gather,

organize, and think about information. It is concentrated on the different ways that we absorb and apply information". The VARK modalities provide standards in each of four perceptual modes, with individuals tend to possess one or more learning modes. To engage the marketing communication audience by learning style, this research study will be using VARK learning style model.

## 2.2 VARK learning style model

Learning style help to indicate the ways of how individuals are interacting and responding to learning scenarios which based on three factors which are cognitive, affective and psychological (Duff 2000). There shows the existing distinctiveness of personal learning style when a individual is showing more attention to a specific learning strategy (Yusoff, 2007). Yusoff (2007) said that, individuals may not exhibit solely one type of learning style, but it can exceed one type of learning style. This is in conjunction with Friedel and Rudd in Yusoff (2007), which states that an individual may exercise bimodal learning mode.

The statistics of Malaysian Education Ministry (2008) show that the two most commonly used learning style models were Dunn & Dunn and VARK.

According to Diaz et al. (2018), although there are questions and critics on the VARK model, it is still quite popular in education field because it helps to get a better understanding on their own learning preferences. For example, if someone know that auditory learning appeals to him/her most, using auditory study strategies with the help of other learning methods might help him/her learn better. The VARK learning is chosen to be the learning style model on this study because the modalities in the VARK model focus attention to sensory/perceptual processes and outcomes (Roswinanto, 2015). Sensory/perceptual processes is the catalyst of implementing and usage of many marketing communication media, for instance television that are used in this study (Roswinanto, 2015).

VARK learning styles are categorized into four distinctive senses, which are visual, aural, reading, and kinesthetic. Ismail (2010) stated that tailoring students to learning mode is helpful to observe the effectiveness of each lesson in context to

VARK learning style model. By discussing and listening, aural learners are most suitable for this learning method. Read/ Write learners are best suited with printed materials. Visual learners learn best by graphics and visuals. Other than that, kinesthetic learners are prone to learn by physical experience like touching and feeling.

Fleming (1995) stated that how an individual seek information does not resonate with how the individual pass the information to others, although, both matters are interrelated. However, Fleming and Baume (2006) reveals that the teaching method of a teacher is considered as a reflection of their own learning style compared to the students' learning style. Whilst research by Thomas et al. (2002), shows learning style is significant in improving the understanding and achievement of each subject. In a study by Murphy et. al. (2004), it is proven that VARK learning style model facilitates self-learning and exploring opportunities, which will result in a productive learning environment and enjoyable lessons for students. Drago & Wagner (2004) stated that diversity in learning styles by learners is inevitable and teachers must adjust their way of delivering course accordingly.

### **2.2.1 Visual**

Students that are liable to this learning style should be given demonstration and description rich with visuals and graphics. Other than that, visual learners are easily distracted by anything that moves, whereas noise are insignificant to them (Drago & Wagner 2004). In addition, visual students prefer to use graphical tools such as graph and figures to represent printed information. Murphy et. al. (2004) stated that they also excel at explain using figure and picture. In as study by Miller (2001), statistics show that there were 29 percent of students that prone to obtaining information through pictures, optical illusions and three-dimensional forms. Piping (2005) also emphasized that visual learners are generally imaginative and creative.

### **2.2.2 Auditory/Aural**

A study by Drago & Wagner (2004) stated that listening is main method of learning by aural learners). They are more inclined to listening rather than taking notes. Noise is the most significant factor of causing aural learners to be distracted. (Drago & Wagner 2004). Miller (2001) stated that aural learners learn best by reading out loudly. By teaching other people and having discussions, aural students can go through the audio recordings to reinforce their memory. Aural students are usually good in narrating, learning foreign language, great command in vocabulary, spelling smoothly and remembering names or facts (Armstrong 2004).

### **2.2.3 Reading**

Reading students tend to prefer printed word and text as an approach to gain information. Sources rich with words and texts such as reference books, lecture notes and other difficult reading materials suit them best. Read/ Write learners are also prone to process their lecture notes into their own written materials to facilitate their learning (Murphy et al. 2004). A study by Drago & Wagner also shows that read/ write students like to excel at learning through lecture notes and other difficult reading materials.

### **2.2.4 Kinesthetic**

Kinesthetic is defined as utilizing experience and hands-on practice to learn (Murphy et al. 2004).A study by Drago & Wagner (2004) stated that kinesthetic learners are prone to learning process by experience, and thus they are energetic and like to engage in touching, moving and interacting with their surroundings. Other than that, kinesthetic learners do not like their learning to be solely dominated by visual and audio cues. (Drago & Wagner 2004). As referred to Armstrong (2004), kinesthetic learners are keen on moving, excel at physical skills, like to think while on the move, and more likely to use movements to assist them in remembering information. In a study by Piping (2005), it is also proven that students' understanding and learning motivation among students can be improved by applying VARK learning style.

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