

The Impact of Individual Learning Style on the Attitude Towards Television as Advertising Media

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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.

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Keywords: Learning Style, Advertising Media, VARK Learning Style, Attitude, Television

1. Introduction

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

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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).

2. Problem Statement

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.

3. Research Objective

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

4. Literature Review

Learning style

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.

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.

VARK learning style model

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.

VARK learning style in learning process

Learners have distinctive practice of learning style, and their learning experience and behavior are affected by unmatched lessons and learning style usage (Bachok et. al. 2000). Fleming (2006) stated that learners have their own authority and tendency in a distinctive manner when adopting learning. In a study by Virleen (2010), the modalities featured in VARK learning style model could be utilized to produce teaching materials, for example software applications on the accordance to VARK learning style model. This will help to learners achieve effective learning indirectly.

According to Roswinanto (2015), in VARK model context, learners adopting visual mode are prone to graphics and visuals such as figures, colorful arrangements and smart arts. Interpreting and processing information via layouts and colors arrangement is the best approach for them to learn. Learners who adopting aural/auditory mode are suitable to learn through listening and discussion methods. (Roswinanto, 2015). A study by Roswinanto (2015) states that Read/Write learners are likely to obtain information from printed materials rich with words and texts. Nonetheless, Kinesthetic learners are prone to access information through hands-on practice and experience (Roswinanto, 2015).

Television advertising

Dash & Belgaonkar (2012) stated that television advertising is the most effective advertising medium in relative to radio, printed materials and internet advertising. Also, it is a great opportunity for organizations to communicate their value by combining two or more media (Dash & Belgaonkar, 2012).

Television is known as a strong medium of advertising and its ability to reach a wide segment of consumers (Kotler & Keller, 2006). Attributes of a product can be clearly demonstrated, and it also plays a role in persuading consumers regarding the benefits. Also, it can describe the product to the user in a dramatic manner and showing how to use the product, highlighting attributes of a brand like quality, durability and price (Evans et al., 2009).

Chitra & Kothai (2014) stated that television advertising is a crucial tool of marketing, and a strong channel of communication as well as featuring the main goal to encourage sales, make high claims about performance of product directly or indirectly. Firms are trying to aim for influencing customers' preferences through advertising, to eventually raise the demand of goods and services. Television advertising attracting customers by playing tricks such as repeated messages, catchy and pleasing music, jingles, lyrics and humour (Chitra & Kothai, 2014). Other than that, Chitra & Kothai (2014) stated that television has established a greater influence on consumers than that of print media or radio.

In terms of connecting learning style to advertising media, VARK model are focusing on sensory/perceptual processes in learning process (Roswinanto 2015). Sensory/perceptual processes is the driving factor of implementing and usage of various advertising media as in conjunction with television that are used in this study.

Attitude towards advertising media

According to Roswinanto (2015), when a specific learning style has matched with the media preference accordingly, a high attitude level should be achieved. Wang et. al. (2002) observation on their research with the title, "Understanding Consumers' Attitude towards Advertising" that all advertisements could be easily overlooked by consumers or because they think that the advertisement is less valuable for them. The factors considered are creditability, entertainment, informativeness and irritation and it is suggested that designers must understand the consumers' attitude towards these factors for coming up with a better strategy of advertising design.

An attitude is defined as the way of thinking, feeling and acting towards come aspects of situations (Evans et al., 2009). Hawkins & Mothersbaugh (2010) stated that attitude is a concept consisting motivational, emotional, and perceptual processes to way of thinking and reaction towards an object. Alcheva et. al. (2009) stated that the attitude is up to everyone to discriminate and stay in their mind and thereby it will be expressed in either positive or negative manner Thus, Hawkins and Mothersbaugh (2010) and Evans et al. (2009) noted that attitudes of an individual has affected the lifestyle to an extent, featuring three important aspects which are cognitive (beliefs), affective (feelings) and behavioural (tendencies to response).

Learning style and attitude towards advertising media

Roswinanto (2015) stated consumers will enter a stage where they are experiencing, interpreting and learning from stimulant in corresponding media of advertising. This has caused modalities featured in VARK learning style to be interrelated. However, people will incline towards media that featured the dominant modality suiting their learning style.

At a common sense, television provides more visual cues compared to audio cues, though audio cues cannot be ignored, thus dominant visual learners may tend to favor television (Roswinanto, 2015). Featuring a great amount of audio cues, radio is the best alternative for aural/auditory learners. Dominant read/write learners may be better served with magazine/newspaper. Roswinanto (2015) stated that due to the higher amount of tactile motion and virtual physical experience featured in Web-based/ Online marketing communication, it may serve kinesthetic learners better. In this study, the research will focus solely on one advertising media which is television.

5. Research Methodology

In this research, the research design used by the researcher is descriptive research design which to provide accurate description of the relationship from the independent variables such as the four distinctive learning style in VARK model and the dependent variable namely attitude of consumers towards television as advertising media.

This research is done on a specific population which will be the general consumers in Melaka to generate a more accurate result. This research study used primary data to fulfil the research objectives. Other than that, secondary data are also used as supportive materials. Survey was chosen as the research strategy and the questions were expressed in the form of closed-ended questions through Google Form with online distribution in order to reach the targeted respondents. The online questionnaires are distributed to general consumers in Melaka through social medias specifically local Melaka citizens community in social medias.

As the population in the whole Melaka is 0.92 million in numerical value which is 920,000 according to Department of Statistics Malaysia (2018), the researcher had selected 384 respondents as the sample size who are the general consumers in Melaka. The researcher is willing to accept a 5% margin of error.

A total of 393 respondents has been recorded for this research study. However, 6 respondents have been omitted from data analysis due to incomplete answers. Hence, a total of 387 respondents is carried out in the data analysis.

Data analysis tools being used in this research was pilot test, Cronbach's alpha, descriptive statistics, Pearson's correlation analysis and multiple regression analysis.

6. Results and Discussion

Both the reliability test for pilot test and overall research including four independent variables and one dependent variable have yielded a Cronbach's Alpha value above 0.8 respectively (0.844 and 0.826). This indicates a good internal consistency between the variables.

6.1. Descriptive analysis

Table 1: Descriptive analysis for all interval-scale variable

		Statistics				
		Visual	Auditory	Read	Kinesthetic	Attitude
N	Valid	387	387	387	387	387
	Missing	0	0	0	0	0
Mean		3.3075	3.2842	2.5960	2.5409	3.3872
Median		3.0000	3.6667	2.0000	2.0000	4.0000
Mode		5.00	2.00	2.00	2.00	5.00
Sum		1280.00	1271.00	1004.67	983.33	1310.86

Based on the result from table 4.8 above, we can see that all variant was tapped on 5-point scale and the result shows that mean for Visual (V) variable is 3.3075, while for Auditory (A) variable is 3.2842. Read (R) and Kinesthetic (K) both have a mean of below 3 which are 2.5960 and 2.5409 respectively.

From the means, we can see that there are a dominant learning styles in this research study whereby visual modality is the most dominant learning style, followed by auditory modality. This implies that there is individual difference in dominant learning style with regards to VARK learning style model. Other than that,

both the means and sum of scores of Visual (V) modality and Auditory (A) modality are higher than other modalities which implies there are more visual learners and auditory learners than the other learners.

In a quantitative study by Tyas & Safitri (2017), the research suggested that 41% of male students are visual learners, 32% of female students are visual learners. This shows that a notable proportion of students are inclined to being visual learners. In conjunction with this research, most of the respondents are students and young working adults which results in a visual dominant learner as calculated previously. Also, in a study by Lal & Val (2016) stated that most of the youngsters with age between 18-28 has a preference on learning through visuals and graphics and this has reflected on their high attitude formation towards television advertising. In conjunction of this research, most of the respondents are students and young working adults result in the dominant visual modality as calculated earlier.

With regards to the learning styles, the mean of attitude towards television as advertising media is also above 3 which is 3.3872 which implies there is a positive overall attitude towards television as advertising media. As stated by Roswinanto (2015), a visual dominant modality will have a higher score of attitude level towards marketing communication media.

6.2. Correlation Analysis

Table 2: Pearson Correlation between two variables

		Correlations				
		Visual	Auditory	Read	Kinesthetic	Attitude
Visual	Pearson Correlation	1	.508**	-.356**	-.397**	.786**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	387	387	387	387	387
Auditory	Pearson Correlation	.508**	1	-.378**	-.401**	.761**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	387	387	387	387	387
Read	Pearson Correlation	-.356**	-.378**	1	.059	-.497**
	Sig. (2-tailed)	.000	.000		.248	.000
	N	387	387	387	387	387
Kinesthetic	Pearson Correlation	-.397**	-.401**	.059	1	-.612**
	Sig. (2-tailed)	.000	.000	.248		.000
	N	387	387	387	387	387
Attitude	Pearson Correlation	.786**	.761**	-.497**	-.612**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	387	387	387	387	387

** . Correlation is significant at the 0.01 level (2-tailed).

Referring to Table 4.9, the Pearson correlation matrix is obtained for the five intervals-scaled variables. We can see that the Pearson correlation coefficient between Visual (V) learning style and attitude towards TV as advertising media is $r=0.786$ with significant $P=0.000$. This implies that correlation between these two variables is strong positive relationship. According to Norasmah & Hasril (2010), regarding tendency in learning process based on VARK model, stated that visual learners prone to learn by looking at pictures,

graphs, videos and graphics. Roswinanto (2015) stated that television provides the most visual cues for consumers. This indicates that visual modality is at a positive relationship with attitude of consumers towards television as advertising media. Higher level of Visual (V) learning style is associated with higher level of attitude towards TV as advertising media.

Next, Pearson’s correlation coefficient between Auditory (A) learning style and the attitude towards TV as advertising media is $r=0.761$ with significant $P=0.000$. This implies that correlation between these two variables is strong positive relationship. In an study of tendency in learning process based on VARK model by Norasmah & Hasril (2010), stated that aural/auditory learners adopt learning better when they listen, speak, discuss and explain. Roswinanto (2015) stated that television although offers a high level of visual cues, obviously audio cues are significant. This indicates that aural/auditory modality is at a positive relationship with attitude of consumers towards television as advertising media. Higher level of Auditory (A) learning style were associated with higher level of attitude towards TV as advertising media.

The Pearson correlation coefficient between Read (R) learning style and attitude towards TV as advertising media is $r= -0.497$ with significant $P=0.000$. This implies that correlation between two variables is moderately negative relationship. Regarding tendency in learning process based on VARK model, read/write learners prefer words and texts as a source of obtaining information (Norasmah & Hasril, 2010). Roswinanto (2015) stated in his research that television does not provide text/words cues as compared to visual and audio cues provided by television, thus newspaper or magazine might suit read/write learners better as a marketing communication media. A higher level of Read (R) learning style results in lower level of attitude towards TV as advertising media.

Next, the Pearson correlation coefficient between Kinesthetic (K) learning style and the attitude towards TV as advertising media is $r= -0.612$ with significant $P=0.000$. This implies that the correlation between these two variables is moderately negative relationship. As stated in the study by Norasmah & Hasril (2010), kinesthetic learners prefer to learn through physical movement experience such as touching, feeling and moving. There is less tactile motion and virtual physical experience provided in television, thus an interactive web-based or online marketing communication may serve kinesthetics learners better as an advertising media. Higher level of Kinesthetic (K) learning style were associated with lower level of attitude towards TV as advertising media.

6.3. Multiple Regression analysis

Table 3: Multiple regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.936 ^a	.876	.875	.54220

a. Predictors: (Constant), Kinesthetic, Read, Visual, Auditory

Based on model summary of multiple regression analysis above, we can see that the result of R value is 0.936 which means that the four independent variables are strongly correlated to attitude towards TV as advertising media. The coefficient of determination, R square, 0.876 represents that a total variation of 87.6% in attitude towards TV as advertising media can be explained by the four independent variables. The remaining 12.4% of the variation is unexplained. In other words, there are other significant factors such as gender, age, education level, income level and TV viewing habits that are discussed earlier that affecting attitude of respondents towards TV as advertising media.

Table 3: Multiple regression analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	792.631	4	198.158	674.059	.000 ^b
	Residual	112.299	382	.294		
	Total	904.930	386			

a. Dependent Variable: Attitude

b. Predictors: (Constant), Kinesthetic, Read, Visual, Auditory

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.917	.175		10.951	.000
	Visual	.455	.024	.419	18.850	.000
	Auditory	.434	.027	.357	15.865	.000
	Read	-.229	.024	-.196	-9.720	.000
	Kinesthetic	-.340	.024	-.290	-14.089	.000

a. Dependent Variable: Attitude

Based on the table of coefficients in Table 3, each of the independent variables in this study provides a contribution which is used to predict respondents' attitude towards TV as advertising media. First, the strongest and sole predictor is Visual (V) learning style. This is because the standardized coefficients with regards to Visual (V) learning style, $\beta = 0.419$ is the highest positive value compared to other independent variables. Larry & Marrie (2005) stated that visual learners have a preference on using graphics when learning and they have a better understanding and learning experience through using visuals such as graphs, videos and pictures. Roswinanto (2015) emphasizes that the higher attitude level is achieved when a learning style, in this case, visual learning style match with a corresponding advertising media, in this case, television. This implies that Visual (V) learning style has the highest influence of positive relationship on the attitude towards TV as advertising media. In other words, every increase of one standard deviation in Visual (V) learning style, an attitude towards TV as advertising media rises by 0.419 standard deviations.

The second strongest positive predictor is Auditory (A) learning style with standardized coefficient, $\beta = 0.357$. This is because Auditory (A) learning style has the second highest positive value of standardized coefficient compared to other independent variables. A study by Larry & Marrie (2005) stated that auditory/aural learners prefer using listening method and audios and they show better acceptance and adoption towards media providing audio cues. According to Roswinanto (2015), audio cues are obviously existing for television and aural/auditory learners might exhibit a relatively high level of attitude towards television advertising. From this result, Auditory (A) learning style has the second highest influence of positive relationship with attitude towards TV as advertising media. In other words, every increase of one standard deviation in Auditory (A) learning style, an attitude towards TV as advertising media increases by 0.357 standard deviations.

The strongest negative predictor is Kinesthetic (K) learning style with standardized coefficient, $\beta = -0.290$. This is because Kinesthetic (K) learning style has the highest negative value of standardized coefficient

compared to other independent variables. As stated by Drago & Wagner (2004), kinesthetic learners dislike learning solely through listening and visual skills but they are prone to learn through physical experience like touching, moving and interacting with the environment. Web-based or online marketing communication featuring more control and tactile motion may be more suitable for kinesthetic learners (Roswinanto, 2015). From this result, Kinesthetic (K) learning style has the strongest negative relationship with attitude towards TV as advertising media. In other words, every increase of one standard deviation in Kinesthetic (K) learning style, an attitude towards TV as advertising media decreases by 0.290.

Last, the second strongest negative predictor is Read/Write (R) learning style with standardized coefficient, $\beta = -0.196$. This is because Read/Write (R) has the second highest negative value of standardized coefficient compared to other independent variables. As referred to Murphy et. al. (2004), read/write learners prefer printed words and text as their source of obtaining information and they show higher acceptance and adoption towards media featuring printed words and text. By referring to Roswinanto (2015), read/write learners are served better in terms of obtaining information when they are given magazine or newspaper. From this result, Read/Write (R) has the second strongest negative relationship with attitude towards TV as advertising media. In other words, every increase one standard deviation in Read/Write (R) learning style results in a drop of 0.196 standard deviations in attitude towards TV as advertising media.

6.4. Empirical Results

Table 4: Coefficients Beta

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.917	.175		10.951	.000
	Visual	.455	.024	.419	18.850	.000
	Auditory	.434	.027	.357	15.865	.000
	Read	-.229	.024	-.196	-9.720	.000
	Kinesthetic	-.340	.024	-.290	-14.089	.000

a. Dependent Variable: Attitude

According to the table of coefficients above, we can see that the four independent variables of this research study are significant because the significant values of the four independent variables is lower than 0.05.

6.4.1. Visual Modality

H10: There is no significant relationship between visual modality and attitude towards television

H1a: There is significant relationship between visual modality and attitude towards television

From the table of coefficients above, we can see that the value of significance value, $p=0.000$ is lower than the predetermined significance value, $\alpha=0.05$. Therefore, the null hypothesis, H10 is rejected. This implies that visual learning style has a significant relationship with attitude towards TV as advertising media. This joints with the findings of Roswinanto (2015) regarding relationship between learning styles and marketing communication media, that visual modality has a significant relationship with the brand attitude towards television. As a conclusion, we can say that visual learning style has a significant relationship with attitude towards TV as advertising media.

6.4.2. Auditory Modality

H20: There is no significant relationship between aural/auditory modality and attitude towards television

H2a: There is significant relationship between aural/auditory modality and attitude towards television

From the table of coefficients above, we can see that the value of significance value, $p=0.000$ is lower than the predetermined significance value, $\alpha=0.05$. Therefore, the null hypothesis, H20 is rejected. This implies that auditory learning style has a significant relationship with attitude towards TV as advertising media. In conjunction with the study by Roswinanto (2015) on examining the relationship between learning styles and marketing communication media, aural/auditory modality exhibits a significant relationship with brand attitude towards television as well as radio. As a conclusion, we can say that auditory learning style has a significant relationship with attitude towards TV as advertising media.

6.4.3. Read/Write Modality

H30: There is no significant relationship between read/write modality and attitude towards television

H3a: There is significant relationship between read/write modality and attitude towards television

From the table of coefficients above, we can see that the value of significance value, $p=0.000$ is lower than the predetermined significance value, $\alpha=0.05$. Therefore, the null hypothesis, H30 is rejected. This implies that read/write learning style has a significant relationship with attitude towards TV as advertising media. This resonates with the findings with Roswinanto (2015) that read/write modality in VARK learning style model has exhibited a significant but negative relationship with attitude towards television as advertising media. As a conclusion, we can say that read/write learning style has a significant relationship with attitude towards TV as advertising media.

6.4.4. Kinesthetic Modality

H40: There is no significant relationship between kinesthetic modality and attitude towards television

H4a: There is significant relationship between kinesthetic modality and attitude towards television

From the table of coefficients above, we can see that the value of significance value, $p=0.000$ is lower than the predetermined significance value, $\alpha=0.05$. Therefore, the null hypothesis, H40 is rejected. This implies that kinesthetic learning style has a significant relationship with attitude towards TV as advertising media. Roswinanto (2015) emphasized that kinesthetic modality in VARK learning style model has established a significant but negative relationship with attitude towards television as advertising media. As a conclusion, we can say that kinesthetic learning style has a significant relationship with attitude towards TV as advertising media.

7. Conclusion and Recommendation

This study suggests that individual difference in terms of learning styles can act as a foundational basis for individual preference of advertising media. The findings of correlation analysis support the idea that the idea that the ideal combination of individual learning style and advertising media yields higher attitude of consumers towards that media as advertising media.

The findings of this study might act as a contribution to the organization of knowledge by introducing an idea or theory (individual learning style) from a different field, mostly from education discipline, that significantly influence especially advertising and marketing communication theory at a general level. The VARK learning style model can be used to further reinforce the planning of marketing communication as it has an essential connection with attitudes and brand attitudes. In this research study, Visual (V) modality has the highest positive influence on the attitude of consumers towards television as advertising media which means marketers or advertiser can target this group of consumers by focusing on visual cues of their

advertisements because television provides a great amount of visual cues compared to other advertising medias.

Marketing and advertising personnel that are committed to get a more effective advertising campaign are suggested to match their media selection with the majority learning style of targeted audience as it may help them to be beneficial in the context of VARK learning style model. The finding also suggests decision makers of marketing communication to lessen the modality cues shortage of each medium of advertising to be better accepted by consumers with unmatched learning.

Future studies are also recommended to investigate the influence of multi-modal learning styles on the combinations of media preference. It is also suggested to look into the aspect of learning styles acting as potential moderators in a few relationships between consumers' perceptions and their antecedents, for instance in the relationship between consumer learning and message repetition.

As a conclusion, the four learning style modalities in VARK learning style model has significance on the attitude of consumers towards television as advertising media, pertaining to having positive relationship or negative relationship.

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