

A Comparative Analysis of Students Learning Styles: A Case Study in Oman and Iran

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Abstract

Establishing a conducive learning environment constitutes a primary focus within any educational framework. Recognizing the role of students' learning styles in educational processes, the present study endeavors to discern the favored learning styles among students in two distinct geographical contexts namely Iran and Oman. Grasha and Reichmann's learning style survey was employed for this purpose. In total, 206 participants (85 Iranian and 121 Omani students) responded to the questionnaire. The findings of the study indicate that the prevalent learning style among both Iranian and Omani students is the Dependent style, wherein students depend on instructions provided by the teacher rather than exhibiting innovation in completing assigned tasks. This observation exhibits the identicality of teaching methods and approaches adopted within educational institutions in two distinct contexts. In other words, this similarity underscores how teaching methods and approaches can shape students' learning style preferences. Additionally, a comparative examination of six learning styles among two gender groups in Iran and Oman reveals that the predominant style for both gender groups is the Dependent style. Whereas Omani boys demonstrated a greater inclination towards Cooperative and Participant styles compared to girls, Iranian males are more Independent and less Avoidant than Iranian females. Furthermore, the result of Chi-square test shows no meaningful relationship between the gender variable and students learning styles in two geolocations.

Keywords: learning styles, independent, avoidance, collaborative, dependent; competitive, participant

1. Introduction

The way individuals comprehend and process information varies from person to person. The focus on students' learning styles was the result of research on individual differences in learning contexts. In the past decades various theories and models have been developed to explore learning styles employed by students in the educational settings. Here are some definitions proposed by researchers who have been studying students' learning styles.

One of the initial definitions belongs to Claxton and Ralston (1978) who define learning style as "learners' consistent ways of responding to and using stimuli in the context of learning" (p. 7). Cassidy (2004) defines learning style as an individual's characteristic approach to problem-solving, thinking, perception and memory. Kolb (1984) asserts that certain students exhibit specific strengths that underpin their preferred learning style. Reid (1987) suggests that students should be encouraged to adapt multiple learning styles as the studies show that "the ability of students to employ multiple learning styles results in greater classroom success" (p. 101). According to Chevrier et al. (2000) learning styles are a characteristic, individual and different way of acting and behaving in a learning environment. For Cesur and Fer (2009) "learning style is the usual way in which one prefers to acquire, process and store new information" (p. 290).

Honey and Mumford (1982) developed the Learning Style Questionnaire to identify learning style preferences when they notice that students can be more effective learners if they are aware of their learning style preferences. Curry's (1983) review of over 46 sources on different learning style concepts demonstrates that students learning can be enhanced by adapting teaching methods to align with each student's preferred learning style (cited in Cassidy, 2010). King (2011) highlights the role of culture as an effective factor in students learning style and emphasizes that the mismatch between teachers' teaching style and students' learning styles might lead to less effective learning (cited in Mantiri 2013).

There exists a gap in our understanding of the learning styles that Omani and Iranian students employ to process information. Therefore, identifying a learner's unique learning style could assist teachers and educators in devising

teaching methods that align better with the learners' learning preferences. The results of this study can be used by both Omani and Iranian teachers to suitably adapt their pedagogical practices.

2. Statement of Problem

Comprehending the ways students learn can assist teachers to know how to handle various teaching context. To tailor lessons and class activities to the students learning styles is part of teachers' responsibility as an educator.

The present study is a cross-country research aims at exploring the learning styles utilized by Iranian students' study at Islamic Azad University-Tabriz, Iran and Omani students study at University of Technology and Applied Science- Ibri, Oman. The review of background studies exhibits a gap that needs to be bridged. This study is an attempt to bridge this lacuna by focusing on two geographically different contexts for two reasons: 1) English is taught as a foreign language in both countries; 2) both countries are located in the Middle East and have close cultural similarities. Furthermore, a comparison between the learning styles of two gender groups might shed light on some unknown factors that contribute to the learners' academic achievements.

3. Objectives of Study

This study aims at:

- 1) Investigating the preferred learning styles of students at University of Technology and Applied Science- Ibri, Sultanate of Oman.
- 2) Exploring the dominant learning styles of students at Islamic Azad University-Tabriz, Iran.
- 3) Comparing the learning styles of students in two different geographical contexts.
- 4) Scrutinizing the relationship between Iranian students' learning styles and gender.
- 5) Examining the relationship between Omani students' learning styles and gender.

4. Review of Related Literature

Study on learning styles dates back nearly four decades. In recent years, the number of studies on learning styles has increased dramatically, as the original concepts and theories has expanded beyond psychology to include disciplines such as management, industry, medical training and education. In other words, nowadays learning style is a concept that provides valuable insights into learning in both academic and other settings (Cassidy, 2010).

4.1 Grasha and Riechmann Student Learning Style

Grasha-Riechmann Learning Style Scale (GRLSS) (1974) identifies six learning styles: Independent/Dependent, Avoidant/Participant, and Collaborative/Competitive. This model based on the assumption that identifying individual learning styles allows educators to adapt their teaching method to these styles, thereby improving learning outcomes. The following provides a concise discussion of these six distinct learning styles.

Whereas Independent learners prefer to engage in autonomous thinking, are confident in their ability to learn, prefer to work independently, and favor student-centered teaching methods, Dependent learners exhibit minimal curiosity about the course content and focus solely on what is required of them, and teachers and peers are their primary sources of support. They adhere closely to the instructions and guidelines provided by the teacher and prefer a teacher-centered approach to teaching.

Avoidant learners harbor a dislike for attending classes and avoid engaging in learning activities. They lack interest in both class activities and course content. Their primary objective in studying is to attain a passing grade and they harbor aversion towards tests and exams. In contrast to Avoidant students, there are Participant learners who exhibit a keen interest in attending classes and actively engaging in class activities. They prefer lectures that incorporate discussions, providing opportunities for students to engage with the materials.

Whereas Collaborative learners derive satisfaction from collaborating with both teachers and peers and favor exchanging ideas with others, students with Competitive learning style compete with peers to outperform them and receive rewards. During class discussions they assume the role of group leader.

Although learning styles in GRLSS is presented in terms of dichotomies, such as Dependent Vs. Independent, definitely not all students exclusively display one style or its bipolar opposites. For example if a student's preferred style is Participant, this does not necessarily mean that s/he will not display elements of Avoidant style.

4.2 Background Studies

A causal-comparative study by Mehdinezhad and Azarkhordad (2016) on student teachers in Zahedan university, Iran used Grasha-Reichmann's learning styles survey. The findings show that the dominant learning style of participant in the study is Collaboration followed by Dependent and Partnership styles. The comparative analysis

of learning styles revealed a meaningful difference in the Independent and Avoidance styles (99%) and in Participation style (95%) between two gender groups.

A comparative study of 1039 undergraduate and graduate students in Humanities and Science departments of Tehran University, Iran, using Grasha-Reichmann learning style scale show that females are more collaborative and participant than males. However, the preferred learning styles for male students were Avoidant and Independent styles. Furthermore, the calculated means for science students in Participant, Dependent and Competitive styles are meaningfully higher than humanities students (Baneshi et al., 2014)

To examine the impact of anxiety and learning style on students' test performance in FL environment, Mcmillan (2021) collected data from 71 work-study contract students who studied at EFIATP Correze, France during AY 2020–2021. The French version of Learning Style Questionnaire (LSQ) developed by Honey and Mumford (1986) was employed to collect the data. LSQ establishes a static model for each learner according to four learning styles: active, reflective, theoretical and pragmatic. The analysis of the data shows no meaningful relationship between the participant's different learning styles and the test results.

Employing Felder and Silverman's "The Index of Learning Style" to evaluate students' preferences across four dimensions of learning style (Active Vs. Reflective, Sensing Vs. Intuitive, Visual Vs. Verbal, and Sequential Vs. Global., Cela et al. (2016) sought to investigate the social structure within an e-learning environment and examine how this structure is influenced by users' learning style. The results of their study indicate that certain learning styles occupied more central position within the social structure than other.

To investigate the preferred learning styles of students, Yousef (2016) employed Honey and Mumford's (1986) learning styles questionnaire (LSQ) in the context of United Arab Emirates (UAE) higher education. Additionally, to find out whether the demographic and academic characteristics of students are effective factors in determining the students' learning style preferences, a sample of 1,463 undergraduate students at the UAEU were asked to fill out LSQ. The results of the study indicate that UAEU students have strong preferences for the four learning styles; Reflector learning style (84 %) followed by the Theorist learning style (78%), Activist learning style (68%), and Pragmatist learning style (60%). Furthermore, statistically significant differences were observed in certain learning styles because of students' demographic and academic characteristics.

The study by Patil et al, (2022) aimed to identify the preferred learning styles used by students in the first year of an undergraduate engineering program using the Felder-Solomon "Index of Learning Style" scale. Using a quantitative research approach to examine the students' preferred learning styles, they found out that visual, reflective, sequential, and sensing were the preferred learning styles among the population.

5. Research Method

5.1 Instrument

The abundance of definitions, theories and instruments to measure students' learning styles left the authors uncertain in making decision about the most appropriate instrument, compatible with the objectives of the study, for collecting the data. There were two main reasons to prefer Grasha and Riechmann's Student Learning Style Scale (GRSLLS) to others: 1) it assesses both cognitive and behavioral aspects of students (James & Gardner, 1995), 2) it emphasizes the type and level of learner's interaction as well as their attitudes toward teachers, peers, and course content. GRSLLS is a self-report questionnaire that utilizes a Likert-scale format to measure students' learning strategies. The students respond to a series of questions, and the frequency of responses exhibits preferences for specific style of learning. The survey consists of 60 items, with ten items for each type of learning style. To measure one or more dominant learning style (s) of sample population, the items are averaged together. The survey includes a 5-degree Likert rating scale (strongly disagree, moderately disagree, undecided, moderately agree, strongly agree).

The present study utilized an abbreviated 30-item version of the GRSLLS, based on the assumption that the original 60-item questionnaire would be overly lengthy and tedious for Iranian and Omani respondents. Specifically, ten items for each learning style were reduced to five. An Arabic version of survey was developed to enhance Omani students' comprehension of the survey items. The Google Forms platform was employed to create the online questionnaire for Iranian students, while the hard copies of the questionnaire were distributed among Omani students.

5.2 Population

The sample population for this study comprises 206 students (85 Iranian and 121 Omani students). The Google Forms survey link was circulated among Iranian students at the beginning of first semester, AY 2023-2024. The students were given one week to fill out the survey and submit responses. The Omani population of the study

consists of students who enrolled for English course in Preparatory Study Center (PSC) at University of Technology and Applied Science – Ibri (UTAS-Ibri). Upon receiving an ethical approval from Research and Consultancy Committee at University of Technology and Applied Science – Ibri, the hard copies of the questionnaire were distributed among Omani students during class time, and they were asked to complete and return them at the end of class time. Figure 1 compares the proportion of Iranian and Omani male and female students who participated in this study.

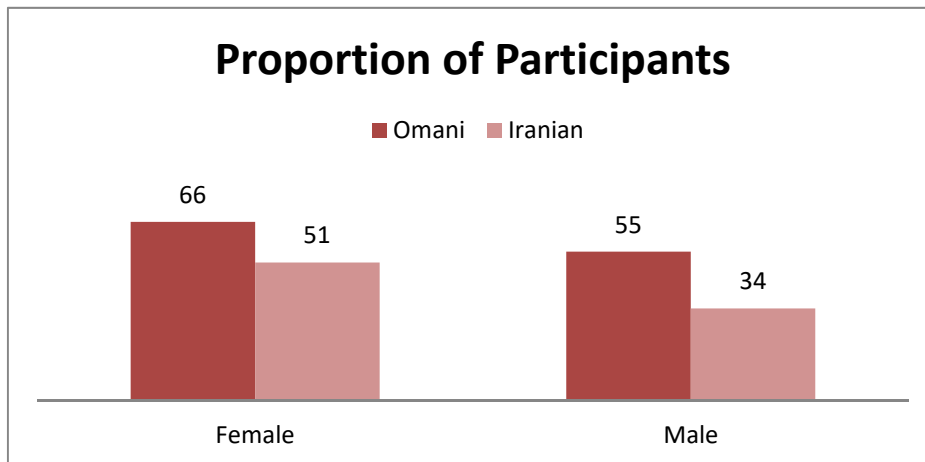


Figure1. Percentage of Iranian and Omani participants

As depicted in Figure 1, the female respondents outnumber the males with 117/206 and 89/206 respectively in box contexts.

5.3 Data Analysis and Discussion

To achieve the objectives outlined in the current study, the authors first sought to identify the preferred learning styles among Iranian and Omani students. Figures 2 and 4 present the results of the data analysis.

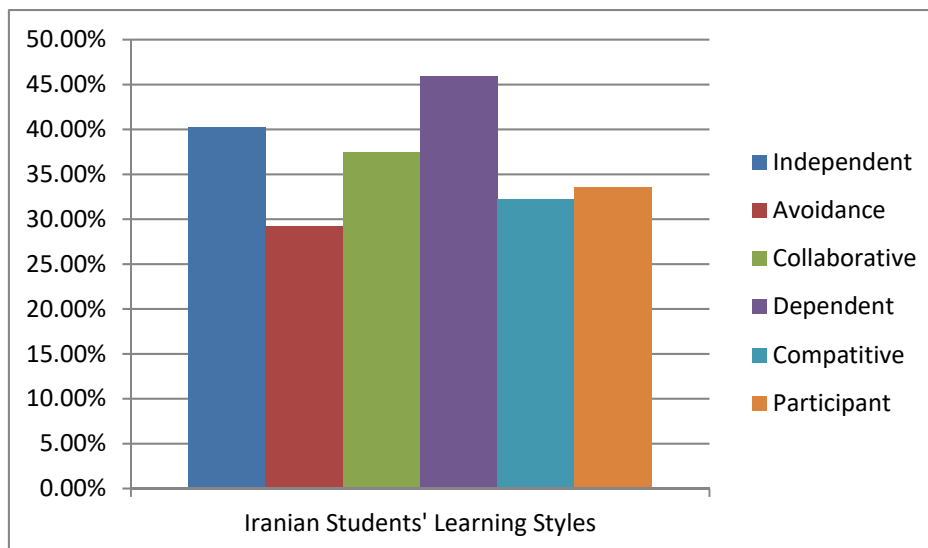


Figure 2. Various learning styles of Iranian students

As demonstrated in Figure 2, the predominant learning style among Iranian students is the Dependent style followed by Independent and Collaborative styles, respectively. While dependent respondents struggle to manage certain situations and learn on their own, independent students are confident in their ability to learn course materials. They can identify the critical content issues within a course, seek additional information on topics discussed in class and prepare for exams autonomously. Similarly, collaborative learners prefer to share their ideas

and are interested in teamwork. They enhance their knowledge and achieve greater success when working in groups. Engaging in discussions with classmates and studying with peers for exams are key characteristics of collaborative students. The Avoidance strategy, being the least preferred learning style among Iranian students, indicates that these students refrain from daydreaming and remain attentive during class sessions. They do not experience boredom with class activities and consider cheating during exams unacceptable. Furthermore, they strive to avoid joking or conversing with peers during class.

To ascertain the impact of gender on students' learning style, Chi-square test was employed to examine whether there is a meaningful relationship between learning style and gender for both Iranian and Omani students.

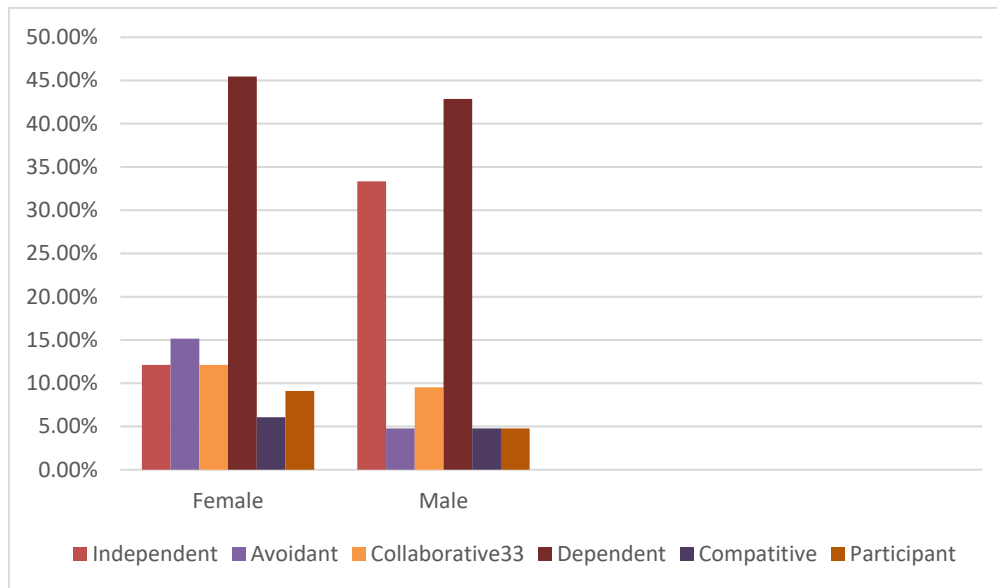


Figure 3. Cross-gender comparison of Iranian students' learning styles

The results of Chi-square test indicates no significant relationship between Iranian students' learning style and gender. Table 1 illustrates the results of calculated X (P value).

Table 1. Measurement of P-value (Iranian Students)

Learning Styles	Observed value (O)	Expected Value (E)	(O-E)	(O-E) ²	$\frac{(O-E)^2}{E}$
Ind. Female	4	6.7	2.7	7.29	1.08
Avoi. Female	5	3.6	1.4	1.96	0.5
Colla. Female	4	3.6	0.4	0.16	0.04
Dep. Female	15	14.6	0.4	0.16	0.04
Com. Female	2	1.8	0.2	0.04	0.02
Par. Female	3	2.4	0.6	0.36	0.15
Ind. Male	7	4.2	2.8	7.84	1.8
Avoi. Male	1	2.3	1.3	1.99	0.86
Colla. Male	2	2.3	0.3	0.09	0.03
Dep. Male	9	9.3	0.3	0.09	0.03
Cop. Male	1	1.1	0.1	0.01	0.009
Par. Male	1	1.5	0.5	0.25	0.16
					X ² = 4.719

$X^2 = 4.719$

Degree of Freedom (df) = 5

Significance level (P value) = 0.05

X² Tabular = 11.07

X² Calculated = 4.719 < 11.07 (X² Tabular)

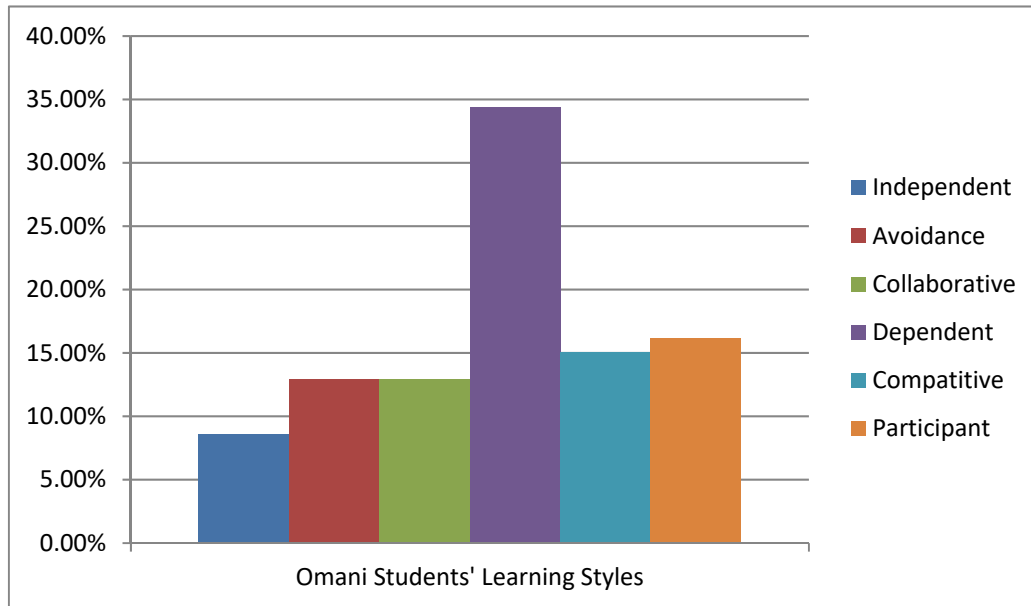


Figure 4. Various reported learning styles for Omani students

As illustrated in Figure 4, the dominant learning style among Omani students is the Dependent style, exhibiting a significant disparity from other styles. This indicates that Omani students expect teachers to clearly articulate their expectations and specify the material to be covered in exams. Additionally, they prefer highly organized classroom environments. Dependent learners require close supervision on course-related projects. Unlike Iranian students, the independent style is less common among Omani students. The prevalence of the four styles- Avoidance, Collaborative, Competitive, and Participant-is approximately similar among Omani students.

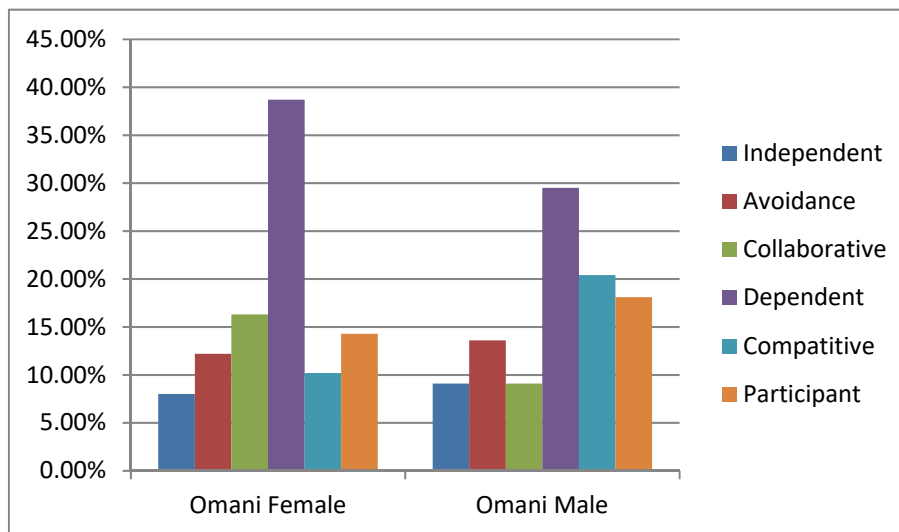


Figure 5. Comparison of various learning styles between Omani female and male students

An examination of six learning styles among Omani male and female learners reveals that while the predominant style for both genders is the Dependent style, the proportion of Omani females exhibiting the Dependent style surpasses that of males. However, Omani boys demonstrate a greater inclination toward Competitive and Participant compared to girls. In essence, boys prioritize learning to demonstrate superiority over others. Moreover, seeking recognition as the central objective of learning is predominant among boys, as they anticipate being rewarded for their achievements in the classroom. While the Collaborative learning style ranks as the least prevalent among boys, it holds the second position for females, indicating a preference among females for

teamwork and idea sharing. The prevalence of the Avoidance learning strategy is nearly equivalent across both genders.

Table 2. Measurement of P-value (Omani Students)

Learning Styles	Observed value (O)	Expected Value (E)	(O-E)	(O-E) ²	(O-E) ² E
Ind. Female	4	4.2	0.2	0.04	0.009
Avoi. Female	6	6.3	0.3	0.09	0.01
Colla. Female	8	6.3	1.7	2.8	0.45
Dep. Female	19	16.8	2.2	4.8	0.28
Com. Female	5	7.3	2.3	5.6	0.76
Par. Female	7	7.9	0.9	0.8	0.10
Ind. Male	4	3.7	0.3	0.09	0.02
Avoi. Male	6	5.6	0.4	0.1	0.02
Colla. Male	4	5.6	1.6	2.5	0.45
Dep. Male	13	15.1	2.1	4.5	0.29
Cop. Male	9	6.6	2.4	5.7	0.87
Par. Male	8	7.09	0.9	0.8	0.11
					X ² = 3.37

$$X^2 = 3.37$$

$$\text{Degree of Freedom (df)} = 5$$

$$\text{Significance level (P value)} = 0.05$$

$$X^2 \text{ Tabular} = 11.07$$

$$X^2 \text{ Calculated} = 3.37 < 11.07 (X^2 \text{ Tabular})$$

According to the result of Chi-square test, there is no meaningful relationship between the gender of Omani students and their preferred learning style.

6. Result

It is widely accepted that students' attitude and approach to learning substantially influence their performance and the attainment of learning outcomes. Considering the interconnection between learning styles and attitudes towards learning, it is crucial to comprehend the cultural context and strategies utilized by students in designing courses and preparing class materials. Learners with diverse levels of talent and interest approach the learning environment. Furthermore, a learner's culture, family background, and social class significantly influence their learning experience. Students from diverse cultural backgrounds may exhibit preferences for distinct learning styles in academic environments. Cultural diversity as an influential factor on learning style is amidst challenges for teachers. The context in which an individual grows and develops plays a crucial role in their learning. In addition, learners who share cultural characteristics may exhibit similar learning styles. For instance, the resemblance in learning styles between Omani and Iranian students can be attributed to the similar cultural and family relationships prevalent in Middle Eastern countries.

The outcomes of the current study indicate that the prevailing learning style among both Iranian and Omani students is the Dependent strategy. This observation could be indicative of the teaching methods and approaches employed in schools. As Al Issa (2019, p. 216) opines, "Students often are used to spoon-feeding" which in long-term leads to the development of dependent learners who exhibit limited intellectual curiosity in learning. They primarily focus on fulfilling requirements and rely heavily on teachers and peers for consistent support. Typically, they adhere closely to teacher guidelines when completing assignments and often demonstrate lack of creativity in task execution. They seek constant approval from teachers, parents, or peers. Detailed instruction is their preference than open-ended tasks. Uncertainty in making decisions about their learning process and being reluctant to take initiative to start a project or participate in an activity and discussion are among the main defects of dependent learners. As aforementioned, the role of culture in shaping the attitude and beliefs of learners is inevitable. A student from a culture that values collaboration fosters independence in individuals, whereas a family where all decisions are made by parents, without seeking the children's opinions, tends to produce dependent children with lower self-confidence.

The point arises here is how dependent students can be helped to be more collaborative and independent. For

example, collaborative learning style is popular because it provides learners with the opportunity to work with peers and share ideas with them. The question at hand pertains to how dependent students can be facilitated in transition towards greater collaboration and independence. Initially, teachers, as agents of change, must adjust their teaching methods and customize them to better align with the students' needs. Teamwork activities and assigning peer collaborative projects can be helpful in encouraging dependent learners to learn from each other. Stressing the significance of effort and building self-confidence are effective in encouraging students to evaluate their progress for long-term success. Providing opportunities for students to talk about their needs and preferences by establishing communication channels like WhatsApp and MS Teams could be helpful.

7. Implications of Study

Understanding students' learning styles enhances teachers' ability to offer varied learning experiences which will be beneficial for all students. The results of the present study can serve as a guideline for designing course content that aligns more closely with the varied learning styles. Additionally, the current study can help teachers in tailoring their teaching methods and assessments to enhance and diversify their instructional approaches. Recognizing students with a dependent learning style and understanding their struggles in learning can assist teachers in creating a learning environment that promotes their growth and independence.

8. Concluding Remarks

The study of learning style documents learning differences among individuals. Research on students learning styles has been a subject of controversial debates in recent years. Some researchers like Yan and Fralick (2022) criticized the endorsement of the impact of learning styles on students' academic achievements. They stress the dangerous aspects of relying on the learning styles framework as it is often conceptually unclear and vague (p.71). Others assert that an individual's learning style is not fixed and may fluctuate based on mood and the learning environment. Additionally, students' learning styles may vary across different contexts. Regarding the relationship between learning style and students' achievement, Mantiri (2013) asserts that evidence indicates students with particular learning styles (kinesthetic, field- dependent, sensing, and extraversion) tend to underperform in school.

Though teachers do not have much control over students learning style, they can maximize the learning opportunities for their students by adjusting classroom tasks to learner's learning style. On the other hand, students should be encouraged in "style stretching" by integrating learning strategies that they were resisting in the past (Cohen & Dörnyei, 2002, p. 176). Considering students' learning style and designing and delivering language instruction tailored to various learning styles can significantly enhance students' success.

The present study explores the learning styles among students in two distinct geographical contexts of Iran and Oman, using Grasha and Reichmann's learning style survey. The findings reveal that the dominant learning style for both groups of students in Iran and Oman is the Dependent strategy, in which students depend on provided guidelines by their teachers rather than being innovative in completing tasks. This similarity in learning style preferences among Iranian and Omani students from diverse cultures highlights how teaching methods and approaches can shape students' learning preferences. Unlike Mehdinezhad and Azarkhordad (2016) study which reported Collaboration as the dominant learning style among Iranian Students, the findings of this study shows that Dependent learning style is predominant among Iranian learners.

Furthermore, the comparative analysis of learning style between Males and females in two different geolocations suggests that there is no meaningful relationship between the gender and students learning styles. The finding of the current study is in contrast to Baneshi et al. (2014) where the results of their study show that gender is an influential factor in the learning styles of students.

Last but not least, this study emphasizes the significance of understanding and accommodating diverse learning styles within educational contexts. Identifying the dominant learning styles among Iranian and Omani students highlights the necessity for educators to adapt their teaching methods accordingly. Understanding the prevalence of Dependent learning style and gender differences, educators can try generating environments that meet the needs and preferences of all students from diverse backgrounds. Moreover, the research highlights the importance of learning styles that encourage policymakers and teachers to utilize the abovementioned knowledge to help better teaching methods and boost student achievements. Finally, a deeper understanding of students' learning styles attributes to achieving academic and holistic excellence in education.

Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work ChatGPT is used to check the grammatical errors and readability of the text. After using this tool, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Authors' contributions

Dr. Manizheh Alami was the primary and correspondence investigator, responsible for study design, manuscript drafting, data analysis and revisions. Ms. Sara Zaeimzadeh contributed to data collection and analysis. All authors read and approved the final manuscript.

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Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Informed consent was obtained from all participants.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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Appendix A. Student Learning Styles Questionnaire

The following questionnaire has been designed to help your attitudes and feelings toward the courses you have taken thus far in university/high school

Gender

- a. Male
- b. Female

Age

- a. Under 15
- b. 15–20
- c. 20–25
- d. 25–30
- e. over 30

Education

- a. High school
- b. Diploma
- c. Higher Diploma
- d. Bachelor
- e. Master

Nationality

- a. Omani
- b. Iranian

1. I am confident of my ability to learn important course materials.
اهامة تدريبية دورة مواد تعلم على قدرتي من واثق أنا
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
2. I often daydream during class.
غابا ما احلم أثناء درس
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
3. I enjoy discussing my ideas about course content with other students.
استمتع بمناقشة أفكارى حول محتوى دورة مع طلاب الآخرين
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
4. Teachers should state exactly what they expect from students.
يجب على معلمين تحديد ما يتوقعونه بالضبط من طلاب
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
5. It is necessary to compete with other students to get a grade.
من ضروري تنافس مع طلاب الآخرين للحصول على درجة
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
6. Classroom activities generally are interesting.
الأنشطة صفية مثيرة للاهتمام بشكل عا
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
7. Most of what I know, I learned on my own.
تعلمت معظم ما أعرفه بمفردي
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed

8. Classroom activities generally are boring.
الأنشطة الصفية بشكل عام مملة
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
9. Students can learn more by sharing their ideas with each other.
يمكن لطلاب معرفة المزيد من خلال مشاركة أفكارهم مع بعضهم البعض
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
10. I try to do my assignments exactly the way my teacher say they should be completed.
أحاول أداء واجباتي بالطريقة التي يقول أستاذي إنها يجب أن تكتمل
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
11. To do well, it is better to compete with other students for the teacher's attention.
لقيام بعمل جيد ، من الأفضل التنافس مع الطلاب الآخرين لجذب انتباه المعلم
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
12. I try to participate as much as I can in all aspects of a course.
أحاول مشاركة بقدر ما أستطيع في جميع جوانب الدورة
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
13. I can determine for myself the important content issues in a course.
يمكنني تحديد موضوعات المحتوى المهمة في الدورة بنفسني
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
14. Paying attention during class sessions is difficult for me to do.
من الصعب بالنسبة لي الانتباه أثناء حصص دراسية
Strongly disagree
Moderately disagree

- Undecided
Moderately agreed
Strongly agreed
15. I like to study for test with other students.
أحب دراسة الاختبار مع طلاب آخرين
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
16. Students need to be closely supervised by teachers on all course related projects.
يحتاج طلاب إلى الإشراف الدقيق من قبل المعلمين في جميع مشاريع متعلقة بآدورة تدريبيه
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
17. I like to get the answers to problems or questions before anybody can.
أحب أن أحصل على إجابات لمشكلات أو الأسئلة قبل أن يتمكن أي شخص من ذلك
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
18. I complete course assignments soon after they are given.
أكمل مهيا مقرر دراسي بعد وقت قصير من إعطائها
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
19. If I like a topic, I usually find out more about it on my own.
إذا أعجبتني موضوع ما ، فعادة ما أكتشف مزيد عنه بمفريقي
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
20. I typically cram for exams.
عادة أكاد الامتحانات
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed

21. I let other students to borrow my notes when they ask for them.
سمحت لطلاب الآخرين باستعارة ملاحظاتي عندما يطلبونها.
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
22. I prefer class sessions that is highly organized.
أنا أفضل فصول دراسية شديدة التنظيم.
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
23. To stand out in my classes, I try to do assignments better than other students.
لأتميز في فصولي ، أحاول أن أفعل بعمل واجبات أفضل من طلاب الآخرين
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
24. I complete required reading assignment as well as those that are optional.
أكملت مهمة قراءة مطلوبة بالإضافة إلى تلك الاختيارية
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
25. I prefer to work on class related projects (e.g. studying for exams, papers) by myself.
أفضل عمل في مشروع متعلق بـ (مثل دراسة الامتحانات و الأوراق) بنفسني
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
26. During class, I tend to talk or joke around with people sitting next to me.
خلال فصل ، أميل إلى أن أتحدث أو أمزح مع جالسين بجواري
Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed
27. Participating in small class group activities in class is something I enjoy.
أنا أستمتع بـ مشاركة في الأنشطة جماعية لفصل صغير
Strongly disagree
Moderately disagree

Undecided
Moderately agreed
Strongly agreed

28. Teachers should tell students exactly what material is going to be covered in exams.

يجب أن يخبر المدرسون طلابنا بالضبط عن المواد التي سيتم تناولها في الامتحانات.

Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed

29. I ask other students in class what grades they received on exams or assignments.

أسأل طلاب الآخرين في فصل عن درجاتهم التي حصلوا عليها في الامتحانات أو واجبات.

Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed

30. In my classes, I often sit towards the front of room.

في فصولي ، غالبًا ما أجلس في مقدمة الغرفة.

Strongly disagree
Moderately disagree
Undecided
Moderately agreed
Strongly agreed

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