

Effects of personal need for structure on cognitive and affective learning: a small scale pilot experimental study

Abstract:

The primary purpose of this small-scale pilot experimental study was to examine whether or not matching instructional method to personal need for structure (PNS) would enhance learning outcomes. Master of Business Administration students of a large public university in Malaysia were randomly assigned into a lecture-method condition ($n=11$) and a case-method condition ($n=10$). Correlation results indicated that students taught using the lecture method acquired more declarative knowledge than did those taught using the case method. Moderated multiple regression results showed that instructional method interacted with PNS to predict cognitive and affective learning, but the nature of the interaction did not conform to our prediction.