

# Learning Styles Of Grade V1 Learners At Panamao District, Ministry Of Basic, Higher And Technical Education Division Of Sulu: An Assessment

TANNY T. LIM JR., ED.D.

Sulu State College  
tannyjrlim@gmail.com

## Abstract

This descriptive-survey study determined the learning styles of Grade Vi learners at Panamao District. The research study used descriptive – survey research design. It also deals with the demographic profiles in terms of age, gender, parent’s highest educational attainment, and parent’s average monthly income, the extent of learning styles of Grade VI learners at Panamao District in the context of auditory, visual, tactile, and kinesthetic, the significant difference in the extent learning styles of Grade VI learners at Panamao District when data are categorized according to age, gender, parent’s highest educational attainment, and parent’s average monthly income, and the significant correlation among the subcategories subsumed under the extent of learning styles of Grade VI learners at Panamao District in the context of auditory, visual, tactile, and kinesthetic. The study availed the descriptive – survey research design. Purposive sampling technique was used in the selection of respondents for the study. The research instrument is composed of two parts. Part I is on the demographic profile of the respondents. Part II is on the extent of learning styles of Grade VI learners at Panamao District composed of between 5 to 10 statements each on auditory, visual, tactile, and kinesthetic learning style. Using frequency and percentage, it was found that the learners are in their right age for their present grade level, mostly female with parents who are barely educated and has a low income. The learners indicated always in the four learning styles. No significant difference was found in terms of profiles. There is a high to low correlation found among the different learning styles.

Keywords – Learning Styles, Grade VI Learners, Panamao District, Ministry Of Basic, Higher and Technical Education, and Division of Sulu.

## INTRODUCTION

Students have predominant learning styles, but this does not mean that they cannot function within other style. However, they do tend to learn more effectively if learning is oriented in accordance to their stronger preferences. Thus, learning style as a model should be regarded only as guideline and not a strict set of rules (Dunn and Dunn 2015).

Learning styles have been regarded as one of the most important factors that control the way students learn or acquire knowledge. Based on their individual differences. Different student uses different learning styles for learning (Dunn and Dunn 2015). Some students prefer to learn by themselves in their own pace, in familiar surroundings rather than in a groups. There are students that are visual learners that learn best by viewing, observing or seeing the value and importance of information presented in the classroom, some students are auditory learners that learn by listening or discussing about necessary information that they gathered or heard, some students are tactile learners that learn best through touching and manipulating objects, and other students are kinesthetic learners that are good in performing various tasks inside the classroom.

Students approaches to learning is based on a complex mix strengths and preferences. They absorb and apply new concepts, skills and information in different ways at different times.

In order to achieve the ultimate goal of the student learning, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. It is very essential for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes (Arlene jupie, 2020).

There is also a propensity to match students' learning styles to the teaching styles of concern teachers. In the realm of instructional design, the emphasis has gradually shifted towards achieving a match between the way learning resources materials are presented and the learning styles of the learners themselves. In face to face classrooms instructions, evidence for the idea that students have individually learning styles appears to be offered when teachers notice that students vary enormously in the speed and manner with which they pick up new information and ideas, and the confidence with which they process and use them.

According to Dunn and Dunn (2015), learning style is the way of student begin to concentrate on, process, internalize, and remember new and difficult academic information. Because at every age, people

learn more, do more easily, and retain it better when they use their learning

style and their style are actually their strength. (Fleming`Vark model, 2016), The term “learning style” speaks to the understanding that every students learns differently, an individual’s learning styles refer to preferential way and which the student absorbs, processes, comprehend and retains information. The vark model acknowledge that students have different approaches to how they process information referred to as “preferred learning modes”.

In the domain of “lifelong learning” students might become more motivated to learn by Knowing more about their own strength and weaknesses as learners.in turn, if teachers can responds to student’s individual’s strength and weaknesses, the retention and achievements rates of students and teaching-learning process are likely to rise and learning to learn skills may provide a foundation for lifelong learning.

Many educators believe that students have preferred learning styles and that teaching to these preferred style will increase educational success. It is a long this line, that the present researcher is trying to conduct a study among grade VI Pupils purposely to identify their preferred learning styles.

#### **STATEMENT OF THE PROBLEM**

The study aimed to determine the learning styles of grade V1 learners at Panamao District MBHTE-Sulu. Specifically, it answered to the following questions:

1. What is the demographic profile of the respondents according to:
  - 1.1 Age,
  - 1.2 Gender,
  - 1.3 Parents highest educational attainments,
  - 1.4 Parents average monthly income?
  
2. What is the extent of the learning styles of grade V1 learners at Panamao District, MBHTE, Sulu In terms of:
  - 2.1 Auditory,
  - 2.2 Visual,
  - 2.3 Tactile,
  - 2.4 Kinesthetic?
  
3. Is there a significant difference in the learning styles of grade V1 learners at Panamao District when data are categorized according to:
  - 3.1 Age,
  - 3.2 Gender,
  - 3.3 Parents highest educational attainments,

### 3.4 Parents average monthly income?

4. Is there a significance correlation among the subcategories subsume under learning styles of grade V1 learners at Panamao District MBHTE-Sulu.
  - 4.1 Auditory,
  - 4.2 Visual,
  - 4.3 Tactile,
  - 4.4 Kinesthetic?

### **OBJECTIVES OF THE STUDY**

This study was focused on the learning styles of the grade V1 learners at Panamao District, MBHTE-Sulu.

The, specific objectives are as follows:

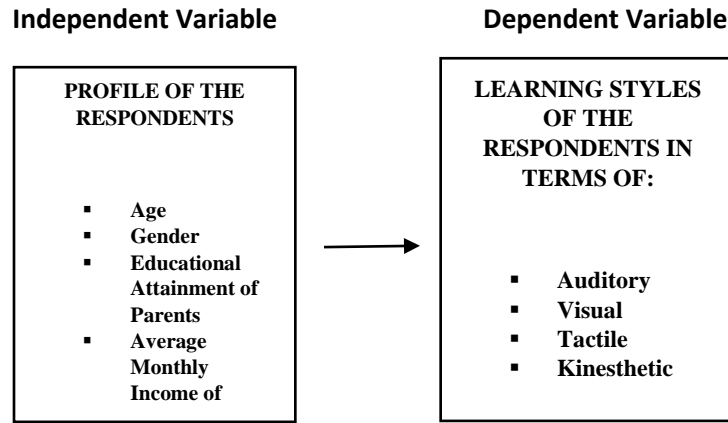
1. To determine the demographic profile of the respondents according to age, gender, parent's highest educational attainment and parents average monthly income.
2. To determine the extent in the learning styles of the learners if data are categorized according to auditory, visual, tactile, and kinesthetic.
3. To determine the significant difference in the learning styles of grade V1 learners at panamao District when data are categorized according to age, gender, parent's highest educational attainment and parents average monthly income.
4. To find out the correlation among subcategories subsume under learning styles of grade V1 learners at panamao District MBHTE-Sulu; auditory, visual, tactile, and kinesthetic.

### **CONCEPTUAL FRAMEWORK**

The researcher has presumed that the learners have of course, their learning styles which are of auditory, visual, tactile and kinesthetic types. These types of learning styles are assumed to be related to each other and that they may be of different extent.

These learning styles are also presumed to have been associated or related to the learner profile such as gender, age, parents highest educational attainment and parents average monthly income.

The diagram below shows the relationship of the variables. The independent variable is the profile of the respondents which includes age, gender, parent's highest educational attainment, and parents average monthly income. And the dependent variable is the learning style of the respondents in terms of auditory, visual, tactile, and kinesthetic.



**Figure 1: Conceptual Framework of the Study**

### **SIGNIFICANCE OF THE STUDY**

The importance of the study lies in its usefulness to elicit basic information that would be of value to the following.

The use of “knowing your learning styles test” will not only Provide learners the opportunity to identify their learning styles, but it will also inform them of the learning tips in order to maximize their own potential and performance in school. The teachers will likewise be given the knowledge on how to determine the different learning styles of the learners they are handling and the corresponding tips for the different kinds of learners.

The school heads, which include the principals, head teachers, and teacher-in-charge should also find this study interesting as they can transmit new information to the other leader under their supervision and administration and to help them provide the different teaching materials needed for each type of learning styles.

The result of this study can also guide the supervisors in organizing a division or district seminar-workshop to demonstrate the usefulness or advantage of knowing the learners learning styles and the different teaching tips.

### **HYPOTHESES**

This study tested the following research hypotheses;

HO1. There are no significant differences in the learning style of the learners if data are categorized according to age, gender, parents’ highest educational attainments, and parents average monthly income.

HO2. There is no significance correlation among auditory, visual, tactile, and kinesthetic learning styles of the respondents.

## **RESEARCH METHODOLOGY**

This dealt with the research methodology such as research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability, and statistical treatment of data.

This study made use of descriptive methods. The researcher collected data by way of the respondents or learners to answer the “Knowing Your Learning Style-Test”. In answering the questionnaire, learners need to put a check mark on the options that correspond to their answer under profile.

### **Research Locale**

This study conducted in Panglima Agga Central School I, Suuh Elementary School, and Tabuh Manuk Elementary School, at Panamao District, Mbhte – Sulu.

### **Respondents of the Study**

The respondents of this study were randomly selected grade VI learners, purposely because they were in a better position to answer the question asked in the questionnaire.

### **Research Instruments**

To gather the needed data, this study made use of “Knowing your Learning Styles- test”. The test has 31 items consisting of different learning styles that might have been commonly practiced by learners. It is a checklist questionnaire to be answered by the respondents. The respondents were asked to choose one of the option by giving mark on checklist.

### **Validity and Reliability**

The questionnaire is valid because it was adopted by Arlene J. Asaili (2021), the result was reliable because of the carefulness in the data gathering and analysis, as well as the correct interpretation.

### **Statistical Treatment of Data**

The research used weight mean, ANOVA, t- test, and correlation for answering the problems respectively. The problems are:

[1] What is the demographic profile of the respondents according to; age, gender, parent’s highest educational attainment, and parents average monthly income?

[2] What is the extent of the learning style of grade VI learners at Panamao District, Mbhete-Sulu. In terms of; Auditory, Visual, Tactile, and Kinesthetic.

[3] Is there a significance differences in the learning styles of grade VI learners at Panamao District, when data are categorized according to; age, gender, parent's highest educational attainment, and parents average monthly income?

[4] Is there a significance correlation among the sub categorized subsume under learning style of grade VI learners at Panamao District, Mbhete- Sulu.

## **SUMMARY OF FINDINGS AND DISCUSSION**

This presents the summary of findings of the study, conclusions, and recommendations based on the result of the data gathered.

### **Summary of Findings**

The following are the findings of the study:

#### **1. On the demographic profile of the Grade Vi learners at Panamao District, MBHTE - Sulu in terms of age, gender, parent's highest educational attainment, and parent's average monthly income**

The result showed that almost half of the Grade VI learners of Panamao District are 12 years old, mostly female, with parents who attended basic education only, and belong to low income family.

The result implies that most of the learners of Panamo District belong to a poor family with parents who barely attended school.

#### **2. On the extent of learning styles of Grade VI learners in terms of auditory, visual, tactile, and kinesthetic learning style**

The Grade VI learners of Panamao District **always** are auditory, visual, tactile, and kinesthetic learning styles to learn better in school.

The result implies that the learners used different learning styles depending on the situation in the classroom.

#### **3. On the significant difference in the extent of learning styles of Grade VI learners at Panamao District when data are categorized according to age, gender, parent's highest educational attainment, and parent's average monthly income**

There is no significant difference in the extent of learning styles of Grade VI learners at Panamao District when data are categorized according to age, gender, parent's highest educational attainment, and parent's average monthly income.

The result of the study supports the finding of Nzesei (2015) that the way information is perceived, processed, and stored varies from one individual to another and it is influenced by heredity, environment, past experiences, and by educational condition under which a student learns.

#### **4. On the significant correlation among the subcategories subsumed under the extent of learning styles of Grade VI learners at Panamao District MBHTE - Sulu in terms of auditory, visual, tactile, and kinesthetic learning style**

There is **high correlation** among the subcategories subsumed under the extent of learning styles of Grade VI Learners of Panamao District MBHTE – Sulu in terms of visual learning style and **moderate correlation** in terms of auditory learning style. However, it was found that there is a **low correlation** in terms of tactile and kinesthetic learning styles.

The result simply implies that the different variables under study has a relationship that is in the range of **high to low relationship** with one another. It means that the Grade Vi learners of Panamao District use the different learning styles depending upon the present condition in the classroom.

The study of Cuevas (2016) showed that different people prefer to process information in different ways and learn better when teaching methods are matched with the students learning styles. Hence, the difference in correlation among the variables.

#### **CONCLUSIONS**

The following was concluded based on the findings of the study:

The Grade VI learners of Panamao District are in the right age for their present grade level, female learners outnumber their male counterpart, majority of the parents barely went to school, and the income cannot give the learners a comfortable life.

The fact that the Grade VI learners of Panamao District always use the four learning styles could only mean that they adjust their leaning style according to the situation in the classroom.

The absence of difference in the extent of learning styles of Grade VI learners of Panamao District when data are categorized according to demographic profile only proves that profile of the learners cannot detect differences in the learning style used by the learner.

The high to low correlation among the subcategories subsumed under the extent of styles of Grade VI learners



at Panamao District MBHTE - Sulu in terms of auditory, visual, tactile, and kinesthetic learning style means that the different variables are either closely related to one another or less related to one another.

### RECOMMENDATIONS

This study recommends the following:

1. The administration of Panamao District should strengthen further the teaching skills of their teachers by sending them to relevant seminars.
2. Future researchers on the same topic should add variables like the teaching style of teachers, classroom management, and other variables not presented in this study.
3. The administration of Panamao District should provide certificates to learners who are achievers to serve as an inspiration to other learners.
4. The administration of Panamao District should conduct remedial classes to weak learners to help them keep up with the other learners.
5. Faculty members should never stop looking for ways and means to make their pupils learn.

### REFERENCES CITED

**Arlene A. Jupie, (2020).** Researcher about the perceptual strength and learning styles of the Different learners.

**Dunn R. S., Dunn, k. (2015).** Teaching students through their individual learning styles. Reston VA: Reston Publishing.

**Fleming` Vark model, (2016)** the vark model acknowledges that the student has different Approaches to how they process information referred to as “preferred learning modes”.

**Fleming & Baume, (2016)** teaching individual learning styles depend on cognitive, emotional, And environmental factors as well as one`s prior experience.

**Howard Gardner (2017).** Refuted claims that his multiple intelligence theory is a subset of the learning style hypothesis. He describes intelligence as a “computational power of mental system” (p.4).

**Jose m. Cardino jr. and Ruth A. Ortiga-Dela-cruz,** understanding of learning styles and teaching Strategies towards improving the teaching and learning mathematics. Department of education, Division of Los Banjos, Laguna Philippines. (2020).

**Hassan A. El-Sabagh**-international journal of educational technology in higher education. (2021)

Adaptive e- learning environment based on learning styles.

**Lee et al. (,2019;)** **Nkomoet al., (2021)**. Suggest that there is need for further research in Engagement because assessing student`s engagements is a predictor of learning of learning and academic progress.

**Ramadhan, (2017)**. Demonstrate methods of teaching is another form of traditional classroom Strategies.

**Singh & Yadav, (2017)**. Teaches student that Deductive approach is the opposite of inductive Approach.