

EMOTIONAL ELEMENTS ON LEARNING STYLE PREFERENCE OF HIGH AND LOW PERFORMING JUNIOR MARINE TRANSPORTATION STUDENTS

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ABSTRACT

This study aimed to determine the learning style of the Marine Transportation students in a private Asian university in terms of emotional elements as to motivation, persistence, responsibility and structure; and to compare the learning styles of high and low performing Marine Transportation students. Descriptive type of research was utilized in the study. Results showed that high and low performing students strongly agree that they enjoy learning and they get a sense of accomplishment from achieving and they like to learn most of the time especially when the subject is interesting. The high performing students have significantly higher persistence in completing the things they begun as well as in enjoying working on several tasks simultaneously. Both groups of marine students strongly agree that they feel best when they do things they know they should do while high performing students have significantly higher responsibility on doing conventional things depends on the tasks and on how they feel about the circumstances compared to the low performing students. Marine students wanted to be instructed completely in order for them to perform the activities accurately with the help of other members of the group through teamwork.

Keywords: Emotional element, learning style, motivation, persistence, responsibility, structure.