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## Learning Styles and Academic Performance of Grade V Pupils in English

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*Abstract*—The study aimed to determine the significant relationship between the learning styles and academic performance of Grade V pupils in English. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the VARK Questionnaire (Version 8.0) and the 3<sup>rd</sup> Quarter grades of the pupils in English. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. The researcher found out that the pupil-respondents have different learning styles based on VARK Learning Style Questionnaire and all of them were able to pass the 3<sup>rd</sup> quarter in English. This study revealed a significant relationship between visual, auditory and reading or writing learning styles and academic performance of Grade V pupils in English while no significant relationship between pupils' kinesthetic learning style and academic performance. Thus, pupils' learning style, especially those with visual, auditory, and reading or writing learning styles, affects the academic performance in English.

*Keywords* — *learning Styles, Academic Performance, Grade V Pupils*

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### I. Introduction

Change is going to happen in a split second. It all began in Wuhan, China, last 2019, which has influenced the way of life and the education system. The entire country is witnessing the tragic outcome of the coronavirus outbreak (COVID-19). No one knows the adverse impact until such time when the person is already in a situation. It affects everyone's ways and means of living. It also introduces improvements to the education system that contribute to the introduction of a modular method of instruction in most schools throughout the world.

As anticipated, the first week of implementation is the transition phase. During this period, teachers, parents, and learners are facing a real scenario in the implementation of a modular instruction system. During the first week of classes in the new standard, the school receives various questions from the parents about the contents of the modules, the activities to be answered by the learners, and the most contentious is the content of the learning packs, where there are numerous errors in the planning of the modules, or the learning activity sheets that cause uncertainty and distortion. It has been noted that parents are calling for an extended period to carry out learning activities in all learning fields. Moreover, it is anticipated that pupils' learning style is reverted due to many factors.

During the months of implementation of the modular distance learning modality, most of the pupils' activities have erroneous or no answers. With this, teachers must conduct home visitation to determine the factors affecting such result. It was found out that most of them have difficulty in understanding the English language as some of the modules has its medium of instruction.

It is a fact that most learners perform low levels of English, Mathematics, and Science in the study of the class outcomes of the activities to learners. This serves as proof that students perform low in these fields, including face-to-face learning. This clearly means that most learners today have a poor degree of comprehension in these learning areas.

Educators agree that proficiency in the English language is the basis for success in academic pursuits. Reading, writing, and working with numbers are tasks that are based on language skills (3), Cummins (1), as cited by Racca & Lasaten (2016) (4) describes this as the interplay between everyday language skills and more advanced communication skills. Indeed, language proficiency is a key to academic performance. A person who does not know English, for instance, may not have access to the world's known scientific and technological discoveries that are predominantly written in English (3). This means that students need to be proficient in English for a better grasp of knowledge in Technology, Science, and Mathematics.

With the implementation of modular distance learning modality, the learning styles of the pupils are affected. There are those pupils who find difficulty in accomplishing their modules because they prefer to have a teacher who will discuss to them the lesson of which it is impossible for face-to-face classes is still prohibited. There are also pupils who preferred to listen to some videos, powerpoint, audio lessons, but they do not have access to gadgets or equipment which can provide this learning modality. Unfortunately, they only have their parents or learning facilitators at home who can assist and guide them in accomplishing their modules. Sometimes, their parents or learning facilitators do not have the skill and ability to provide the assistance they needed for a particular lesson in the module. With these, the learning style of the pupils also has change. Sometimes they failed to accomplish their task. With the present reality to some of the learners, the researcher decided to conduct this study to determine the relationship between the learning style and performance of Grade V pupils in English in Hugpa Elementary School, Ormoc District II, Ormoc City Division. A proposed enhancement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the learning style and academic performance of Grade V pupils in English of Hugpa Elementary School, Ormoc District II, Ormoc City Division. A proposed enhancement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of learning style of Grade V pupils in terms of the following:
  - a. Visual learning style;
  - b. Auditory learning style;

- c. Reading/writing learning style; and
  - d. Kinesthetic learning style?
2. What is the academic performance of Grade V pupils in English during the 3<sup>rd</sup> quarter?
  3. What is the post-test performance of the Grade V pupils on modules for the 3<sup>rd</sup> quarter?
  4. Is there a significant relationship between the level of learning style and performance of Grade V pupils in English during 3<sup>rd</sup> Quarter?
  5. What enhancement plan can be proposed based on the findings of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to determine the relationship between the learning style and academic performance of Grade V pupils in English. Hugo Elementary School, Ormoc District II, Ormoc City Division is the main locale of the study. The 21 Grade V pupils enrolled in the said locale are the main respondents of the study and the VARK Questionnaire (Version 8.0) and the 3<sup>rd</sup> Quarter grades of the pupils in English was used. This research is focused on determining the learning style and academic performance of Grade V pupils in English and its relationship. A Proposed Enhancement Plan based on the findings of the study is the output.

**Sampling.** There are 21 Grade V pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face during the conduct of Home Visitation by the researcher. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan followed.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

**Treatment of Data.** The Simple Percentage and Weighted Mean was employed to determine the learning style and academic performance of the Grade V pupils. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Learning Style of Grade V Pupils (N=21)**

<b>LEARNING STYLES</b>	<b>Frequency</b>	<b>Percentage</b>
VISUAL	5	24
AUDITORY	6	28.5
READING	6	28.5
KINESTHETIC	4	19
<b>TOTAL</b>	<b>21</b>	<b>100</b>

Table 1 presents the learning styles of Grade V pupils. It was revealed on the table that among the 21 pupil-respondents, 5 or 24% are visual learning style. This means that 24% of the pupils are visual learners. They are the pupils who prefer to learn using their sense of sight. This implies that these pupils learn through the visual materials provided to them like charts, diagrams, graphs, maps, and other pictures or graphically based forms of communication. Media movies, PowerPoint presentations, or videos are necessary to assist these kinds of learners. These learners suit to this new normal learning modality where modules are given to them where activities are written.

Moreover, among the 21 pupil-respondents, 6 or 28.5% have auditory learning style. This means that these pupils prefer to learn using their sense of hearing. They prefer instructions spoken to them. Spoken words during lectures, recordings, discussions are mechanisms that allow people with the sense of hearing to learn in their environment. This implies that these pupils easily learn when they are physically present in the classroom and listen to the teachers' lectures. During this time of pandemic, these kinds of learners experienced struggles in accomplishing their modules unless their learning facilitators will thoroughly explain to them the content of the modules and how they will accomplish such.

Furthermore, among the 21 pupil-respondents, 6 or 28.5% have reading learning style. This means that these are the pupils who learn best when they read and write down on a paper or board what they have read. Their tools of choice are dictionaries, the internet, PowerPoint, written responses and text signs. This implies that these learners learn best when they read or write the lessons given to them.

Lastly, among the 21 pupil-respondents 4 or 19% have kinesthetic learning style. This means that they are the pupils who learn by being involved in the activities of the learning process. The method of instruction they love includes demonstrations, simulations, videos, and case studies. This implies that these learners learn best when they are involved in the learning process.

**Table 2**  
**Academic Performance of Grade V Pupils in English (N=21)**

INTERPRETATION	SCALE	Frequency	Percentage
OUTSTANDING	90-100	4	19
VERY SATISFACTORY	85-89	5	24
SATISFACTORY	80-84	8	38
FAIRLY SATISFACTORY	75-79	4	19
DID NOT MEET EXPECTATIONS	Below 75	0	0
<b>TOTAL</b>		<b>21</b>	<b>100</b>

Table 2 presents the academic performance of Grade V pupils in English. It was revealed on the table that among the 21 pupil-respondent, there a 4 or 19% got a grade in English between 90-100 or outstanding, 5 or 24% got 85-89% or very satisfactory, 8 or 38% got a grade between 80-84% or satisfactory and 4 or 19% got a grade of 75-79 or fairly satisfactory. This means that all the pupils in Grade V are able to pass the subject for the 3<sup>rd</sup> quarter. This implies that they are able to accomplish the requirements set for the subject. This implies further that despite this new learning modality, the pupils can still understand the lesson, and some are able to master the skills for the quarter.

**Table 3**  
**Test of Relationship Between Learning Style and Academic Performance**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
<b>Visual and Academic Performance</b>	0.58	1.663	1.213	Reject Ho	Significant Relationship
<b>Auditory and Academic Performance</b>	0.78	3.311	1.213	Reject Ho	Significant Relationship
<b>Reading Student Relationship and Academic Performance</b>	0.73	3.061	1.213	Reject Ho	Significant Relationship
<b>Kinesthetic and Academic Performance</b>	0.00	0.010	1.213	Failed to Reject Ho	No Significant Relationship

Table 4 presents the test of the relationship between the learning style in terms of visual, auditory, reading/writing, and kinesthetic and academic performance of Grade V pupils in English. The table revealed that the computed value or  $t$  of 1.663 is greater than the table value of 1.213 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the visual learning style and academic performance of Grade V pupils in English. The  $r$ -value of 0.58 shows significant relationship.

Moreover, this table also shows the test of relationship between auditory learning style and academic performance of Grade V pupils in English. The table revealed that the computed value or  $t$  of 3.311 is greater than the table value of 1.213 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the auditory learning style and academic performance of Grade V pupils in English. The  $r$ -value of 0.78 shows a significant relationship.

Furthermore, this table also shows the test of the relationship between reading or writing style and academic performance of Grade V pupils in English. The table revealed that the computed value or  $t$  of 3.061 is greater than the table value of 1.213 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the reading or writing learning style and academic performance of Grade V pupils in English. The  $r$ -value of 0.73 shows a significant relationship.

Finally, this table shows the test of relationship between kinesthetic learning style and academic performance of Grade V pupils in English. The table revealed that the computed value or  $t$  of 0.010 is lesser than the table value of 1.213 at .05 level of significance, so null hypothesis failed to reject. This means that there is no significant relationship between the kinesthetic learning style and academic performance of Grade V pupils in English. The  $r$ -value of 0.00 shows no significant relationship.

#### **IV. Conclusion**

The data revealed that there is a significant relationship between the visual, auditory and reading or writing learning styles and academic performance of Grade V pupils in English while no significant relationship between the kinesthetic learning style and academic performance of Grade V pupils in English. Thus, pupils' learning style, especially those with visual, auditory, and reading or writing learning styles, affects the academic performance in English.

#### **V. Recommendations**

1. The proposed enhancement plan formulated should be utilized;
2. Teachers should provide varied and differentiated activities which will develop their learning styles;
3. Teachers should provide supplementary learning materials which will improve their performance;

4. Teachers should encourage the parents or learning facilitators to guide and assist the pupils in accomplishing the modules;
5. School Heads and teachers should conduct feedbacking activities to improve the learning styles of the pupils so as to improve their performance; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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The author is born on February 11, 1993 at Brgy. Hugo Ormoc City, Leyte Philippines. She is presently residing at Purok 1 Brgy. Hugo Ormoc City, Leyte. She finished her elementary education at Hugpa Elementary School, Ormoc City in the year 2005 and continue her quest for education and able to finish her secondary education at Ipil National High School, Ormoc City in the year 2009. She enrolled and finished her Bachelor in Elementary Education at Western Leyte College, Ormoc City in the year 2015. She finished her Master of Arts in Education major in School Administration and Supervision at Western Leyte College, Ormoc City in the year 2021.

She is currently teaching at Hugo Elementary School, District II, Ormoc City Division, Region VIII, Philippines holding a position as Teacher 1. She is assigned as a coordinator of Disaster Risk Reduction Management, Supreme Pupil Government, Enhanced Basic Education Information System (EBEIS), Property Custodian, and Boy Scout in her present assigned school. She also attended different trainings and seminars conducted in the Region, Division and District.