



RESEARCH ARTICLE

LEARNING IDIOSYNCRASIES OF THE BUSINESS STUDENTS IN THE SELECTED ARAB STATES

*Arbela Espina, Vincent Layug Salas, Amabelle Pacana and Aaron Pineda

American College of Dubai, American College of Dubai, Middle East College

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*Corresponding Author

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ABSTRACT

Learning idiosyncrasies which is interchangeably used to refer to learning preferences in this research is an important topic in education since students learning preference are part of their individuality, their idiosyncrasies. Oftentimes, this topic is an important topic for investigation in educational institutions for the sole purpose of maximizing teaching and learning experiences of both the teachers and students. This research studied the learning idiosyncrasies of the students in the GCC region covering two academic institutions offering business administration program. There are 293 business students who have participated in the study. The findings indicate a large percentage of both populations have multimodal learning preferences. And, that there is a difference in learning preferences with respect to gender.

INTRODUCTION

This study investigated the learning preference of business students in Dubai and Oman. The specific schools from which the data were gathered are from the American College of Dubai and the Middle East College in Oman. The colleges have multicultural students who come from the different parts of the Arab States. The study was made to make a baseline data to further improve instruction that will maximize students learning based from the findings of the study. In the work of Fleming (2002) the learning preference of students can come in four ways, these are Visual, Auditory, Reading/Writing and Kinesthetic, thus, VARK learning styles. He further distinguished each learning preferences in his work where he said Visual preference includes learning by appreciating information in charts, graphs and flow charts, and all the symbolic arrows, circles, hierarchies and other devices that teachers use to represent what might have been presented in words. They find meanings from layout, whitespace, headings, patterns and designs and even in the colors. This type of learners manifests more awareness in their immediate environment and "their place in space". The Auditory learner prefers to learn from spoken or heard information. These learners learn best through discussion, oral feedback, emails, phone chats, discussion boards, oral presentation classes as well as tutorials. Accordingly, kinesthetic learners learn best through "perceptual preference" related to the use of experience and practiced especially if it is real.

These learners learn when they are connected to the reality through experience, example, practice or simulation and learning by doing. The senses that they usually use to learn are sight, touch, taste and smell all combined. Some theorist believes that movement is important for this preference but is the very real simulation of a situation that appeals most. It is therefore interesting to know how the business students are learning to be able to come up with a factual baseline data on how instruction to these students maybe done to facilitate learning.

On student learning

Literatures have it that students learn in different ways and their learning is affected by an array of reasons. It also said that learning is caused by something and that something must be an influence that is seen in the world that surrounds the learner. The world that surrounds the learner would include how teachers are affecting the students' learning. This was specifically argued by Ramsden (2002) in his book *Learning to Teach in Higher Education*. He said that learning is about understanding the important competencies in the academic discipline. He further said that by understanding, this refers to the student's way of apprehending and discerning situations related to the subject rather than what they actually know about them or how they can maneuver their own understanding of the subject matter. He emphasizes that learning cannot be measured by merely repeating what the textbook has said but

rather how they can apply their understanding when they solve real problems. Improving teaching involves the same process that informs higher quality student learning. It requires how teachers think about and experience teaching. Thus, it involves changes in teachers' conceptions, in common-sense theories and how they are actually expressed in practice. Students' thoughts and actions are severely moved by the educational context or environment in which they learn. They react to the demands of teaching and assessment in ways that are difficult to predict. Good teaching therefore affects student learning thus, teaching should strive to continually learn about students' understanding and the effects of teaching on it.

A.N. Whetehead also made a claim on an essay published in 1929 that differences in quality learning are due to the differences in the ways that students go about learning and these differences can in turn be explained in terms of their experiences of teaching. This implies that higher education should be made relevant to the economy and that of the community. Making it relevant should mean that the effected student learning should be that when they become integrated in the community as professionals, their learning is relevant to be able to be applied in the real issues faced by the society. In the essay, it pointed out that. Ashby (1973) also described how students should develop 'from the uncritical acceptance' of what is common to creative divide such that, there must be opportunities for the intellect to be stretched to its capacity, the critical faculty sharpened to the point at which it becomes loaded with substance to see things in proper perspective.

Matching Learning styles with teaching design research with secondary students (Hodges, 1982) has demonstrated that "approximately 90% of traditional classroom instruction is geared to the auditory learner. Teachers talk to their students, ask questions, and discuss facts; however the research said that only 20% to 30% of any large group could remember 75% of what was presented through discussion". To solve this problem, some learning style theorists suggest matching teachers' and students' styles. In this way, students are exposed to teaching styles that are consistent with their learning styles (Barbe, Swassing, & Milone, 1979; Dunn, 1984; Dunn). The narrative below show the tabular presentation of the studies conducted of the same topic but in different coverage. The information are presented by Authors.

In the studies conducted using the same questionnaire student learning preference vary. Some are Uni-modal and some are multimodal. In the case of the Medical students in Iran from the study of Peyman *et al.* (2014) ,41.6% of the samples preferred to use a single learning style (Uni-modal). Of these, 17.7% preferred the Aural style, 17% preferred Reading and Writing, 6.4% preferred Kinesthetic style and 0.7% preferred Visual styles. Among the rest of the 82 students who preferred more than one style (multimodal), 17% chose two modes (bimodal), 13.5% chose three modes the rest of the 82 students who preferred more than one style (multimodal), 17% chose two modes (bimodal), 13.5% chose three modes (tri-modal), and 27.6% chose four modes (quad-modal). It was found out also that there was a significant difference of the learning idiosyncrasies when the respondents are grouped according to gender. Other studies have also supported the finding that the learning preference differ according to gender. This was the findings of the research conducted to ESL students done by Lincoln and Rademacher (2006), Anjari *et al.* 2014, Esra Alkhasawneh (2014), Murphy *et al.* (2014). However, the studies of of Ali Sarabi-Asiabar, MehdJafari *et al.* (2015),

Yemane *et al.*, (2017 and El Nagga, Marwa *et al.* (2015) has found out in their study that there was no significant link of gender towards the learning idiosyncrasies of the students. These studies are often conducted to Medical and ESL student and there were only few studies which made use of business students are respondents. While all these studies found out that no student are uni-modal all throughout. Note worthy are the results of the study done byFitkov-Noris *et al.* (2015) however, opened up a new finding and analogy to other researches of the same topic which are listed below:

- No significant association was found between gender and the number of modes used by students or the strength of the students learning preferences
- Business postgraduate students were unimodal (58.1%), followed by multimodal, and very few bimodal preferences.
- Other surveys of postgraduate dental and medical students have reported multimodal majority (Koch *et al.* 2011; Tantawi 2009) and preference for multi modality seems to be prevalent in undergraduate medical and physiological students (James *et al.* 2011; Breckler *et al.* 2009; Koch *et al.* 2011).
- As students mature, they develop a preference for multimodal learning (Meehan-Andrews 2009), the majority of students on engineering and science related degrees tend to prefer unimodal approach to learning (Eudoxie 2011; Ictenbas&Eryilmaz 2011).

For a better understanding of the concepts on this research, the following literatures were extracted from the different researches which has semblance to this particular study.

Author: Hadi Peyman, Jamil Sadeghifar, Javaher Khajavikhan Masood Yasemi Mohammad Rasool, Yasemi MonirehYaghoubi, Monireh Mohammad Hassan Nahal, and Hemati Karim

Title: Using VARK Approach for Assessing Preferred Learning Styles of First Year Medical Sciences Students: A Survey from Iran

Methodology: A cross-sectional study which employed VARK learning style's questionnaire done to 141 first year medical sciences students at Ilam University of Medical Sciences in 2010. Data was collected with use of VARK questionnaire. The validity of the questionnaire was assessed on basis of experts' views and its reliability was calculated by using Cronbach's alpha coefficients ($\alpha=0.86$). Data were analysed by using SPSS software and Chi-square test.

Findings: 41.6% of the samples preferred to use a single learning style (Uni-modal). Of these, 17.7% preferred the Aural style, 17% preferred Reading and Writing, 6.4% preferred Kinesthetic style and 0.7% preferred Visual styles. Among the rest of the 82 students who preferred more than one style (multimodal), 17% chose two modes (bimodal), 13.5% chose three modes (tri-modal), and 27.6% chose four modes (quad-modal). There was a significant difference between educational levels and majors on one hand and choice of quad modal of VARK styles on the other hand ($p=0.008$). A significant association was also found between participants' genders and selection of visual and reading/writing styles ($p=0.03$).

Author: Felicia Lincoln & Barbara Rademacher Community College Journal of Research and Practice Vol. 30, Iss. 5-6, 2006.

Title: Learning Styles of ESL Students in Community Colleges.

Methodology: This study investigated the learning styles of adult English as a second language (ESL) students in Northwest Arkansas. Learning style differences by age, gender, and country of origin were explored. A total of 69 northwest Arkansas adult ESL students attending 7 adult-education centers were administered the VARK Learning Styles Questionnaire.

Findings

- Note taking was chosen by 1/3 of participants as their favorite learning style, 20% favored aural modes, 15% favored kinesthetic, 4% favored visual, and 15% chose combinations of learning styles
- Females chose auditory and multimodal learning styles, while males favored note taking. Students differed by level of English proficiency, beginning-intermediate favoring aural learning styles more than advanced students.
- Asian males favored note taking and aural learning. Correlation was found between age and learning styles with subgroups exhibiting a negative correlation between age and kinesthetic learning, with Mexican males and females exhibiting the strongest negative correlation. Males showed a low positive correlation between age and note taking.

Author: Ganesh, Anjali; Ratnakar, U P. SCMS Journal of Indian Management; Kochi 2014

Title: Learning Preferences of PG and UG students: Application of VARK

Methodology: The study is a micro study and has been confined to Mangalore region of Dakshina Kannada District of Karnataka state, India. The study was conducted in PG departments of the affiliated colleges as well as the UG departments in Mangalore. The responses were received from 250 UG students and 250 PG students. The UG students comprised Engineering graduates from the Electrical, Electronics, Mechanical and civil background. The PG students are comprised of M.Com, MBA, Journalism and MCA background. SPSS version 15 was used and t-test, Chi-square, ANOVA, were applied to analyze the data.

Findings: No correlation between the learning style preference and performance which probably proves that no style is superior; learning in the preferred style only makes learning easier and interesting. Learning is never a burden if the new information to be grasped is presented in a style that is favorable to students. If learning is made pleasurable, the performance in examinations will improve. The obligation is on the teacher to understand the students' style and deliver the topics by combining all modes of learning viz., Visual, Auditory, Read-write and Kinesthetic to make the sessions effective and also to enable the students of different learning styles to learn better.

Author: Fitkov-Norris, Elena author Information; Yeghiazarian, Ara. European Conference on Research.

Methodology for Business and Management Studies; KidmoreKidmore End: Academic Conferences International Limited. (Jul 2013).

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Findings

- Influence of gender on different VARK style, VARK mode and uni-modal or multi-modal style of learning: Out of the 500 sample respondent students, 229 were male and 271 were female students. They exhibited different VARK styles
- There is an association between gender and the learning style assessment by the individuals. There is statistical similarity the way the gender plays a role in determining the VARK style and also the self assessment of the learning style though there is not much congruence between VARK style and self assessment of learning style on a real basis.
- No gender differences were observed in the learning style preferences
- No correlation between the learning style preference and performance which probably proves that no learning style is superior; learning in the preferred style only makes learning easier and interesting. Learning is never a burden if the new information to be grasped is presented in a style that is favourable to students. If learning is made pleasurable, the performance in examinations will improve. The obligation is on the teacher to understand the students' style and deliver the topics by combining all modes of learning viz., Visual, Auditory, Read-write and Kinesthetic to make the sessions effective and also to enable the students of different learning styles to learn better.

Author: Esra Alkhasawneh Sultan Qaboos University Charles Docherty MajdMrayyan Hamzeh Y Yousef

Title: Problem-based learning (PBL): Assessing students' learning preferences using VARK.

Methodology: The data was analyzed using SPSS

Findings

- Students have multi-modal preferences
- Read/Write preference is considered the highest among students preference

Author: Robert J. Murphy, M.B.A., Sarah A. Gray, D.D.S., M.S., Sorin R. Straja, Ph.D. and Meredith C. Bogert, D.M.D. Department of Pathology and Laboratory Medicine, Temple University Hospital.

Title: Student Learning Preferences and Teaching Implications.

Methodology: Student questionnaires were scored and tabulated to determine the distribution of VARK preferences. Preference rankings were calculated by totaling all A responses (visual), all B responses (aural), all C responses (read/write), and all D responses (kinesthetic). Each category was equally weighted, and dominant preference was defined by determining which category received the most responses. Scoring was further refined using the stepping-stone method detailed in the website (instructions provided at www.vark-learn.com). Mean scores with standard deviations were calculated for each VARK component on the basis of class and gender. Inter-class means were compared for statistical significance using the Student t-test. A chi-square test for independence was performed to determine whether an association exists between the two categorical variables of class and learning preferences.

Findings: Students are multi-modal. The distribution of dental student scores for both multimodal and single dominant learning preferences shows a preference for instructors who use strong visual presentations and facilitate note-taking during lectures. However, there is a small, but significant number of dental students who prefer to learn by listening or doing. While dominant preference aural learners may appreciate lectures, they also enjoy in-class discussion and case studies to understand the material better and relate to its relevance. More student opportunities to participate actively in lecture or preclinical demonstrations, with the instructor playing the role of coach, will appeal to the kinesthetic learner. Some dental students may undergo a shift in learning preferences as the learning environment changes from lecture hall to preclinical laboratory to patient clinic. Educators should be aware of these differences in order to accommodate or at least explore the possibilities of improving opportunities for aural and kinesthetic learners. Academicians should also recognize that many students are engaged in a high level of self-directed learning, demonstrating a need for more interactive, electronic instructional media. They may misconstrue poor lecture attendance as lack of interest in the instructional material or even disrespect. Faculty should temper these feelings by making an attempt to understand why students want to learn in different ways.

Author: AliSarabi-Asiabar, MehdJafari, Jamil Sadeghifar, Shahram Tofghi, 5 Rouhollah Zaboli,6Hadi Peyman, 7 Mohammad Salimi, 8 and Lida Shams8 2015

Title: The Relationship Between Learning Style Preferences and Gender, Educational Major and Status in First Year Medical Students: A Survey Study From Iran

Methodology: A cross-sectional study employing the visual-aural-read/write-kinesthetic (VARK) learning style's questionnaire was done on 184 first year students of medicine, pharmacy, dentistry, nursing and health services management at Isfahan University of Medical Sciences in 2012.

The validity of the questionnaire was assessed through experts' views and reliability was calculated using Cronbach's alpha coefficients ($\alpha = 0.86$). Data were analyzed using the SPSS ver.18 software and x2 test.

Findings: Out of 184 participants who responded to and returned the questionnaire, 122 (66.3%) were female; more than two-thirds (68.5%) of the enrolled students were at the professional doctorate level (medicine, pharmacy, dentistry)

and 31.5% at the undergraduate level (nursing and health services management). Eighty-nine (48.4%) students preferred a single-modal learning style. In contrast, the remaining 95 students (51.6%) preferred multi-modal learning styles. A significant relationship between gender and single modal learning styles ($P = 0.009$) and between status and learning styles ($P = 0.04$) was observed.

Author: The Journal of Educators Online-JEO July 2015 ISSN1547-500XVol 13 Number 2103103 Munir Shuib, National Higher Education Research Institute (NaHERI), Malaysia, Penang, Malaysia Siti Norbaya Azizan National Higher Education Research Institute (NaHERI), Universiti Sains Malaysia, Penang

Title: Learning Style Preferences Among Male and Female ESL Students in Universities in Malaysia.

Methodology: Pearson correlation analysis was conducted to study the relationship between learning styles' dimension and gender. Then, independent t-test was performed to examine the differences between male and female respondents in the mean values for each of the learning styles.

Findings: There are no significant relationships between any of the four dimensions of learning style and gender

Author: Yemane Y*, Ambaye E, Alehegn A, Sahile E, Dimtsu B, Kebede S, Genetu A and Girma A (2017).

Title: Assessment of Gender Difference on Learning Styles Preferences among Regular Undergraduate Students of Mekelle University, CHS.

Methodology: A Comparative institutional based Cross sectional study was conducted.

Findings: There was no significant difference in learning style preferences between the two genders ($p=0.373$).

Author: Marwa Ahmed Abd El-Aziz El Nagga.

Title: Identifying and Comparing Learning Styles Preferences among Medical Undergraduates Students at College of Medicine Aljouf University.

Methodology: Version 7 of the VARK questionnaire was used. The questionnaire measures four perceptual preferences (V, A, R and K). Satisfactory levels of reliability and validity of the VARK have been reported using factor analysis techniques. It consists of 16 questions with four options each.

Findings: Comparing between male and female students learning styles preferences the results shows that both male and female students prefer bimodal learning styles.

There is a differences between male students in first year and final year, 50%, 21%, 16% and 13% of first year students prefer bimodal, uni-modal, tri-modal, and multimodal respectively, comparing with final year students who prefer 41.9%, 22.58%, 19.63% and 16% uni-modalaL, tri-modal, multi modal, bimodal respectively. Unfortunately, despite that, FOM-JU adapted integrated system based curriculum, students learn through modern learning and assessment methods like problem based learning sessions, team based, small group

discussion, project based learning, clinical simulation using simulated models, patients, students in the final year prefer only one modality of learning mainly visual. Female students are mainly visual as well as read and write (8.3% both) comparing with male students who are predominantly kinesthetic (13%). In a study held in Netherland identify learning styles and preferences for live and distance education, they found that 83% of the students are visual. Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations, and all the symbolic arrows, circles and concept map, mind tree. Learners may still prefer specific ways to learn new material; however, they may be able to approach different kinds of tasks with more strategies and less apprehension

METHODOLOGY

The respondents of the research were business students of the American College of Dubai and Middle East College in Oman. There were a total of 117 students who served as respondents of the questionnaire in Dubai and 186 students in Oman. The respondents were given the questionnaire in the class. The instrumentation used in this research was developed by Fleming in 2011. He called it VARK questionnaire. The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. The instrument has two parts, the first part surveys about the age and gender of the subject respondents while the second part contains 16 questions where the respondents are asked to tick on their desired learning preference. The data gathering procedure was done using the VARK questionnaire developed by Fleming (2001). It was distributed among students of the American College of Dubai and Middle East College in Oman during the spring season of 2017. Students from first year to fourth year levels were randomly picked to answer the questionnaire. These questionnaires were then collected and the results were tabulated. The distributions of the VARK preferences were calculated in accordance with the guidelines given in the VARK website. Descriptive statistics were used for each VARK component. Data are reported as percentages of students in each category of learning style preference. The number of students who preferred each mode of learning was divided by the total number of responses to determine the percentage. For the completed questionnaires obtained, the results from each questionnaire were manually inputted into excel spreadsheet for analysis. Statistical associations among students, gender were made with the assessed learning preference using Chi-Square analyses (χ^2). Statistical significance was set at $p < 0.05$. All tests were 2-tailed. For this investigation students were grouped into gender (Male and Female) in order to assess any association between gender and learning preference.

Data analysis: Business Students from two academic institution participated in this examination. The academic institutions were located in Dubai and Oman where students from these institutions are coming from different parts of the Middle East. A total of 186 business students from Oman and 107 from Dubai participated. The Surveys were conducted during various class hours held during the 2016 - 2017 and 2017 - 2018 academic years. Surveys were distributed during

class time, with students assured that participation was voluntary and had no impact on course grades. The survey instrument used was that which was constructed by Niel D Fleming's (2001), VARK 16-item questionnaire for young adults, which is available online version 7.8 (<http://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf>). The respondents 68.22% male, 31.78% female were from Dubai, and 60.80% male, 39.2% female were from Oman (Table 1).

Learning idiosyncrasies of BBA students: The following is the exposition of the learning preference of the Business Students in the Gulf Region. It was found out that the Business Student are multi-modal learners. Supporting various researches with different respondents in different field that student are multi-modal learners. Table 2 shows the idiosyncrasies of the business students in the Gulf Region. The results showed that the students are multi-modal learners. They do not stick to one learning preference rather they learn best by combining different other modes of learning. The table further showed that females are visual and auditory learners and males are more of reading and kinesthetic learners. The results support the Findings though conducted to medical students and MBA students with scientific background that students are multi-modal learners and are learning in different ways. The result further provides a picture of how students in these selected Arab states are learning

RESULTS AND DISCUSSION

The Dominant Learning Idiosyncrasy as a Result from the Study

Between genders, the results showed that different genders prefer different learning preference. Table 3 presents the comparison of Dubai and Oman BA students Learning preference with respect to gender, for the Male students, both groups have auditory as the second most common strength, Oman male students leaned towards preferring reading / writing learning, while Dubai male students prefer kinesthetic learning. Female students on the other aspect of the study revealed kinesthetic as the second preference, Oman female students are more likely to prefer visual, while Dubai female students prefer auditory learning. The results would also show that the composite figure for gender for the two institutions comprise of 61.68 % and 61.04% preferred kinesthetic and Aural learning preference respectively. It support the finding of the study conducted by Ayse Esmeray *et al* (2010) in their study about Match or Mismatch Between Business Students' and Business Academicians' Learning Styles: A Research at Toros University that about 54% of the business students preferred visual learning style, 35% of the students' preferred kinesthetic learning style, and only 6% of the students preferred read /write and 5% of the students prefer aural style to learn. However, females are more Aural at 21.14% and males learning preference is 44.94%.

Table 1. Summary of Respondents

Gender	Dubai		Oman	
	f	%	f	%
Female	34	31.78	73	39.2
Male	73	68.22	113	60.8
TOTAL	107	100.00	186	100.0

Table 2. The Learning Idiosyncrasies of the BBA students in the Selected Arab States

Learning Preference	Dubai				Oman			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Visual (V)	6	5.61	5	4.67	28	15.1	25	13.4
Auditory (A)	14	13.08	26	24.30	15	8.06	29	15.6
Reading / Writing (R)	7	6.54	6	5.61	12	6.5	38	20
Kinesthetic (K)	7	6.54	36	33.64	18	9.7	21	11.3
TOTAL	34	31.78	73	68.22	73	39.2	113	60.8

Table 3. The Learning Idiosyncrasies comparing Two Colleges in the Selected Arab States

Learning Preference	Dubai				Oman			
	Female		Male		Female		Male	
	f	%	f	%	f	%	f	%
Visual (V)	6	5.61	5	4.67	28	15.1	25	13.4
Auditory (A)	14	13.08	26	24.30	15	8.06	29	15.6
Reading / Writing (R)	7	6.54	6	5.61	12	6.5	38	20
Kinesthetic (K)	7	6.54	36	33.64	18	9.7	21	11.3
TOTAL	34	31.78	73	68.22	73	39.2	113	60.8

Table 4. Test of difference of Dubai and Oman BA students Learning preference and gender

OMAN	Visual (V)	Auditory (A)	Reading / Writing (R)	Kinesthetic (K)	Row Totals
Female	28 (20.80) [2.49]	15 (17.27) [0.30]	12 (19.62) [2.96]	18 (15.31) [0.47]	73
Male	25 (32.20) [1.61]	29 (26.73) [0.19]	38 (30.38) [1.91]	21 (23.69) [0.31]	113
Column Totals	53	44	50	39	186 (Grand Total)
The chi-square statistic is 10.2469. The p-value is .01658. The result is significant at $p < .05$					
DUBAI	Visual	Auditory	Reading	Kinesthetic	Row Totals
Female	6 (3.50) [1.79]	14 (12.71) [0.13]	7 (4.13) [1.99]	7 (13.66) [3.25]	34
Male	5 (7.50) [0.84]	26 (27.29) [0.06]	6 (8.87) [0.93]	36 (29.34) [1.51]	73
Column Totals	11	40	13	43	107 (Grand Total)

The chi-square statistic is 10.5069. The p-value is 0.014714. The result is significant at $p < .05$
<http://www.socscistatistics.com/tests/chisquare2/Default2.aspx>

Significant difference in the learning idiosyncrasy to Gender: The results showed that there is a significance of the learning preference when the respondents were grouped according to gender. Table 4 presents the test of difference of Dubai and Oman BA students Learning preference and gender, both Oman and Dubai business students have similar findings that there is a significant association between learning preference and gender, OMAN : $\chi^2 (N = 186) = 10.2469, p = .01658, \alpha = .05$ and DUBAI: $\chi^2 (N = 107) = 10.5069, p = 0.014714, \alpha = .05$. This further means that in this part of the world, there is a difference of learning styles as to gender classification. The result is interesting because, the study showed a result that corroborates the findings of Shabi *et al* (2010) that male students preferred to use the kinesthetic learning style more than females, while, female students preferred the aural learning style.

Conclusions and Future Study

This study tries to know the learning idiosyncrasies of the Business students in the Selected Arab States. It is the goal of this study to establish objective information as to the learning idiosyncrasies of students and how this will impact teaching methodologies in the future for the students enrolled in this course. It is found from the findings that the business students in the selected Arab States have multimodal learning idiosyncrasies but the prevalent learning preferences are Kinesthetic and Aural respectively. It was also found out that there is a significant difference of learning styles when the respondents are grouped according to gender. And that the female students' learning preference is auditory while male students' is kinesthetic.

The results of the study would give way for the research endeavors in the future. Such that explorative studies on establishing the need to investigate an objective study of the teaching style of the professors to see if the teaching styles matches with the learning styles of the students. Exploring and then designing the multimodal teaching techniques that will respond to the different learning idiosyncrasies of the business students. This Multi-Modal teaching design then should form part of the regular continuing development program for the professors to update teaching skills that will address the millennial learning idiosyncrasies. Another important focus for explorative studies would be a correlation to establish the successful link of students' performance when their learning preference matches the teaching styles.

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