THE RELATIONSHIP BETWEEN STUDENT LEARNING STYLE AND TEST PERFORMANCE

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The purpose of the study was to pro-vide basic data describing the learning style profile of the students majoring in apparel merchandising and to provide information for appropriate test design. Kolb's experiential learning theory and Learning Style Inventory were applied to this study (Kolb, 1981).

Apparel merchandising major students enrolled in the same level textile science class at the Ohio State University and East Carolina University were the sample population. A mid-term exam was designed with multiple-choice, essay, and problem-solving questions. Accumu-lated GPA and four learning style scores were the independent variables. The dependent variables were the subjects' categorized exam scores. The data were analyzed through a multiple regression procedure.

It was found that most apparel merchandising students were diverger learners. GPA and abstract conceptualization (AC) scores showed significant correlation with the dependent variables at a=0.05. Multiple regression analysis showed that AC score was a significant variable in predicting essay and problem solving performances while GPA was a significant variable in predicting overall test performance. The results implied that teaching through visual assistance could improve efficiency in both teaching and learning. However, more training in concept application would help students improve their abstract conceptualization ability.

Kolb, D. (1981). The modern American college. San Francisco: Jossey-Bass.