

Establishing the Reliability and Validity of the Kolb Learning Style Inventory: A South African Perspective

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ABSTRACT This paper reports on the reliability and validity of the Kolb Learning Style Inventory (KLSI) 3.1 from a South African perspective. Reliability and internal validity of KLSI 3.1 have been explored in different countries, however not from a South African perspective yet. The inventory was administered to (n=345) mathematics students at a university of technology. Data was collected in two phases. Results revealed acceptable alpha values from each phase. The results also showed that the correlation coefficients computed for the preliminary and post-intervention data phases satisfied the prediction of the experiential learning theory. This suggested that validity was assured. The results reported in this paper complement those reported in literature. It is recommended that further research should be carried out with different mathematics students. It is concluded that the results from exploring learning styles from a South African perspective add to the body of knowledge focusing on learning styles.