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EXTENDED ABSTRACT

Exploring Relationship Between Learning Style and Academic Performance Among FSR Students UiTM Seremban 3

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I. Introduction

This study explores the predominant learning styles among FSR students at UiTM Seremban 3 and their association with academic performance. Understanding this relationship may enhance teaching strategies and student outcomes. By identifying common learning preferences and analysing academic results, the research aims to determine whether learning style significantly influences academic achievement among this specific student group.

II. Methods

A total of 333 FSR students from UiTM Seremban 3 were randomly selected to participate. Learning styles were assessed using the VARK model, while academic performance was measured using the Academic Performance Scale (APS). Pearson correlation analysis was applied to examine the relationship between students' learning styles and their academic performance.

III. Results and Discussion

Visual style emerged as the most common learning style with a median of 2.40 and *SD* of 0.511. Although percentages were not available, patterns varied by gender, year, and program. These demographic differences suggest possible contextual influences on students' learning preferences at UiTM Seremban 3. Among the students, 67.5% achieved excellent academic performance, while 9.0% performed well, 5.7% moderately, and 17.9% poorly. These results indicate most high-achieving students, with no major performance trends observed across different learning styles. A statistically significant, moderate positive correlation ($r = 0.565$, $p < 0.001$) was found between learning style and academic performance. This implies that greater alignment with preferred learning styles is moderately associated with higher academic outcomes. The visual style demonstrated the strongest correlation with academic performance.

Table I
Descriptive Of Learning Styles

	N	Mean	Median	SD
Visual	335	2.47	2.40	0.511
Auditory	335	2.47	2.40	0.507
kinesthetics	335	2.47	2.40	0.502

Based on table I, all three learning styles Visual, Auditory, and Kinesthetic have the same mean score of 2.47 among 335 respondents. The Visual style has a mean of 2.47 and *SD* of 0.511, while the Auditory style has a mean of 2.47 and *SD* of 0.507. The Kinesthetic style shows a mean of 2.47 and the lowest *SD* of 0.502, indicating slightly more consistent responses. Despite identical mean values, the small differences in median and standard deviation suggest slight variations in learning style preferences.

Table II
Frequency Of Academic Performance

Total Score	Counts	% of Total
Poor	60	17.9%
Moderate	19	5.7%
Good	30	9.0%
Excellent	226	67.5%

For table II, the distribution of academic performance among the surveyed students shows that the largest group 226 students (67.5 %) attained excellent performance, indicating that more than two-thirds of the cohort consistently perform at the highest level. 60 students (17.9 %) were classified as having poor performance, 30 students (9.0 %) achieved good performance, and 19 students (5.7 %) demonstrated moderate performance.

Table III
Correlation Matrix Of Learning Style And Academic Performance

	Academic performance	
Learning style	Pearson r	0.565
	df	333
	p-value	< 0.001

For table III, a Pearson correlation test shows a moderate positive correlation ($r = 0.565$) between the mean learning-style scores and mean academic performance, calculated with 333 degrees of freedom; the association is statistically significant ($p < 0.001$), indicating that students who align strongly with their preferred learning styles tend to achieve higher academic results.

IV. CONCLUSIONS

The findings reveal that visual learning is most common, academic performance is predominantly excellent, and a significant positive relationship exists between learning style and academic success. These results highlight the importance of recognizing students' preferred learning approaches to support academic achievement and inform instructional design in higher education.

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