

Learning Style Preferences of Indigenous Learners of Kalinga Elementary School, Gabaldon, Nueva Ecija, Philippines

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Abstract

This study focused on the learning style preferences of indigenous learners of Kalinga Elementary School. In line with this it aims to know the learning style preference as to Visual, Verbal, Logical, Auditory, Social, Solitary and Physical of the learners. With all the data gathered an Intervention program will be proposed. Quantitative description design of research was used in this study to collect the data through the use of survey questionnaire. The questionnaire plays an important role for this study. Questions were developed by the researchers to validate. The researchers secure permission to the chieftain, IP representative of Gabaldon and also the School Principal were the learners belong. This study was limited to 50 indigenous learners during the School Year 2018- 2019 and conducted in Kalinga Elementary School Gabaldon District situated in Brgy. Dupinga, Gabaldon, Nueva Ecija. Purposive Sampling Technique was employed for this study. Descriptive analysis for quantitative questions was used in this study. The Statistics employed for this study was Weighted Mean.

Based on the results and findings of the study the following conclusions were drawn: It was manifested that the learners are fond in highlighting the points. They also preferred creating list of keywords for them to easily understand and remember the lessons; they like playing strategic games; the learners are in to an active learning setting but most of the respondents preferred reflecting on what they have learned. Based on the findings of the study an intervention program is hereby proposed. Visual Learning Style: The teacher may improve the Instructional Materials adopting the modern technologies. Verbal Learning Style: The teacher may be more specific in delivering their topics. Logical Learning Style: Auditory Learning Style: The teacher may set a collaborative learning setting. Social Learning Style: The teacher may develop strategies in group. Solitary Learning Style: The teacher may evaluate the learning of the pupil through verbal in order for the learners to express their thoughts about the subject matter. Physical Learning Style: The teacher may set an active learning setting in the classroom. The Department of Education may formulate specialized designed curriculum for Indigenous Peoples Learners.

Introduction

Education should captivate and inspire the pupils. It should be delivered in an effective way that can be understood by the pupils. There are some hindrances that affect the learning style of a certain indigenous pupils. In fact, there are some indigenous pupils who are focused to have a better future to prove that they can make a difference. They embraced their culture. It is a change that makes others to see what they can do and their hunger to have a better education for their tribes.

Philippines recognize the rights of the IP's as provided by the Indigenous People Rights Act of 1977. The law provides a strong policy basis for Indigenous People's right to education. Policies and programs that address their needs protect their rights and welfare was considered by concerned groups and stakeholders in the formulation of programs for them.

Most modern societies are interested in including everyone in the development and growth of their nations. It is no different from the Philippines. Many government and private institutions have developed programs to promote education for indigenous people. In fact, some educational organizations have decided on extreme measures to take education to the mountains where indigenous people live. Such extreme plans are based on the discovery that moving indigenous young people to urban setting for schooling has not been too successful. With all the efforts of educating indigenous people, little is still known about the strategies that are effective because a large number of such programs are unsuccessful, (Wa-Mbaleka, S., Associate Professor, Adventist International Institute of Advance Studies, 2013)

In order to capture the full range abilities and talents that people possess, (Gardner, H., Author, The Development and Education of the mind. 1983, 2006) theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence, including musical, interpersonal, spatial- visual and linguistics intelligences.

According to the study conducted by (Andaya, O.J.F., Faculty Teacher Development, Philippine Normal University- North Luzon 2016) on the general ability of IP students implies that given a conducive teaching learning environment and an opportunity to progress in a reasonable pace, the IP students can cope and compete with the challenges in the mainstream.

The researchers strongly believed that there is a need in identifying as to what learning style suited for the indigenous school aged pupils. In order to address problems arising in the field of education and with that the researchers come up with this study.

This study focused on the learning style preferences of indigenous learners of Kalinga Elementary School. In line with this it aims to know the learning style preference as to Visual, Verbal, Logical, Auditory, Social, Solitary and Physical of the learners. With all the data gathered an Intervention program will be proposed.

Methods

Quantitative description design of research was used in this study to collect the data through the use of survey questionnaire. The questionnaire plays an important role for this study. Questions were developed by the researchers to validate. The researchers secure permission to the chieftain, IP representative of Gabaldon and also the School Principal were the learners belong. This study was limited to 50 indigenous learners during the School Year 2018- 2019 and conducted in Kalinga Elementary School Gabaldon District situated in Brgy. Dupinga, Gabaldon, Nueva Ecija. Purposive Sampling Technique was employed for this study. Descriptive analysis for quantitative questions was used in this study. The Statistics employed for this study was Weighted Mean.

Result and Discussion

Table 1
Visual Learning Style

Statement	3	2	1	F	WM	VD
1. I like using charts, graphs, maps, diagrams timelines in the lessons.	20	17	13	107	2.14	Seldom
2. I like seeing pictures and video clips in our lessons.	22	15	13	109	2.18	Seldom
3. I am replacing the word with colors and image.	16	8	26	77	1.54	Never
4. I create outlines of the topic.	23	14	13	110	2.2	Seldom
5. I highlight the points.	22	22	6	116	2.32	Seldom
Total weighted mean					2.18	Seldom

Table 1 shows the Visual Learning Style of the learners the result got a total weighted mean of 2.08 with a verbal description of Seldom. According to (Jelena, 2018) from her article entitled “ Are you visual or verbal learner” said that some students remember best what they see, so they prefer pictures, diagrams, flow charts, time lines, films and demonstration to access and understand new information presented through words. It is more effective for everyone to absorb information when it is presented.

Table 2
Verbal Learning Style

Statement	3	2	1	F	WM	VD
1. I like taking notes.	23	15	12	111	2.22	Seldom
2. I read our old test.	23	15	12	111	2.22	Seldom
3. I re-read and rewrite our notes.	23	18	9	104	2.28	Seldom
4. I summarize our notes	12	18	20	92	1.84	Seldom
5. I create list for keywords.	23	20	7	116	2.32	Seldom
Total weighted mean					2.08	Seldom

Table 2 presents the Verbal Learning Style it has a total weighted mean of 2.08 with a verbal description of Seldom. The learners are more effective if the discussions presented by the teachers are in pictures instead of verbal. In addition, (Jelena, 2018) emphasizes that some learners prefer written explanations.

Table 3
Logical Learning Style

Statement	3	2	1	F	WM	VD
1. I understand and not just memorizing	22	20	8	114	2.28	Seldom
2. I create information.	17	15	18	99	1.98	Seldom
3. I like strategic mind games.	33	10	7	126	2.52	Always
4. I like Mathematics subject.	24	17	9	115	2.3	Seldom
5. I record all my progress in Mathematics.	17	18	15	85	1.7	Seldom
Total Weighted Mean					2.17	Seldom

Table 3 presents the Logical Learning Style of the Respondents the result of this study shows that the statement “I like strategic mind games” got the highest weighted mean. It only signifies that even the Indigenous learners are fond of mind games which only shows that in the subject Mathematics they truly excel in solving strategic mind games. Based on an article (Diverse Learning Styles in Early Childhood Education, 2018) students understand math and sciences better than other students, and focus on finding a pattern.

Table 4
Auditory Learning Style

Statement	3	2	1	F	WM	VD
1. I participate in discussion.	24	18	8	116	2.32	Seldom
2. Read aloud.	18	24	8	110	2.2	Seldom
3. Memorize the lesson.	24	14	12	112	2.24	Seldom
4. Listen to music while studying.	11	10	29	72	1.44	Seldom
5. Using rhymes to remember the new lesson.	21	13	16	105	2.1	Seldom
Total Weighted Mean					2.06	Seldom

Table 4 demonstrates the Auditory Learning Style. Learners are best able to understand the discussions when they hear information. In early education, auditory learners are more likely to prefer listening to stories or telling stories as a way to understand information.

Table 5
Social Learning Style

Statement	3	2	1	F	WM	VD
1. I like doing role playing.	23	13	14	109	2.18	Seldom
2. Sharing learning.	18	25	7	111	2.22	Seldom
3. I talk with classmate about the lesson that had been discussed.	23	19	8	115	2.3	Seldom
4. I like to volunteer during activities.	20	15	15	105	2.1	Seldom
5. I like to participate in discussion.	26	14	10	116	2.32	Seldom
Total Weighted Mean					2.22	Seldom

When it comes to Social Learning Style statement 5 “ I like to participate in discussion” got the highest weighted mean of 2.32. Some students learn better in group- setting. Class interaction with classmates is also a contributing factor in learning. A reminder to all the teachers to give emphasis in collaborative learning as a major tool to unleashed the productivity of the learners.

Table 6
Solitary Learning Style

Statement	3	2	1	F	WM	VD
1. I need a quiet place to work alone.	29	14	7	108	2.16	Seldom
2. I like making journal.	18	15	17	101	2.02	Seldom
3. Finding connection between what I have learned from the new lesson.	25	20	5	120	2.4	Always
4. I reflect in what I have learned.	31	15	4	127	2.54	Always
5. I establish personal learning goal.	24	20	6	118	2.36	Always
Total Weighted Mean					2.30	Seldom

Indigenous Learners are more productive and effective when they are studying alone. Some learners prefer to work on problems by retreating to somewhere quiet and working through possible solutions.

Table 7
Physical Learning Style

Statement	3	2	1	F	WM	VD
1. I use my entire body or move objects to help me think.	28	13	9	119	2.38	Always
2. I move around used my fingers to name each item.	21	23	6	115	2.3	Seldom
3. I like making graphs, pictures and maps.	20	20	10	110	2.2	Seldom
4. I turn all lessons in an art project.	20	20	10	110	2.2	Seldom
5. I like using mime to act out subject material	13	21	16	97	1.94	Seldom
Total Weighted Mean					2.20	Seldom

Based on the article “Diverse Learning Styles in Early Childhood in 2018” students with a kinesthetic learning style learn best by manipulating objects and engaging in physical activities to learn the material.

Conclusion

Based on the results and findings of the study the following conclusions were drawn: It was manifested that the learners are fond in highlighting the points. They also preferred creating list of keywords for them to easily understand and remember the lessons; they like playing strategic games; the learners are in to an active learning setting but most of the respondents preferred reflecting on what they have learned. Based on the findings of the study an intervention program is hereby proposed. Visual Learning Style: The teacher may improve the Instructional Materials adopting the modern technologies. Verbal Learning Style: The teacher may be more specific in delivering their topics. Logical Learning Style: Auditory Learning Style: The teacher may set a collaborative learning setting. Social Learning Style: The teacher may develop strategies in group. Solitary Learning Style: The teacher may evaluate the learning of the pupil through verbal in order for the learners to express their thoughts about the subject matter. Physical Learning Style: The teacher may set an active learning setting in the classroom. The Department of Education may formulate specialized designed curriculum for Indigenous Peoples Learners.

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