

Learning Styles of Education Students of Western Philippines University School Year 2007-2008

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ABSTRACT

The study determined the learning styles of first year WPU Education students in terms of environmental, emotional sociological, physiological, and psychological aspects. Thirty (30) randomly selected first year Education students in SY 2007-2008 were asked to choose their degree of agreement on the different learning situations listed in the checklist. A five point scale was used in the determination of the respondents' degree of agreement with the various learning situations. The mean score for each learning style was interpreted using the Likert scale.

Results revealed that in the environmental aspect of learning style, the respondents agreed that they concentrate better when there are no disturbances; when they are inside the room or house, and when they are studying in a well-lighted room. In the emotional aspect of learning style, the respondents agreed that they could concentrate better when they are happy and relaxed. As to the sociological aspect of learning style, the respondents believed that they could assimilate better when they worked with their parents, teachers or with older person; when they study alone and when others motivated them to study. As to the psychological aspect of learning style, the respondents' believed that they could remember facts when they read the topic with their eyes only and when they write or illustrate.

Keywords: learning style, aspects of learning style, education students, Western Philippines University

INTRODUCTION

A learning style is the method of learning particular to an individual that is presumed to allow that individual to learn best. It is commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Based on this concept, the idea of individualized "learning style" originated in 1970s, and has gained popularity in recent years.

Learning how to learn had been one of the educators' greatest tasks. Training the students to learn every task is every teacher's responsibility just as learning task is every student's priority.

Learning is a behavioral change which is the direct result of experience rather than consequences of inborn connections within the nervous system.

Learning style is one of the aspects of students' innate uniqueness which one must learn to recognize, acknowledge and respect. Although opinions regarding the many aspects of learning vary. How it takes place, what is the best means of promoting it, and how much matter pertaining to it is an accepted fact that learning takes place. That learning does take place when it is universally and unanimously agreed. Learning occurs in and out of schools, in all working hours, and it is continuous from birth until death of normal individual.

One of the most important breakthroughs in education in recent years is the classification of learning styles as they relate to the most important dimension in every learning process - how every learner learns. Learning styles consists of aspects, namely: environmental, emotional, sociological, physiological, and psychological (Dunn and Dunn, 1978). Hence, this study attempted to identify the learning styles of the Western Philippines University education students based on the learning styles aspects described in the Dunn and Dunn Learning Style Model.

METHODOLOGY

Respondents of the Study. Thirty (30) first year students of the College of Teacher Education, Western Philippines University were randomly chosen as the respondents of the study.

Research Design and Method. The descriptive research design was used in the study employing the survey method in gathering the data. The research instrument of Dolor (2003) was adapted in this study. The instrument was composed of a list of situations believed to be associated with the learning of each of the 5 stimuli: environmental, emotional, physiological, psychological, and sociological aspects.

Data Gathering Procedure. Based on the prepared checklist, the students were asked to check the column of their choice (degree of agreement) on the different learning situations listed. The scores obtained were tallied and the mean scores of the respondents were presented, and interpreted.

Data Analysis. Frequency counts, percentages, and means were used to describe the learning styles of the respondents according to Dunn and Dunn Learning Style Model.

A five-point scale was employed to determine their degree of agreement to certain situations that usually occurred while they were learning or studying their lesson.

The rating scale used was as follows:

Strongly agree	5
Agree	4
Neutral/undecided	3
Disagree	2
Strongly disagree	1

The mean scores of each learning style were obtained by dividing the composite scores by the number of cases (respondent group). The means were interpreted based on the following Likert scale:

Strongly agree	4.50– 5.00
Agree	3.50– 4.49
Neutral/undecided	2.50 – 3.49
Disagree	1.50 – 2.49
Strongly disagree	1.00 – 1.49

RESULTS AND DISCUSSION

Demographic characteristic of the respondents

Table 1 shows that of the 30 respondents, 66.66% of the respondents are females and the rest are males.

Table 1. Distribution of respondents in terms of gender.

Gender	Frequency (n=30)	Percentage %
Females	10	33.34
Males	20	66.66

Environmental Aspect

Table 2a shows the learning styles of the respondents classified under environmental aspect. Based on their mean scores, the study revealed that the respondents strongly agreed that they could concentrate better when there is no disturbance (4.7%). The respondents agreed that they could concentrate better when they are inside the room or house (4.395); when they are studying in a well-lighted room (4.365); when they are sitting in a wooden chair (3.73); they could assimilate better when things within sight are in order (4.3); while some of the respondents could concentrate better when they are outside the room and sit under the tree. However, some of the respondents were not sure whether they could concentrate better when they are listening to loud sound like radio (3.03), and when lying in a sofa bed or bed while studying.

Table 2a. Mean scores of the learning styles of the first year education students classified under environmental aspects.

Statements	Mean Scores	Interpretation
I could concentrate/assimilate/absorb/remember better when:		
a. listening to loud sound like radio	3.03	Undecided
b. studying in a well-lighted room	4.365	Agree
c. sitting in a wooden chair	3.73	Agree
d. inside the room or house	4.395	Agree
e. there is no disturbance	4.7	Strongly Agree
f. things within sight are in order	4.3	Agree
g. lying in sofa bed/ bed while studying	3.365	Undecided
h. outside the room and sit under the tree	3.535	Agree

Emotional Aspect

Table 2b shows the mean scores of the learning styles of the respondents classified under emotional aspect.

The respondents agreed that they could assimilate better when they are happy (4.165); and relaxed (3.865); when they make decision and absorb problem quickly (3.865). They were not sure whether they could concentrate better when someone is bothering them.

However, most of the respondents disagreed that they could not concentrate when they are not feeling well (2.465); they are extremely angry (2.475); they are not relaxed (2.465); and when they are depressed (2.295).

Table 2b Mean scores of the learning styles of the first year education students classified under environmental aspects.

Statements	Mean Scores	Interpretation
I could concentrate/assimilate/absorb/Remember better when:		
a. I'm not feeling well	2.465	Disagree
b. make decision and absorb problem quickly	3.83	Agree
c. when I am happy		
d. someone is bothering me	4.165	Agree
e. I am not relaxed	2.5	Undecided
f. extremely angry	2.465	Disagree
g. I am relaxed	2.475	Disagree
h. I am depressed	3.865	Agree
	2.295	Disagree

Sociological Aspect

Table 2c shows the mean scores of the learning styles of the respondents classified under sociological aspect.

The study revealed that the respondents agreed that they could concentrate better when studying with their parents or teachers (4.33); when studying alone (4.1); when working with older person (3.565); and when others motivate them to study (3.5).

On the other hand, they were not sure whether they could concentrate or not when working with group as a member (3.4); working with the group as leader (3.365); working with the group (3.365); or studying with their best friends or friends.

Table 2c. Mean scores of the learning styles of the first year education students classified under sociological aspects.

Statements	Mean Scores	Interpretation
I could concentrate/assimilate/absorb/Remember better when:		
a. I'm studying alone	4.1	Agree
b. studying with by best friends or friends	3.33	Undecided
c. working with group as leader		
d. studying with my parents or teacher	3.365	Undecided
e. involved with older person than younger ones	4.33	Agree
	3.565	Agree
f. working with group as a member		
g. when others motivated me to study	3.4	Undecided
h. I'm with the group	3.5	Agree
	3.365	Undecided

Psychological Aspect

Table 2d shows the mean scores of the learning styles of the first year education students classified under sociological aspects.

The study revealed that the respondents strongly agreed that they remember better when topics are present in a step by step sequential structure, leading toward understanding the lesson (4.73). They agreed that they could absorb better when they take a break before they proceed to the task until it is completed (4.195); when their attention concentrates in detail first (4.365); when they prefer to analyze and think about the topic (4.23); when they are introduced to the concept or idea before beginning to work on a task (4.195); when they are involved in an interesting task (4.0). However, they are not sure whether they could assimilate better when spending longer time in studying (3.235); or spending shorter time in studying (2.63).

Table 2d. Mean scores of the learning styles of the first year education students classified under psychological aspects.

Statements	Mean Scores	Interpretation
I could concentrate/assimilate/absorb/ Remember better when:		
a. topic is presented to me is step by step/sequential structure, leading toward understanding the lesson	4.73	Strongly Agree
b. I take break before I proceed to the task until it is completed	4.195	Agree
c. my attention concentrates in detail first	4.365	Agree
d. I prefer time to analyze and think about the topic	4.23	Agree
e. introduced the concept or idea before beginning to work on a task	4.165	Agree
f. involved in interesting task		
g. I spend longer time in studying	4.0	Agree
h. I spend short time in studying	3.235	Undecided
	2.63	Undecided

Physiological Aspect

Table 2e shows the mean scores of the learning of the respondents classified under the physiological aspects.

Table 2e. Mean scores of the learning styles of the first year education students classified under physiological aspects.

Statements	Mean Scores	Interpretation
I could concentrate/assimilate/absorb/Remember better when:		
amore senses are involved in a task	3.43	Undecided
a. I listen to a lecture discussion or conversation	3.93	Agree
b. I read the topic with my eyes only	3.495	Agree
c. I am eating finger food	3.995	Agree
d. I write or illustrate	3.665	Agree
e. during morning or daytime	3.73	Agree
f. during evening or nighttime	4.065	Agree
g. I read things orally	3.725	Agree

The study revealed that the respondents agreed that they could remember better when they read the topic with their eyes only (3.93); when they are eating finger food (3.995); when they write or illustrate (3.665); when they study during morning or daytime (3.73); and when they study during evening or nighttime (4.065) and when they read things orally (3.725). On the other hand, they disagree that they could remember better when more senses are involved (3.43); and when they listen to lecture discussion or conversation (3.725).

Conclusion

Based on the result of the study, the researchers conclude that the respondents could concentrate, assimilate, absorb, or remember better the topics/lessons in different learning styles.

Recommendations

Based on the conclusion, the following recommendations were made:

1. The teachers and administrators should consider the learning styles of the students in order for them to learn more.
2. Teachers should assess the learning styles of their students to enable them to choose and adapt the methods, strategies, and techniques best suited for each learner.

LITERATURE CITED

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