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GRADE 2 LEARNERS' LEARNING STYLES TOWARD THEIR ACADEMIC ACHIEVEMENT IN LEARNING ENGLISH

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Abstract. This study focused on the learning styles in English of Grade 2 learners of Bolinao II District, School Division Office I Pangasinan during the school year 2023-2024 specifically on the profile of the Grade 2 learners in terms of sex, birth order, and joint monthly family income; the learning styles of the Grade 2 learners and how effective are such based on the Grade 2 teachers' perceptions; and study habits of the Grade 2 learners. It made use of descriptive method with questionnaire as the research instrument. There were 28 teachers and 169 Grade 2 learners involved in this study. The data gathered were properly recorded, tallied, tabulated and interpreted using the SPSS for windows. The study found out that generally, Grade 2 learners are female, middle born and with an average parents' joint monthly income. The learning styles are effective in improving the performance the learners. Most of the learners spent less time in studying their lessons at home and in doing their homework. Their learning styles have nothing to do with their sex, birth order and parents' joint monthly income. The researcher recommended that teachers should attempt to use a variety of materials and delivery methods to allow learners to have at least their learning style preference partly addressed. The school should be provided with learning technology to suit the varied learning styles of the learners. Similar studies should be conducted to ascertain other factors that contributory to the development and enhancement of more effective learning styles for learners to validate the findings of this study.

Keywords: learning style, achievement, Grade 2 learners

INTRODUCTION

Education plays a crucial role in driving development forward, as it is tasked with enhancing the effectiveness of teaching for educators and the efficiency of learning for students. One way in which education achieves this is by constantly evolving and adapting to the needs of society. For instance, incorporating technology into the classroom can greatly enhance the learning experience. By utilizing tools such as interactive whiteboards or educational apps, educators can create a more engaging and interactive environment for students, thereby increasing their understanding and retention of the material.

Many efforts by school administrators have been done to improve the retention of college students. Academic advising, orientations, facility improvements, mentoring, and continuous modifications to curriculum and pedagogy are being made continuously to ensure that the controllable variables are explored without reducing then self determination of the students. Most of these student support services have proven to be insufficient in improving student retention among large populations of student

Students learn in a variety of ways, and their ability to attain this information also varies. A student's capacity to learn is impacted by the teacher's style of conveying information. Unfortunately, little attention has been given to how children think (Markova, 2002). Often, it is assumed that students' minds operate in the same way as the teacher's does. So much of student failure in school comes directly out of the larger failure to stimulate all those areas in the children's brains, stimulation which could open up their minds in so many ways (Markova, 2002).

The distinction of the individuality of students can be illustrated by the diversity of their test scores. When most students begin school, their test scores are comparable but their experiences are varied (Popham, 2008). As their formal education continues, most students in a specific classroom are taught in the same style – the style most compatible to that teacher. Just as each student possesses different types of knowledge from his/her experience, so does each student process information differently to complete the learning cycle. As a result of the students' hereditary factors, their particular life experiences and the demands of their environment, students develop learning styles that emphasize certain learning abilities over others (Guild and Garger, 2005)

The threshold of the 21st century is marked by significant scientific and technological progress that has reshaped various aspects of society. This era is characterized by the rise of global enterprises and the notable phenomenon of global migration, both

of which have had profound impacts on economies and cultures worldwide. For instance, multinational corporations like Apple and Google have expanded their operations globally, showcasing the interconnected nature of the modern business landscape.

Moreover, the increased movement of people across borders has led to a rich tapestry of diversity in countries, fostering cross-cultural exchanges and collaborations. This trend underscores the need for a globalized approach to education, as individuals and societies must acquire the necessary skills and knowledge to thrive in a competitive global environment.

In this context, educational institutions are adapting their curricula to include international perspectives and encourage students to engage with global issues. For example, universities are offering exchange programs that allow students to study abroad and gain firsthand experience of different cultures. Additionally, online platforms have made it easier for learners to access educational resources from around the world, promoting continuous learning and cross-cultural understanding.

Overall, the globalization of education is essential for equipping individuals and societies with the tools needed to navigate the complexities of the modern world and remain competitive on a global scale. By embracing diversity and fostering a global mindset, education plays a crucial role in preparing individuals to meet the challenges and opportunities of the 21st century.

The term 'learning styles' is generally assumed to refer to beliefs, preferences, and behaviors used by individuals to aid their learning under the classroom or environmental conditions. Learning styles appear to occur in three areas: cognitive, psychological, and affective. Cognitive styles have been defined in terms of the way a person perceives, remembers, thinks, and solves problems. Psychological styles are biological and include reactions to the physical environment that may affect learning (e.g., being a "night person" or preferring to study in a warm or a cold room). Affective styles include personality and emotional characteristics such as persistence, preferring to work with others or alone, and rejecting or accepting external reinforcement.

There are several other differences in learning styles that educational psychologists have studied. One has to do with field dependence versus field independence. Field-dependent individuals tend to see patterns as a whole and have difficulty separating out specific aspects of a situation or pattern; field-independent people are more able to see the parts that make up a large pattern. Field-dependent people tend to be more oriented toward people and social relationships than are field independent people. For example, they tend to be better at recalling such social information as conversation and relationships, to work best in groups, and to prefer such subjects as history and literature. Field-independent people do well with numbers, science, and problem-solving task.

Field-independent learners prefer to work alone, are able to more effectively organize their efforts in working on projects and problem-solving tasks, and prefer to set their own goals. Field-dependent learners, on the other hand, prefer to learn in groups, prefer to interact frequently with the teacher, and require more external reinforcement and teacher structuring of tasks (Borich & Tombari, 2007; Brown, 2000; Hohn, 1995; Slavin, 2000).

Another cognitive style entails conceptual tempo. It is common for us to show in our personality's certain tendencies toward reflectivity sometimes and impulsivity at other times. Impulsive learners work fast to get an answer, are more easily frustrated and more distractible, and are more likely to take risks than reflective children who work more slowly to avoid errors. Reflective learners are slower but more accurate than impulsive learners especially in reading.

Kolb (2005) thought of the learning styles as a continuum that one moves through over time, usually people come to prefer, and rely on, one style above the others. There are four basic learning modes – concrete experience (sample word, feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing) - that are closely tied to the learning styles: The convergent learning style relies on the dominant learning abilities of abstract conceptualization and active experimentation. The divergent learning style emphasizes concrete experience and reflective observation. In assimilation, the dominant learning abilities are abstract conceptualization and reflective observation. The accommodative learning style emphasizes concrete experience and active experimentation.

Statement of the Problem

This study assessed the Grade 2 learners' learning style toward their achievement in learning English in Bolinao II District, Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 2 learners in terms of the following variables:
   a. sex;
   b. birth order; and
   c. joint monthly family income?
2. What are the learning styles of the Grade 2 learners and how effective are such based on the teachers' perceptions?
3. What are the study habits of the Grade 2 learners?
4. Is there a significant relationship between the effectiveness of the learning styles and profile variables of the Grade 2 learners?

METHODOLOGY

This chapter presents the method and procedure to be employed to answer the research problems identified in the study. More specifically, it discusses the research design, sources of data, the instrumentation and data collection, and tools for data analysis.

Research Design

The study used descriptive method with questionnaire as the research instrument. According to Celeste (2005), a descriptive research method obtains facts about existing conditions or significant relationship between current phenomena. The researcher chose descriptive research because it is the best method of research that suits the purpose of the study.

This study focused on the relationship between the learning styles and the profile variables of Grade 2 learners during the school year 2023-2024 specifically on the profile of the Grade 2 learners in terms of sex, birth order, and joint monthly family income; the learning styles of the Grade 2 learners and how effective are such based on the Grade 2 teachers' perceptions; and study habits of the Grade 2 learners. This study involved 28 teachers and 169 Grade 2 learners.

Sources of Data

This study was administered to the grade 2 learners of Bolinao II District, Schools Division Office I Pangasinan during the school year 2023-2024.

Instrumentation and Data Collection

The main data-gathering instrument of the study was a questionnaire-checklist.

The questionnaire focused on the learning styles of Grade 2 learners in during the school year 2023-2024 specifically on the profile of the Grade 2 learners in terms of age, birth order, and joint monthly family income; the learning styles of the Grade 2 learners and how effective are such based on the teachers' perceptions; and study habits of the Grade 2 learners in terms of studying daily lessons, and reading of supplementary books and other advanced reading materials.

The items in the questionnaire were formulated by the researcher and were validated by the researcher with the help of the experts. Suggestions were incorporated in the final draft of the questionnaire.

A formal permission to conduct the study and to float the questionnaire was secured from the Division Superintendent of Schools Division Office I Pangasinan.

The researcher personally administered the questionnaire to the respondents in each school and immediately retrieved the copies from the respondents.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

1. Profile of the Grade 2 Learners

Sex

As to the sex of the respondents presented on Table 1a, it can be gleaned that most of the Grade 2 learners are female with 113 or 66.86%. This can be because there are more women than men in the Philippines.

Table 1a. Frequency and Percentage Distribution of the Grade 2 Learners in Terms of Sex

Sex	Frequency	Percentage
Male	56	33.14
Female	113	66.86
Total	**169**	**100**

b. Birth Order

It can be seen in Table 1b that most of the Grade 2 learners are middle born with 58 or 34.32%. This is followed by first born with 52 or 30.77%. Last born had 45 or 26.63% while 14 or 8.28% are only child. The result shows that Grade 2 learners have older and younger brothers and sisters. This also shows that there is someone or somebody who could teach them in their school assignments.

Table 1b. Frequency and Percentage Distribution of the Grade 2 Learners in Terms of Birth Order

Birth Order	Frequency	Percentage
First Born	52	30.77
Middle Born	58	34.32
Last Born	45	26.63
Only Child	14	8.28
Total	**169**	**100**

c. Joint Monthly Family Income

Table 1c shows that out of 169 respondents, 93 or 55.035 have joint family income of Php10,000 and below. Forty-one or 24.26% have an income of Php10,001-Php20,000. Twenty or 11.83% have Php20,001-Php30,000 income. Eight or 4.73% have Php40,001-Php50,000 income. Five or 2.96% have Php40,001-Php50,000 income. Two or 1.98% have Php50,001 and above income. The biggest group of pupil-respondents had an average joint monthly family income of Php50,001 and above while the smallest group had a joint monthly family income of Php50,001 and above. This implies that parents, despite the economic crisis the family is faced with, they could still manage to send their children to school.

Table 1c. Frequency and Percentage Distribution of the Grade 2 Learners in Terms of Joint Monthly Family Income

Joint Monthly Family Income	Frequency	Percentage
Php50,001 and above	2	1.98
Php40,001-Php50,000	5	2.96
Php30,000-Php40,000	8	4.73
Php20,001-Php30,000	20	11.83
Php10,001-Php20,000	41	24.26
Php10,000 and below	93	55.03
Total	**169**	**100**

2. Effectiveness of Learning Styles of Grade 2 Learners

It can be inferred from the data presented in Table 2 that the teaching methods employed in Grade 2 classrooms are yielding positive results, with an average weighted mean of 3.77 indicating the effectiveness of the learning styles utilized. This suggests that the instructional strategies tailored to Grade 2 learners are resonating well with their cognitive processes and educational needs.

Table 2. Extent of Effectiveness of the Learning Styles of Grade 2 Learners

Indicators	WM	DE
AUDITORY LEARNERS		
1. Remember best about a lesson in English by listening to a lecture explanation and discussion.	4.39	E
2. Do better in English by listening to lecture and tapes as opposed to reading a textbook.	3.95	E
3. Requires explanations of diagrams, graphs or visual directions.	3.49	FE
4. Follow oral directions better than written ones.	3.77	E
5. Tell if sounds match when presented with pair of sounds.	4.01	E
6. Repeat information aloud or silently in mind in taking notes.	3.66	E
7. Learn to spell better by repeating words out loud than by writing the words on paper.	3.54	E
8. Would rather listen to a good lecture or speech than read about the same material in a textbook.	4.03	E
9. Sit back and brainstorm ideas with others.	4.15	E
10. Read work out aloud.	4.07	E
VISUAL LEARNERS		
1. Prefer lessons in English to be presented with the use of visual aids.	3.91	E
2. Like to write things down or to take notes for visual review.	4.24	E
3. Am skilful with and enjoy developing and making graphs and charts.	3.70	E
4. Am good at working and solving crossword or jigsaw puzzles and mazes.	3.89	E
5. Understand lessons in English better by reading about it rather than listening to it.	3.73	E
6. Think that the best way to remember something is to picture it in mind.	4.01	E
7. Prefer obtaining information about an interesting lesson in English by reading about it.	3.53	E
8. Remember information better when write it down.	3.22	FE
9. Need to write down directions, not just take them verbally.	2.96	FE
10. Prefer to observe in class rather than act and talk.	3.49	FE
TACTILE LEARNERS		
1. Prefer to make posters, models or actual practice and other activities in class.	3.19	FE
2. Enjoy working with hands or making things.	4.48	E
3. Remember best by writing things down.	3.20	FE
4. Learn the spelling of words by "finger spelling" them.	3.84	E
5. Start a task in English before reading the directions.	3.57	E
6. Prefer first to see something done and then to do it yourself.	4.13	E
7. Have to rewrite or type notes to reinforce the material.	3.96	E
8. Enjoy doing activities in English through group games and activities.	3.80	E
9. Like to do tasks by physically working with others.	3.44	FE
10. Grip objects in hands during learning periods.	3.75	E
AWM	**3.77**	**E**

Legend

Mean Range		Qualitative Description
4.21-5.00	-	Very Effective (VE)
3.41-4.20	–	Effective (E)
2.61-3.40	–	Fairly Effective (FE)
1.81-2.60	–	Slightly Effective (SE)
1.00-1.80	–	Not Effective (NE)

Out of 30 indicators, 7 were rated fairly effective like Requires explanations of diagrams, graphs or visual directions; Remember information better when write it down; Need to write down directions, not just take them verbally; Prefer to observe in class rather than act and talk; Prefer to make posters, models or actual practice and other activities in class; Remember best by writing things down; Like to do tasks by physically working with others.

Study Habits of the Grade 2 Learners

It is reflected in Table 3 that most of the Grade 2 learners spent 1 hour in taking down notes with 121 or 71.60%; there are only 43 or 25.44% who are taking down notes for 2 hours ; and only 5 or 2.96% are taking down notes for 3 hours.

In terms of using references such as dictionaries, encyclopaedias, etc, there are 134 or 79.29% out of 169 learners who study their lesson for an hour, there are 31 or 18.34% pupils who spent 2 hours in terms of using references such as dictionaries, encyclopaedias, etc; and only 4 or 2.37% who spent 3 hours in Using references such as dictionaries, encyclopaedias, etc.

In terms of making an outline, there are 145 or 85.80% who are doing their making an outline for 1 hour only; 23 or 13.61% spent 2 hours in doing homework; and only 1 or 0.59% spent 3 hours in making an outline.

For organizing ideas, 134 or 79.29 do this study habit for 1 hour, 33 or 19.53% do it for 2 hours, and 2 or 1.18% do it for 3 hours.

Table 3. Study Habits of the Grade 2 Learners

Indicators	1 hour	Percentage	2 hours	Percentage	3 hours	Percentage
1.Taking down notes	121	71.60	43	25.44	5	2.96
2. Making an outline	134	79.29	31	18.34	4	2.37
3. Using references such as dictionaries, encyclopaedias, etc.	145	85.80	23	13.61	1	0.59
4. Organizing important ideas.	134	79.29	33	19.53	2	1.18

4. Significance of Relationship Between the Learning Styles and the Profile of the Pupils

a. Significance of Relationship Between the Learning Styles and Age of the Grade 2 Learners

Since the computed x^2 is 2.684 which is less than the critical\tabular value of 9.488 at the .05 level of significance with df=4; the Ho is accepted. Therefore, there is no significant relationship between the learning styles and age of the Grade 2 learners.

Significance of Relationship Between the Learning Styles and Sex of the Grade 2 Learners

Since the computed x^2 of 3.15 which is less than the critical\tabular value of 5.991 at the .05 level of significance with df=2; the Ho is accepted. Therefore, there is no significant relationship between the learning styles and sex of the Grade 2 learners. Sex does not determine the learning style.

Table 4a. Significance of Relationship Between the Learning Styles andSex of the Grade 2 Learners

Learning Styles	Very Effective (5)		Effective (4)		Fairly Effective (3)		Total
Sex	**O**	**E**	**O**	**E**	**O**	**E**	
Male	2	4.97	36	32.80	18	18.22	**56**
Female	13	10.03	63	66.20	37	36.78	**113**
Total	**15**		**99**		**55**		**169**

Legend:

O= Observed Frequency
E= Expected
df =2; .05 level of significance
x^2- tabular value = 5.991
)(^{2} Computed value =3.15
Decision: Ho-Accepted

Significance of Relationship Between the Learning Styles and Birth Order of the Grade 2 Learners

Since the computed x^2 of 6.79 which is less than the critical\tabular value of 12.592 at the .05 level of significance with df=6; the Ho is accepted. Therefore, there is no significant relationship between the learning styles and birth order of the Grade 2 learners. The learning style of a Grade 2 learner is not influenced by his/her birth order in the family.

Table 4b. Significance of Relationship Between the Effectiveness of Learning Styles and Birth Order of the Grade 2 Learners

Learning Styles	Very Effective (5)		Effective (4)		Fairly Effective (3)		Total
Birth Order	**O**	**E**	**O**	**E**	**O**	**E**	
First Born	5	5.02	27	30.42	21	17.56	**53**
Middle Born	6	5.40	31	32.72	20	18.89	**57**
Last Born	2	4.26	31	25.83	12	14.91	**45**
Only Child	3	1.33	7	8.04	3	4.64	**14**
Total	**16**		**97**		**56**		**169**

Legend:

O= Observed Frequency
E= Expected
df = 6; .05 level of significance
x^2- tabular value = 12.592
)(^{2} Computed value =6.79
Decision: Ho-Accepted

Significance of Relationship Between the Learning Styles Parents' Joint Monthly Income of the Grade 2 Learners

Since the computed x^2 of 11.134 which is less than the critical\tabular value of 18.307 at the .05 level of significance with df=10; the Ho is accepted. Therefore, there is no significant relationship between the learning styles and parents' joint monthly income of the Grade 2 learners.

Table 4c. Significance of Relationship Between the Learning Styles and the Parents' Joint Monthly Income

Learning Styles	Very Effective (5)		Effective (4)		Fairly Effective (3)		Total
Parents' Joint Monthly Income	**O**	**E**	**O**	**E**	**O**	**E**	
Php50,001 and above	0	1.18	2	1.21	0	.62	**2**
Php40,001-Php50,000	0	.44	5	3.02	0	1.54	**5**
Php30,000-Php40,000	2	.71	4	4.83	2	2.46	**8**
Php20,001-Php30,000	1	1.78	15	12.07	4	6.15	**20**
Php10,001-Php20,000	3	3.64	25	24.75	13	12.62	**41**
Php10,000 and below	9	8.25	51	56.13	33	28.62	**93**
Total	**15**		**102**		**52**		**169**

Legend:

O= Observed Frequency
E= Expected
df = 10; .05 level of significance
x ²- tabular value = 18.307
)(² Computed values =11.134
Decision: Ho-Accepted

Recommendations

1. Teachers play a crucial role in catering to the diverse learning styles of their students. It is essential for teachers to incorporate a variety of materials and delivery methods in their teaching practices. For example, visual learners may benefit from the use of videos or diagrams, while auditory learners may prefer lectures or group discussions. By utilizing different approaches, teachers can ensure that each student's learning style is at least partially addressed.
2. Moreover, schools should invest in learning technology that aligns with the varied learning styles of their students. This could include interactive online platforms, educational apps, or virtual reality simulations. By providing access to such resources, schools can create a more inclusive learning environment where students can engage with the material in ways that suit their individual preferences.
3. In order to further enhance the effectiveness of different learning styles, it is important to conduct additional studies. These studies can explore other factors that contribute to the development of effective learning styles. By validating the findings of existing research through similar studies, educators can gain a more comprehensive understanding of how to support their students' learning needs. Conducting research in this area can lead to the implementation of more tailored and impactful teaching strategies in the future.

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