

The background of the entire cover is an abstract, high-energy image. It features a blurred figure of a person, likely a runner, in motion. The figure is overlaid with vibrant, streaky light trails in shades of teal, blue, and orange, creating a sense of speed and dynamic movement. The overall composition is energetic and modern.

INTERNATIONAL GRADUATE COLLOQUIUM

i-SPEAK 2025^①

SPORTS AND PHYSICAL EXERCISE ASSEMBLY OF KNOWLEDGE SHARING

COLLOQUIUM PROCEEDINGS

EXTENDED ABSTRACT

EDITOR | ADAM LINOBY

BALANCING ACADEMICS AND ATHLETICS: INVESTIGATING THE INTERRELATIONSHIP OF LEARNING AND COMMUNICATION STYLES AMONG SUKMA STUDENT-ATHLETES WITH A GENDER-BASED ANALYSIS

Nur Alya Natasha Mohd Nazeri, & Radzliana Radzuwan*

Faculty of Sports Science and Recreation, Universiti Teknologi MARA, Negeri Sembilan Branch, Seremban Campus, Negeri Sembilan, MALAYSIA

*Corresponding author: radzliana@uitm.edu.my

Keywords: Learning styles, Communication styles, Student-Athletes, Visual learning

I. INTRODUCTION

Student-athletes face unique challenges in balancing academic and athletic responsibilities, requiring effective learning and communication strategies. Learning styles represent the varied approaches or methods individuals prefer for absorbing, processing, and retaining new information [1]. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually using charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing physical activity. Students can prefer one, two, or three learning styles [2]. Students who know their learning styles will be able to find out their weaknesses and strengths so they can design learning strategies and can evaluate ways of learning [3]. Understanding their learning styles can help improve their academic performance, while communication styles influence interactions in both educational and sports settings. This study investigates the preferred learning and communication styles of SUKMA student-athletes and examines the relationship between these variables. Additionally, it explores gender-based differences in learning preferences.

II. METHODS

A simple random sampling method was employed to select 186 SUKMA student-athletes from Negeri Sembilan. Survey questionnaires assessed learning and communication styles after ethical approval and participant briefing. Inferential analysis, specifically the Pearson Correlation method, to analyze the relationship between learning styles and communication styles among SUKMA student-athletes, highlighting gender differences.

III. RESULTS AND DISCUSSION

A. Learning Styles

The findings showed that visual learning was the most preferred style among SUKMA student-athletes, followed by auditory and kinesthetic learning. Additionally, the reliability analysis (Cronbach's alpha) for the learning styles scale is 0.583, indicating moderate reliability. These results highlight a strong preference for visual learning, suggesting that

student-athletes benefit most from visual aids like charts and diagrams to understand and retain information effectively.

B. Communication Styles

The analysis revealed the mean and standard deviation for four communication style variables. Firstly, *Reflectiveness* had the highest mean score (2.60 ± 0.42), followed closely by *Niceness* (2.59 ± 0.45). *Supportiveness* ranked next (2.56 ± 0.36), and lastly, *Preciseness* (2.53 ± 0.43). To ensure the reliability of these measures, a reliability analysis was conducted, yielding a Cronbach's alpha (α) value of 0.639, which indicates an acceptable level of internal consistency for the scale employed.

C. The Relationship Between Learning Styles and Communication Styles

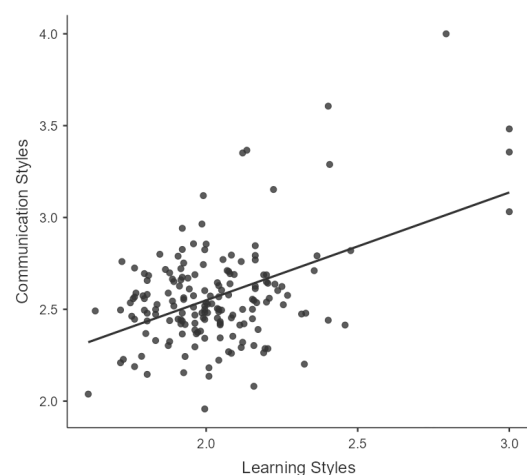


Fig. 1 A scatterplot that shows the relationship between learning styles and communication styles.

A moderate positive correlation ($r = 0.464$, $p < 0.001$) was found between learning styles and communication styles, indicating that student-athletes who prefer specific learning styles tend to exhibit corresponding communication traits.

D. Gender Differences of Learning Styles

An Independent *t*-Test revealed that there were no significant gender-based differences in learning styles ($p = 0.778$). This suggests that male and female student-athletes share similar learning preferences, reinforcing the idea that gender does not significantly influence how student-athletes learn.

IV. CONCLUSIONS

The study concludes the distribution of learning preferences and communication dimensions among participants. It reveals a moderate relationship between communication styles and learning styles but finds no significant gender differences in learning preferences. These findings can provide valuable insights for tailoring educational approaches and enhancing communication strategies.

ACKNOWLEDGMENT

The author would like to express their sincere gratitude to all the participants in this study from SUKMA, Negeri Sembilan for their invaluable contributions.

REFERENCES

- [1] Shala, D. S., Thaçi, E., & Shala, A. (2024). Learning styles and motivation: their role in academic performance. *Journal of Educational and Social Research*, 14(3), 258.
- [2] Ariastuti, M. D. and Wahyudin, A.Y. (2022). Exploring Academic Performance and Learning Style of Undergraduate Students in English Education Program. *Journal of English Language Teaching and Learning*, 3 (1), 67-73
- [3] Ashadi, Kunjung & MARSUDI, Imam & Herdyanto, Yonny & Siantoro, Gigih. (2020). Analysis of the learning style of college student athletes for preparation of distance learning. 10.2991/icracos-19.2020.6.