



**RELATIONSHIP OF LEARNING STYLES AND RESPONDENT'S PROFILE
AMONG THIRD YEAR BPED STUDENTS**

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Abstract

One learner adopts information quickly while the other struggle so much to understand the given information. Therefore, an effective teacher should also be able to consider the strengths and weaknesses of the learners regarding the subject or topic being taught and is quick to incorporate their own teaching style with other effective teaching method. The study's findings indicated that 72.3 percent of respondents were female, compared to 27.7 percent of male respondents. According to the data, the majority of respondents' mean ranges between 1.6 and 2.0 have the highest percentage of 61.5 percent. These ranges are followed by 1.0 to 1.5, which have a lower percentage of 15.4 percent, 2.6 to 3.0, which have a 7.7 percent percentage, and 2.1 to 2.5, which have the lowest percentage of 3.1 percent. Humanities and Social Sciences (HUMMS) had the biggest percentage of SHS graduates (61.5%), followed by General Academic Strand (GAS) with 15.4%. Following that are Technical Vocational Livelihood (TVL), which has 7.7 percent, Accountancy and Business Management (ABM), which has 7.7 percent, and Science, Technology, Engineering, and Mathematics (STEM), which has 3.1 percent. The percentage level of learning style in terms of: [1] visual showed that most of the respondents with mean range of 2.51 - 3.25 have the highest percentage 67.7 percent, followed by mean range of 3.26 - 4.00 with 32.3 percent; [2] auditory, with mean range of 2.51 - 3.25 with highest percentage of 66.2, then mean range of 3.26 - 4.00 with 33.8 percent; and [3] kinesthetic, with mean range of 2.51 - 3.25. As the significant values of the learning style 0.718 with

regard to respondent profile were more than 0.05, the null hypothesis was accepted, indicating that there is no meaningful association between the two.

Keywords: Correlational study, Learning styles, Relationship, Respondents Profile, VAK

INTRODUCTION

Education has always been a vast, complicated subject. It extends beyond an educator whose primary responsibility is to impart knowledge to his students and addresses the reality of being an effective educator who uses instructional techniques. Different learners have varying levels of information retention and assimilation speed. One learner picks up knowledge fast while the other finds it extremely difficult to comprehend what is being taught. As a result, an effective teacher should also be able to assess the learners' knowledge of the subject or topic being taught and be fast to combine their own teaching methods with other successful ones.

Learning styles of students have a big impact on teaching. No matter how skilled a teacher is, if they don't take their students' preferred methods of learning into account, the relationship between them and their students will collapse. A variety of authors and academics have suggested numerous styles and strategies that learners can utilize to quickly absorb knowledge, even though there is no scientific evidence to support the existence of such a learning style. According to this point of view, Howard Gardner (2018), students learn in many ways. He asserts that this hypothesis, which is developed through cognitive research, "shows the extent to which pupils have various mental capacities and as a result learn, remember, perform, and comprehend in various ways. Gardner developed the concept of multiple intelligences, which refers to the numerous methods through which a learner processes information and applies what they have learned.

The students in the classroom are displaying a variety of learning methods. Depending on its effectiveness and how well it fits his degree of learning acquisition, learners favor a certain method or approach. Finding out a student's learning style has many advantages, including helping the student become aware of their learning strengths and limitations and giving them the opportunity to tailor their learning environment to their preferences. 2017 (Bernard J., Chang T.).

To ascertain the relationship between learning style and profile among college graduates, researchers would like to undertake a study. According to the researchers, if a person is aware of their preferred learning style, they can determine which learning style will work best for them. This enables him or her to select the learning methods that are most effective. The following conclusion is drawn in light of the findings. The bulk of respondents (72.3%), or women, are respondents. The general weighted average has a mean range of 1.6 to 2.0 and a maximum percentage of 61.5. The Senior High School strand is made of 61.5 percent by humanities and social sciences. Among third-year BPED students, there is no statistically significant association between respondents' profiles and learning styles, with kinesthetic having the largest rate (69.2 percent). The purpose of this study is to determine the association between respondents' profiles and learning styles among third-year BPED students. What is the respondents' profile of BPED students in terms of sex, general weighted average, and strand graduated? is one topic that is specifically addressed. What percentage of BPED students have visual, auditory, and kinesthetic learning preferences? Is there a connection between the

respondents' profiles and their learning preferences? What advice can be given in light of the study's findings?

Methodology

Research Design

This study employs the correlational research methodology. It is a technique for describing information and characteristics related to the research topic. To determine whether two variables are connected, correlational research is used. In correlational research, which is a non-experimental research method, two variables are examined, their statistical relationship is understood and evaluated, all without the use of any additional variables.

Research Locale

One of the colleges in Misamis Oriental is where this study is being undertaken. It is a public institution of higher learning located in Misamis Oriental. With the slogan "Vincit Ominia Veritas," which translates to "The truth shall prevail," it was founded in 2003. The College currently offers degrees in engineering technology, midwifery, hospitality management, information technology, library and information science, business administration, criminology, art and science, elementary education, secondary education with a focus on English, Aralin-Panlipunan, Filipino, and physical education. The Commission on Higher Education has approved this institution and its programs (CHED). The College also belongs to the Commission on Accreditation of the Association of Local Colleges and Universities (ALCUA).

Sampling Design

Since non-probability sampling, more specifically the quota sampling approach developed by Moser and Stuart in 1953, will be used in this study, not every member of the population will have an equal chance of being chosen to be a member of the sample group. The process involves recruiting individuals in proportion to their population presence.

Research Respondents and Selection Procedure

The research participants are 65 students enrolled in the third year of the Bachelor of Physical Education program at Tagoloan Community College. The responses are actual educators who work as teachers. The researchers will decide which learning style to use while implementing lesson plans in order to educate effectively.

Research Instrument

A questionnaire that was created using literary analysis will be utilized as the instrument. The learning style questionnaire that will be used in this study is intended to help participants identify their preferred learning style. These inventories frequently take the form of a questionnaire and concentrate on the preferred methods of learning. Respondents select the solutions that most closely match their personal preferences (Kendra Cherry 2020).

Validity and Reliability of Research instrument

Prior to its final administration, the adopted survey test questionnaire is pretested by ten students who are not involved in the study. Before releasing the data, the researcher uses Cronbach's Alpha to check whether the survey items were measuring the same thing. The dependability coefficient was 0.787. In other words, the researcher's surveys were highly accurate and trustworthy.

Reliability Statistics	
Cronbach's Alpha	N of Items
.787	28

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Data Gathering Procedure

The dean of the college of education will give the researchers the requisite approval before allowing students to participate in the study and read and respond to the required data. The online form is used by the researchers to hand deliver the questionnaire to each respondent individually. Following participant responses, the researchers will gather the survey, which will then be totaled, evaluated, and interpreted in light of the study's particular issues.

Scoring Procedure

Following the completion of all the surveys, the results were subjected to statistical analysis. The Likert-Type Scale served as the basis for the study's scale, interval range, and description.

Scale	Range of Interval	Description
4	[3.26 – 4.00]	Often
3	[2.51 – 3.25]	Sometimes
2	[1.76 – 2.50]	Seldom
1	[1.00 – 1.75]	Never

Statistical Treatment

To address the unique issues, the following statistical approaches and processes are employed.

In order to identify the profile of the respondents for problem 1, we utilize simple percentages and frequency counts to look at factors like gender, overall weighted average, and senior high school strand graduated.

The percentage of BPEd third-year students' preferred learning styles is examined in problem two using the mean range.

For the third issue, we employ the learning style questionnaire to assess the degree to which the respondent's profile and learning style differ significantly.

Results and Discussions

The percentage of BPEd third-year students' preferred learning styles is examined in problem two using the mean range.

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Problem 1. What is the respondent’s profile of BPEd students in terms of:

Table 1.1. Number of respondents in terms of sex

Sex	Frequency	Percent
Female	47	72.3
Male	18	27.7
Total	65	100

The data in the table graph above displays the frequency and percentage for sex. There were 18 male responders overall, or 27.7% of the 65 students who completed the third-year BPEd survey. 72.3 percent of the population is female, making up the entire 100 percent (100 percent). As a result, women make up the majority of respondents, accounting for 72.3 percent of the total respondents, or 47 percent. This shows that there are more female students than male students, and it depicts how the third-year BPEd program is dominated by female students.

Table 1.2. Number of respondents in terms of general weighted mean

Mean Range	Frequency	Percent
1.0 – 1.5	10	15.4
1.6 – 2.0	40	61.5
2.1 – 2.5	2	3.1
2.6 – 3.0	5	7.7
TOTAL	65	100

The frequency and percentage are displayed in the data's general weighted average, as seen in the table above. Only ten (10%) of the sixty-five (65) respondents who were students obtained the one point zero to one point five (1.0 - 1.6) mean range. One point six to two point zero was the range for forty (40) of the respondents (1.6 - 2.0). Three percent (3.1%) of respondents received scores between two and two and a half (2.1 - 2.5). Out of 65 pupils who responded, 5% (5%) of them were in the mean range of two point six to three point zero (2.6 - 3.0). GWA, which is impacted by learning style, represents the learning results at the conclusion of study, according to Jurnal Kedokteran Syiah Kuala (2018). The table above demonstrates that the highest range of the student Mean range is held by respondents who make up 61.5% of the sample.

Table 1.3. Number of respondents in terms of SHS strands

SHS Strand	Frequency	Percent
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GAS	10	15.4
HUMSS	40	61.5
STEM	2	3.1
ABM	5	7.7
TVL	5	7.7
OTHER	3	4.6
TOTAL	65	100

The frequency and proportion of BPED students who graduated during their Senior High School Strand are shown in Table 1.3. Out of the 65 responders, only 10 (ten) were from general academic strands. With an average of 61%, forty of the students were in the humanities and social sciences (61.5 percent). 3.1% of the responders came from the fields of science, technology, engineering, and mathematics. 7.7% of the total came from the fields of accounting and business management. The Technology Vocational and Livelihood survey received responses from 7.7% of people. Four point six percent (4.6%) of the 65 responders are in the other category. As a result, the majority of third-year BPED students came from the academic strands of humanities and social sciences, with a highest rate of 61.5 percent (61.5 percent).

According to (Rosalia 2015), the majority of students today are unsure of the direction they will go in and the bulk of them come under the HUMMS strand.

2. What is the percentage level of the learning styles of BPED students in terms of:

Mean Range	Item Description
3.26 – 4.00	Often
2.51 – 3.25	Sometimes
1.76 – 2.50	Seldom
1.00 – 1.75	Never

**Table 2.1. Percentage Level of the learning styles of BPED students in terms of Visual
N = 65**

VISUAL	Frequency	Percentage
Often [3.26 – 4.00]	21	32.3
Sometimes [2.51 – 3.25]	44	67.7

Seldom	[1.76 – 2.50]	-	-
Never	[1.00 – 1.75]	-	-
TOTAL		65	100
Over-all Mean = 3.15		SD = 0.67	Sometimes

Out of 65 respondents, 21 chose frequently, with a total mean range of 3.26-4.00 and a percentage of 32.3, while 44 chose occasionally, with a total mean range of 2.51-3.25 and a percentage of 32.3. The table 2.1 shows Level of the learning styles of BPED students in terms of visuals, with a 3.15 overall mean. For frequency and percentage, Seldom and Never yields no result, nevertheless. This finding indicates that third-year BPED students occasionally favored the visual learning technique. "Learners can effectively learn from media, from any medium, and at times far better than the classroom teaching itself," according to Schram (1977).

The figures in the table below show which learning approaches students favor. These figures display and reflect the category of visual learning. Every number's query comes from visual learning. It displays the proportion of visual learners among pupils. When they can see the information in front of them, visual learners perform best. To that aim, try writing your messages instead of speaking them. Visual learners learn best when they engage with knowledge provided as visual images, such as pictures, graphs, diagrams, etc. (Allen Klein, 2018).

Item No.	Indicators	Mean	Standard Deviation	Verbal Description
2	I prefer to see information written on the board and supplemented by visual aids and assigned readings	3.42	0.68	Often
3	I like to write things down or take notes for visual review.	3.39	0.63	Often
7	I am skillful with and enjoy developing making graphs and charts	2.29	0.67	Sometimes
10	I can easily understand and follow directions on a map.	3.26	0.71	Often
14	I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.	3.17	0.57	Sometimes
16	I think the best way to remember something is to picture it in my mind	3.30	0.70	Often
19	I am good at working and solving jigsaw puzzles and mazes.	2.85	0.71	Sometimes
20	I grip objects in my hands during learning periods.	2.85	0.68	Sometimes

OVERALL MEAN	3.15	0.67	Sometimes
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**Table 2.2. Percentage Level of the learning styles of BPED students
interms of Auditory
N = 65**

AUDITORY		Frequency	Percentage
Often	[3.26 – 4.00]	22	33.8
Sometimes	[2.51 – 3.25]	43	66.2
Seldom	[1.76 – 2.50]	-	-
Never	[1.00 – 1.75]	-	-
TOTAL		65	100
Over-all Mean = 3.22 SD = 0.63		Sometimes	

The percentage Level of the students in BPED's auditory learning style, which has an overall Mean of 3.22, is shown in Table 2.2. With a total of 65 respondents, 22 responded frequently with a mean range of 3.26–4.00 and a percentage of 33.8; 43 responded occasionally with a mean range of 2.51–3.25 and a percentage of 66.2; and rarely and never received no response, both in terms of frequency and percentage. As a result, third-year BPED students occasionally adopted auditory as a learning mode. Shannon Hutton, et al. say that auditory learners occasionally talk to themselves, like to explain things to others, and find it difficult to remain silent during class discussions (2018).

Item No.	Indicators	Mean	Standard Deviation	Verbal Description
1	I can remember best by listening to a lecture that includes information, explanations and discussions.	3.18	0.58	Sometimes
5	I require explanations of diagrams, graphs, or visual Directions	3.21	0.62	Sometimes
8	I can tell if sounds match when presented with pairs of sounds.	3.45	0.50	Often
11	I do best in academic subjects by listening to lectures and tapes.	3.47	0.61	Often
13	I learn to spell better by repeating words out loud than by writing the words on paper.	3.32	0.63	Often
18	I would rather listen to a good lecture or speech than read about the same material.	3.18	0.61	Sometimes

21	I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.	3.09	0.67	Sometimes
24	I follow oral directions better than written ones.	2.95	0.81	Sometimes
OVERALL MEAN		3.22	0.63	Sometimes

The item number 1 in this table has a mean of 3.18, a standard deviation of 0.58, and occasionally a vocal description. The 3.21 mean, 0.62 standard deviation, and occasionally vocal explanation of item number 5 contrast with this. The average score for item number 8 is 3.45, the standard deviation is 0.50, and the description is frequently verbal. Item 11 has a mean of 3.47, a standard deviation of 0.61, and frequently verbal description. The 3.32 mean, 0.61 standard deviation, and occasionally vocal description of item number 13 are available. In contrast, item number 18 contains a verbal description and a 3.18 mean with a 0.61 standard deviation. Item 21 has a spoken description occasionally, a mean of 3.09, and a standard deviation of 0.67. And item number 24 has a mean of 2.95, a standard deviation of 0.81, and occasionally a spoken description. The table displays a sometimes-spoken description together with an overall mean of 3.22 and a standard deviation of 0.63. The greatest way for auditory learners to learn is through hearing or spoken communication. In order to raise teachers' understanding of auditory learning and teaching in the classroom, this paper highlights the beliefs and behaviors of language learners. The study was conducted in the cities of Tekirda and Erzincan with the help of fifteen college students. (Filiz Kayalar at Namk Kemal University, October 2017)

Table 2.3. Percentage Level of the learning styles of BPED students in terms of Kinesthetic
N = 65

KINESTHETIC		Frequency	Percentage
Often	[3.26 – 4.00]	9	13.8
Sometimes	[2.51 – 3.25]	45	69.2
Seldom	[1.76 – 2.50]	11	16.9
Never	[1.00 – 1.75]	-	-
TOTAL		65	100
Over-all Mean = 2.97		SD = 0.73	Sometimes

Table 2.3 displays the percentage of BPED students that identify as kinesthetic learners, with an overall mean of 2.97. Out of 65 respondents, 9 give a response that was frequently, with a mean range of 3.26-4.00 and a percentage of 13.8; 45 give a response that is occasionally, with a mean range of 2.51-3.25 and a percentage of 69.2. Seldom was answered by 11 respondents, with a mean range of 1.76-2.50 and a percentage of 16.9, coming in second. Kinesthetic is thus occasionally employed by third-year BPED students. When learning is at the manipulating, searching, and navigating stage, students

can move around, exert control over, and participate actively in the physical aspects of their learning (Moreno & Mayer, 2007, pg 310). Additionally, kinesthetic movement and activities must be incorporated into academic lessons because hands-on activities are the best way for students to learn.

The statistics below represent the preferred learning styles of pupils according to a standardized questionnaire from VARK Learning Styles. These figures illustrate and stand in for the category of kinesthetic learning. Every number is subject to kinesthetic-based questioning. It displays the proportion of pupils who have Kinesthetic. Sports enthusiasts or those chatty individuals who hang out at the water cooler in the morning are frequently kinesthetic learners. The 15th of January 2018 (Fion Millan).

Item No.	Indicators	Mean	Standard Deviation	Verbal Description
4	I prefer to use posters, models, or actual practice and other activities in class.	3.26	0.64	Often
6	I enjoy working with my hands or making things.	2.24	0.78	Seldom
9	I can remember best by writing things down several times.	3.26	0.56	Often
12	I play with coins or keys in my pocket.	2.45	0.91	Seldom
15	I chew gum, smoke or snack while studying.	2.41	0.93	Seldom
17	I learn the spelling of words by “finger spelling” them.	2.77	0.74	Sometimes
22	I grip objects in my hands during learning periods.	3.27	0.57	Often
23	I feel very comfortable touching others hugging, handshaking, etc.	3.11	0.75	Sometimes
OVERALL MEAN		2.97	0.73	Sometimes

3. Is there significant relationship between the respondents’ learning styles and respondent’s profile?

3.1 Relationship between the respondents’ learning styles and respondent’s profile

N = 65

Correlations		LEARNING STYLES
RESPONDENTS PROFILE	Pearson Correlation	.046
	Sig. (2-tailed)	.718

The graph above demonstrates the strong correlation between respondents' profiles and their learning preferences. As a result, the learning style's significant values (0.718) in relation to the respondent's profile were higher than 0.05. It implies that there is no meaningful connection between the respondent's profile and their learning styles. The null hypothesis is therefore accepted.

4. Based on the findings of the study, what recommendation can be proposed?

The majority of responders are HUMSS graduates, which is significant as a prerequisite for programs in education, according to the findings. As a prospective educator, one must be qualified to teach, as evidenced by performance and GWA, hence BPED students must be aware of their Learning Style in order to achieve the requisite General Weighted Average.

Conclusion

The findings lead to the following conclusion, which is reached. 72.3 percent of responders, who make up the majority, are female. With a mean range of 1.6 to 2.0 and a maximum percentage of 61.5, the general weighted average. Humanities and Social Sciences make up 61.5 percent of the Senior High School strand. There is no statistically significant correlation between respondents' profiles and learning styles among third-year BPED students, with Kinesthetic having the greatest percentage at 69.2 percent.

Recommendation

The following advice is made in light of the study's results and conclusions.

1. As a prospective educator, one should be qualified to teach, and it reflects in the performance and GWA. This field is competitive, thus in order to keep up, BPED students should be aware of their Learning Style in order to obtain the requisite General Weighted Average.
2. As a result of the study's respondents, which indicate that the majority of BPED students are kinesthetic learners, teachers should consider which learning style to use when developing lesson plans, particularly if the program is BPED.
3. Incoming Senior High students should select a strand that is compatible with their intended college curriculum in order to adjust and determine their level of competency.

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