

# PR9: Correlation between Willingness to Communicate and Communication Apprehension in English Language among Undergraduates

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## ABSTRACT

**Introduction:** Willingness to communicate and communication apprehension in English language can be barriers to effective communication. The objective of our study was to determine the correlation between willingness to communicate and communication apprehension among undergraduates. **Method:** Fifty-four undergraduates from School of Rehabilitation Sciences participated in this study. Participants completed Willingness to communicate and Personal Report of Communication Apprehension (PRCA-24) questionnaires during their third year of study. **Results:** There was a significant moderate correlation between willingness to communicate and communication apprehension with  $r = 0.489$ ,  $p < 0.05$ . **Conclusion:** The study results suggest that higher willingness to communicate was correlated with lower communication apprehension. Further studies are required to explore methods to increase willingness to communicate and decrease communication apprehension using English language among rehabilitation sciences' undergraduates.

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# PR10: Preferred Learning Style and Its Relationship with Academic Performance among Undergraduate Physiotherapy Students at Universiti Kebangsaan Malaysia

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## ABSTRACT

**Introduction:** Learning styles of individual students commonly differ considerably. Learning styles are believed to have an influence on students' academic performance. The aim of this study was to identify the learning styles among physiotherapy students of Universiti Kebangsaan Malaysia (UKM) and its association with academic performance. **Methods:** A cross-sectional study was conducted involving 61 Year 2 to Year 4 physiotherapy students. Participants completed a self-administered questionnaire which consists of 2 sections; demographic data section and items from Kolb Learning Style Inventory. Summary of Kolb Learning Theory and Learning Style Inventory was explained to the participants before completing the questionnaire on a voluntary basis. Chi-square and Spearman correlation tests were used to analyse all collected data. **Results:** The predominant learning style of the students was Assimilative, followed by Divergent and Accommodative. There was a significant difference in the number of students adopting the different learning styles ( $p < 0.0005$ ) and significant difference between the ethnic groups in preferred learning style ( $p = 0.016$ ). However, the learning styles had no significant relationship with the academic performance ( $p = 0.801$ ). **Conclusion:** A majority of the students had Assimilative and Divergent learning style. Both of these styles are suitable for physiotherapy students as Assimilative is more on watching and thinking the concepts, and Divergent is by feeling and watching while processing the information learnt. A proper understanding of students' learning styles may benefit the educators, as they may adopt various teaching method to enhance the learning effectiveness of the students. Future studies may assess if different learning styles can impact on students' clinical or practical skills performance.

## KEY WORDS:

*Learning styles, academic performance, physiotherapy education*