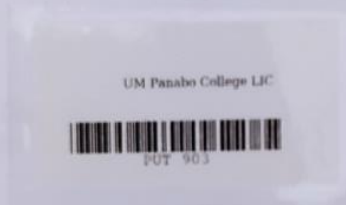


LEARNING STYLES AND STUDY HABITS OF 1ST YEAR BEED-
GENERALIST OF UM PANABO COLLEGE

A Thesis

Presented to the Faculty
Of University of Mindanao Panabo College



In partial fulfillment
of the Requirements for the Course
Educational Research
(Ed Res.)



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MARCH 2020

ACCEPTANCE SHEET

This thesis entitled "**LEARNING STYLES AND STUDY HABITS OF 1ST YEAR BEED-GENERALIST OF UM PANABO COLLEGE**" prepared and submitted by **Corie Ann C. Uypala, Cristal M. Panuncia** and **Renante C. Azuelo** in compliance with the requirements in the Research subject under the **Department of Education**, UM Panabo City is hereby accepted.



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APPROVAL AND ENDORSEMENT SHEET

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Accepted and Approved, after examination during the final defense as pre requirements of Ed. Res (Educational Research).

Favorably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City.


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ABSTRACT

This study aimed to determine the relationship between Learning Styles and Study Habits among 1st year BEED-Generalist of UM Panabo College. The independent variable in the study was learning styles. On the other hand, the dependent variable of this study was Study habits. The researchers used descriptive correlation method. The statistical tools used were, Mean and Pearson Product Moment Correlation Coefficient (r). The result of computation using R- value is 0.481** associated with the significant value of 0.001 P-value is less than 0.05. Moreover, the null hypothesis is rejected, in other words, there is a significant relationship between Learning Styles and Study habits. It implies that Learning styles has evident impacts on Study habits. In other words, Learning Styles could affect the Study Habits among 1st year BEED-Generalist students of UM Panabo College.

Keywords: *Learning Styles and Study Habits*

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And finally to **Almighty God with his wisdom and spiritual guidance.**

-The Researcher-

DEDICATION

I dedicate this research to my dearest parents, family who gave their moral and financial assistance, to our teachers and friends in making this study possible. Most of all to our Almighty God who showered his blessings and graces.

Cristal

This research study is affectionately dedicated to my dearest parents Mr. Luisito Camino and Mrs. Amalia Camino for their moral and financial support, to my loving husband Roberto Uypala who tirelessly, encourage me and believe in my capabilities, my two daughters who has been my source of strength and inspirations, most of all to our Almighty God who is the source of all the blessings and joys in life.

Corie

I dedicate this to my parents for they were the reason why I came to this part of my life. Above all things, I also dedicate this to our Almighty God for giving this life and live with it each day of my life. It is also for my teachers who encouraged me to pursue my dreams and do not easily give on it. Life may hard but I learned to be even tougher than I am through the encouragement and motivation that I get from this people. I thanked God in each day of my life and I thank those important people who give the reason to continue living and enjoy life.

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

The ability to study effectively is essential for any student's success in school. Each student experienced difficulties or even frustration because they do not have adequate study skills. The most common problem that affects students' poor study habits includes poor motivation, which is the internal drive and the reason when you need to study. Sometimes, students are too distracted with social media, friends, phone, television, video games, and outings that hinder the students' focus on studying. The difficulty of remembering facts and figures is also one of the challenges faced by students, especially when they have to study five different subjects during an examination. Lastly, it is challenging to consider when you don't enjoy the topic you are studying. Either because they find the subject boring, or simply they hate the subject itself.

In Nigeria, educational problems are multifaceted and are hindering factors that inhibit the maximal realization of learners' environment. These problems could be learner-resident, school resident, home-resident, or societal resident. One of the consequences of these issues is educational underachievement and academic failure resulting from inadequate or mistaken study habits. The incidence of terrible observes patterns among the University undergraduates, which has led to bad performance in home assignments as well as in examinations, is evident (Pitan, 2013).

A study conducted in Kalinga-Apayao State College, the Philippines about Learning Styles, Study Habits, and Academic performance of college students shows that most of the students spend less time in studying especially in College Algebra because mathematics is regarded as complex that most students are afraid of (Carbonel, 2013). Further, a study was conducted in a particular school of Panabo City among grade 6 students, and it shows that students are also experiencing poor study habits.

The researchers chose this study because they observed that the students of 1st year BEED-Generalist in UM Panabo are prone to many distractions that hinder their focus on study. Although there is literature that supports the study, there appears to be limited researches, especially for college students. Hence, this study helped furnish specific data to establish good study habits better.

Statement of the problem

This study focused on determining the relationship between learning style and study habits of BEED 1st year students of UM Panabo College.

To be specific, this sought to provide answers to the following queries:

1. What is the level of learning styles in terms of:
 - 1.1 visual learners;
 - 1.2 Auditory learners; and
 - 1.3 Kinesthetic learners?
2. What is the level of the students' study habits?
3. Is there a significant relationship between the level of learning styles and study habits of 1st year BEED-Generalist of UM Panabo College?

Hypothesis

The null hypothesis was tested at level 0.05 level of significance

There is no significant relationship in the level of learning styles and study habits of 1st year BEED students.

Theoretical and Conceptual Framework

This study is anchored on the propositions of Clark (2011), who said that the blend of the learning styles and brilliant watch conduct would allow the newcomers to exceed expectations scholastically. By surveying, distinguishing, and clarifying understudy's contemplating designs, its miles guessed that there might be immense developments in accomplishment for undergrads who modify their see lead to accommodate their character becoming acquainted with designs. Consequently, the improvement of their study habits will improve the students in their specific manners by method for giving viable instructional procedures that react to the diverse learning styles of the understudies.

In this examination, it is centered on the degree of learning styles, which is the free factor. It is demonstrated by visual students that allude to students who like to learn by understanding books, seeing words, or seeing some educating instruments. Pursued by auditory students alluded to as verbal students, like to learn by tuning in. Also, ultimately, kinesthetic students allude to students who want to encounter their learning through different faculties, including contact, hear, smell, taste, and so forth.

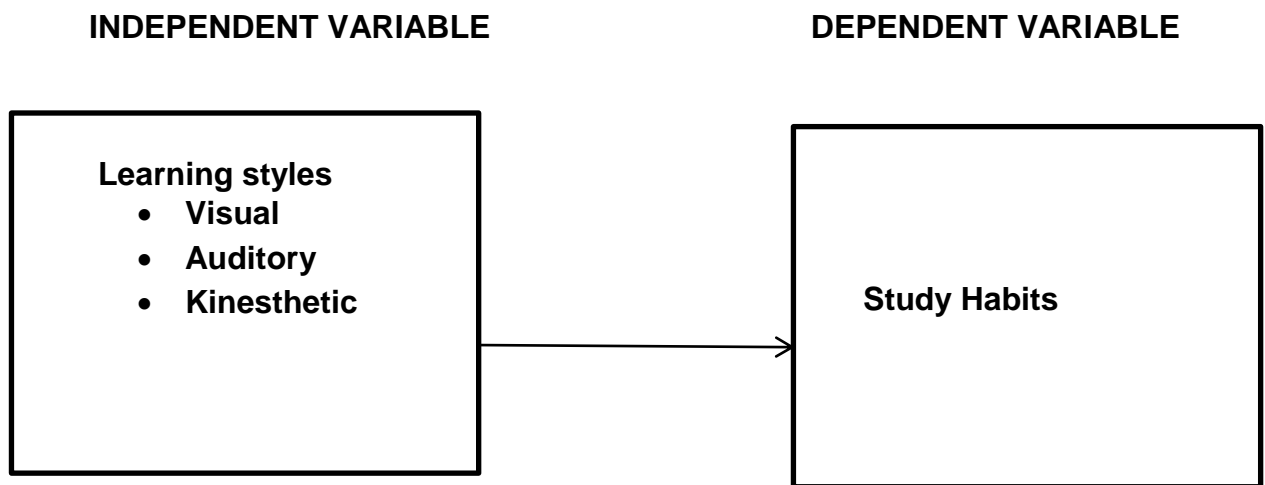


Figure 1. Conceptual Paradigm Showing the Variables of the Study

Understanding your one of a kind favored learning styles is of a large piece of slack as it can help make study frameworks to compensate in the field one is weak and to abuse the characteristics. In getting the hang of, learning style accepts a primary activity. An examination shows that understudies learn and progress in a specific field when the course is fabricated, which cooks their favored learning style (Feldman & Mcphee, 2007).

Then again, the subordinate variable is study habits, which assumes a significant job for comprehension and recovering data, especially they associate cognizance and remembrance (Al-Hilawani, 2016). Study propensities are the pith of dynamic character.

Significance of the study

This study will provide valuable information that brings more knowledge and benefits, especially to the following:

Students. This investigation will show them the significance of realizing their study habits. They must condition their minds and be agreeable while considering.

Teachers. It will give a phase to grasp their understudies' study habits much better, as it will make them mindful of various investigation propensities and learning tendencies that exist in their study halls. Likewise, it will broaden teachers preparing styles as they will move toward their activities unmistakably by using appropriate instructional activities and materials that will enhance understudies' study habits.

Future Researchers. This research study will provide insights and another basis for future researchers in the field of Education.

Definition of Terms

Some key terms used in the study are herein defined as conceptually and operationally in this section.

Learning styles – (Byrne, 2002) this alludes to a by and by favored method for managing data and encounters for discovering that crosses content regions. The term refers to how an individual thinks to make the troublesome assignment simple to learn and achieve as far as visual, sound-related, and sensation.

Study habits – alludes to the inability of understudies to learn (Nneji, 2004). This alludes to a demonstration of knowing and recovering data. The term refers to the awareness of an individual to develop positive attitude towards learning.

Chapter 2

REVIEW OF RELATED LITERATURE

To outline the examination and distinguish the investigation propensity for the progression of an individual is the essential goal of this part. The section audits the hypothetical and experimental writing on study habits to give setting to this investigation. It began with a brief talk of learning hypotheses and approaches considered as the premise of this examination. This section examines student's attributes and contrasts with regards to thinking about propensities. Then again, on later part contains investigations of books, a few analysts, diaries, and dependable assets from the web referencing learning styles.

Learning Styles

As indicated by Merrigan and White (2010), everybody has a favored learning style. Through recognizable proof of understudy's learning style, educators will have the option to decide the majority of the understudies' individual qualities and survey their scholastic accomplishments. Meanwhile, Manochehr (2004) characterized learning style as a person's acquired establishment, especially previous existence experience, and the requests of the present condition that accentuate some learning capacity over others. A few distinctive learning styles have been noted by specialists to recognize the fundamental learning style of understudies. The learning styles include: visual, aural, verbal, physical, intelligent, social, and lone. Understudies may show more than one of these learning styles all through their instructive procedure; however, for the most part, they have one favored style (Felder, 2006).

As learning hypotheses expect to clarify the distinctions in people's learning styles, there are varying perspectives on how the techniques ought to be characterized and ordered. It has been seen that learning style doesn't concentrate on contrasts of capacity, but instead on (a) preparing data in specific sorts of ways, or on (b) various inclinations for handling particular kinds of data (Willingham, Hughes, and Dobolyi, 2015). The previous definition incorporates preferences for specific sorts of intellectual preparing, including qualifications between intuitive, logical, extremist, reflecting, or down to business masterminds. The last kind of learning style would incorporate learning style speculations that separate between methods for handling data (i.e., visual, auditory, kinesthetic, and so on., students).

Learning style is characterized as how people start to think, process, disguise, and hold new and troublesome data as per Dunn, Dunn, and Prize (2009). In this model, educators are outfitted with understudies' data concerning their inclinations on natural, enthusiastic, sociological, physiological, and mental issues. Research after effect of Dunn (2009) demonstrates it upgraded understudy execution in courses when personnel match learning exercises to learning style inclinations. In any case, pundits express the model is mostly centered around instructional preferences and not learning, and that there may likewise be issues with the plan dependability and legitimacy because of an absence of free assessment of the model (Coeffield, 2004), suggesting conceivable predisposition. In any case, the Dunn and Dunn learning style model stay as one of the compelling and generally known models today paying little mind to the conflict with legitimacy or unwavering quality.

Visual Learners. Visual students need to see your non-verbal communication and outward appearance; they want to sit in front of the class. They additionally think as far as visual shows, for example, outlines, diagrams, delineated course books, overhead transparencies, intelligent white sheets, flipcharts, and presents (Davies, 2006).

Visual learning presents a variety of displays for the students to their procedure of learning. Visual guides are a snare for students gaze; portrayals of information and the exercises gained from visual culture avow the focal spot of subjectivities, Doy (2005)

Visual learning style is the learning style which focuses on watching to learn. The individuals who prefer visual learning style learn best through visual simulation. The visual learners are able to read and understand and they study best when reading a text and using highlighters as visual stimulation that assist in remembrance. These students benefit when diagrams, videos or similar visuals are used to teach them (Byrne, 2002)

Learning for visual students happens at the same time, with enormous pieces of data got a handle on in instinctive jumps, instead of in the steady collection of disconnected certainties, little advance or propensity designs increased through training Spence (2006), while Fleming (2001) underline that through many presentations to pictures, students become proficient in perusing pictures as well as in the process their perspectives be adjusted.

Auditory Learners. These are understudies who learn through verbal talks, discourse, tuning in to audiotapes, and to others who are talking. For sound-related students, composed data has no importance, except if it is spoken and heard (Davies, 2006).

As per Dunn and Dunn (2009), students gain information from perusing out loud, talking, exchange, talks, and music. One strategy that can be successful is recording materials on a tape recorder and playing it over and again. For the sound-related student to be active, directions ought to be made orally.

Moreover, Doyran (2000) expressed that sound-related students recall a lot of what they hear and a more significant amount of what they hear and afterward say. They get a great deal of dialog, incline toward verbal clarification to visual exhibit, and adapt things emotionally to other people.

In the examination by Cohen and Wolvin (2011), story-listening is contended to be significant for auditory learning. They underlined the significance of stories for audible students. They revealed that the tales both give significantly more than excitement and assist us with getting ourselves and the world around us.

As per Clark (2008), auditory learners frequently converse with themselves. They may likewise move their lips and read for all to hear. They may experience issues with perusing and composing errands. They continually improve in conversing with a colleague or a recording device and hearing what has been said.

Auditory students, likewise alluded to as verbal students, like to learn by tuning in. For students, they may appreciate having connections with others by talking. They may disdain understanding books. So informal guidance settings, students would prefer to listen more than see more. A couple of training approaches may suit them, for example, the oral methodology, the situational approach, the sound lingual methods, and open methods (Nzesei 2015).

Kinesthetic Learners. These learn by doing. They lean toward the hands-on approach as opposed to tuning in to addresses. They don't understand the data except if they controlled it, or they are effectively associated with it (Davies, 2006).

Meanwhile, Dunn and Dunn (2009) worry that kinesthetic student benefits more on doing hands-on exercises. Redundancy is significant because he needs to do a thing again and again for dominance. They may not profit such a substantial amount from the discourse or composed materials, yet they have excellent engine memory and engine coordination.

As per Feldman and McPhee (2007), kinesthetic students are best when ultimately drew in with a learning action. They gain data quickest when taking an interest in a science lab, show introduction, play, field excursion, move, or other dynamic action.

Moreover, Muneera Spence (2006) Visual students represent around 30% of the populace, and auditory students represent approximately 25% of the people. Kinesthetic students may represent as much as 45% of the masses.

Dunn and Prize (2009) found that minimal youngsters are the most tactile/kinesthetic, that there is a continuous improvement of visual qualities through the necessary evaluation, and that just in fifth or 6th grade can most adolescents learn and hold data through the auditory sense.

Moreover, Clark (2008) brought up that kinesthetic students do best by contacting and moving. They likewise have two sub-channels, which are sensation (development) and tactile (touch). They end to lose their concentration or consideration if there is practically no outer incitement or development.

Study Habits

The term Study Habit infers a kind of pretty much lasting understudies study propensities and demeanors technique for studying. As indicated by Chand (2013) study habit is the inclination of understudy to think about when the open doors demeanor towards instructor are given, the understudy's method for considering whether methodical or it is standard information that a decent educator can turn an understudy's life unsystematic, useful or wasteful. Educator understudy connections are essential for the accomplishment of study propensities as The understudy's method for study whether orderly, the two instructors and understudies as a component of homeroom the executives, such productive or wasteful and so on. Good study habits are seen to be the connections that are the most critical factor in deciding a determinant of academic performance. That is the reason why efforts become useful for the teacher.

An educator needs to show extraordinary made to create and improve study habits in understudies. A lot of compassion, tirelessness, constancy, genuineness, look into the direction, the proof is available to show the constructive connection between trustworthiness and adaptability as an individual. Instructors likewise should be attentive in the manner by which they respond to understudies' remarks. Frames of mind are inclinations that have created through a long and complicated procedure.

The term study habits imply different strategies and viewed as less necessary to understudies' scholastic execution. Practices received by the understudies to learn in a precise and proficient manner when the opportunity is given. It calls for knowing where and how. Aanu and Olatoye (2011) researched joined

and comparative with acquiring actualities, have the option to sort out, order and orchestrate realities and impacts of the utilization of library assets, and study habits on science utilize time.

Moreover, Gettinger and Seibert (2002) expressed that understudies who exhibit unfortunate examination propensities are no doubt the ones to have low academic accomplishment. They found that the utilization of library assets and study habits high examination propensity has built up a personal conduct standard that consolidated together to impact science accomplishment fundamentally. Good study habits lead to an excellent scholarly record, and awful investigation at least complains and most extreme focus.

Meanwhile, Majoka and Massood (2012) the role of study habits is likewise characterized as the commitment of time and thoughtfulness regarding scholastic accomplishment of understudies and found critical procure data or information particularly from books or in other relationship of time the board abilities, perusing and note-taking words it's the quest for scholarly information by an itemized aptitudes with academic accomplishment. Examination of a subject or circumstance (Oxford Lexicon and Nuthana and Yenagi (2009) have inspected the reasons for poor scholarly execution among college students. Some studies have been directed in the setting of academics.

As typically used in the broader literature, study skills refers to the student's knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of the academic tasks. Study habits typically denotes the degree to which the student engages in regular acts of studying that are characterized by appropriate studying

routines occurring in an environment that is conducive to studying (Crede & Kuncel, 2008).

Meanwhile, Ayodele (2013) examined study habits as the impact of academics. This investigation was led utilizing optional school understudies in the exhibition of college students in Nigeria and found that class in schools in Bhadrak, a region of Orissa in India. The faculty is a noteworthy determinant of students' study habits. Sexual orientation coefficients of the relationship were determined between the factors: has been found not to impact the determinants of students' study habits, the frame of mind towards study and scholastic accomplishment.

An appropriate report on study habits empowers a person to procure a decent gather in the future. Furthermore, a study habit is a procedure from which an individual gets a legitimate contribution to encourage hunger and to extinguish push for information. The study habit, in this manner, is of incredible help to complete the possibilities of the individual (Vyas, 2002). Vyas further stresses that in spite of having great insight and character, the absence of good study habits hampers scholastic accomplishment. Henceforth, the study habits for the understudies assumes a significant job in learning and fundamental to school success.

Chapter 3

METHOD

Presented in this chapter are the methods and processes by which the researcher used in conducting the investigation, such as the research design, research subject, research instrument, data gathering procedure and the statistical treatment of the data.

Research Design

The type of research method used was a descriptive correlation method to know the learning styles and study habits of 1st year BEED-Generalist of UM Panabo College. Correlational research is an illustrative sort of research which expect to depict what exists right now and decide the nature, degree and heading of connections between factors or utilizing these connections to make forecasts (Creswell, 2008)

The scientist likewise utilized poll as the fundamental measure device in social affairs wanted data required for the examination. Learning styles and study habit for the understudy was resolved through their reactions from the poll.

Research subject

The respondent of this study were all the 1st year BEED-Generalist students of UM Panabo College during the school year 2019-2020.

Research Instrument

The estimating instrument that was utilized in this investigation are institutionalized survey to accumulate information, and it comprises of three sections this is designed after the study of Donald Clark (2013) to be specific: part one, which relates to the individual profile, chapter two, alludes to the appraisal of learning styles and section three is intended to evaluate the examination propensities, This is designed after the investigation of Yasser A. Al-Hilawani (2016). The respondents were asked to check a single selected choice on the range of 5 to 1.

The following scales were used to determine the level of learning styles.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This means that the learning style is always manifested by students.
3.41-4.20	High	This means that the learning style is oftentimes manifested by students.
2.61-3.40	Moderate	This means that the learning style is sometimes manifested by students.
1.81-2.60	Low	This means that learning style is rarely manifested by students.
1.00-1.80	Very Low	This means that the learning style is never manifested by students.

The following scales were used to determine the level of study habits.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This means that the study habits of students always observed.
3.41-4.20	High	This means that the study habits of students is oftentimes observed.
2.61-3.40	Moderate	This means that the study habits of students is sometimes observed.
1.81-2.60	Low	This means that the study habits of students is rarely observed.
1.00-1.80	Very Low	This means that the study habits of students is never observed.

Data Gathering Procedure

The researcher used the following steps in gathering the data:

Permission to Conduct the study. A letter of permission to conduct the survey was sent to the director of UM Panabo College.

Validation of Questionnaires. The experts validated the questionnaire. Revisions were made, and the survey was polished.

Administration of the Questionnaire. Upon approval to conduct the study, the researcher personally administered the questionnaire.

Retrieval of Data. The responses were collected, tallied, and were subjected to process and interpreted.

Statistical Treatment of Data

The following statistical tools used in this study:

Mean. This was used to determine the level of learning styles and study habits of 1st year BEED-Generalist of UM Panabo College.

Pearson-r. This was used to determine the significant relationship between learning styles and study habits.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

The results of the study were analyzed in three sections. The first one included an analysis of the level of learning styles among the 1st year BEED students in terms of visual, auditory, and kinesthetic learning styles. The second one discussed the level of study habits of 1st year BEED students of UM Panabo College. The last part presents the significant relationship between learning styles and study habits among the 1st year BEED students.

Level of Learning Styles among the 1st year BEED

Table 1 presents the level of learning styles in terms of visual, auditory, and kinesthetic, which have a grand mean of 3.93, with a description of high. This suggests that there is a manifestation of the three indicators oftentimes. This backing the hypothesis of Fleming (2001), which expresses that the individual has a predominant or favored learning style. At any rate, a couple of individuals have a mix blend of the three styles. However, a few people have a blended mix of the three styles.

The visual learners show an overall mean of 4.08 with a high descriptive equivalent. It appears in this table that nine out of ten questions got a high descriptive equivalent. The only item which gained a very high mean of 4.41 with the descriptive equivalent of the learning style always manifested by the student is no. 3 *I make a list and notes because I remember things better if I write them down*, While item no. 2 *when talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me* has obtained the lowest mean of 3.71 with the descriptive equivalent of oftentimes manifested.

Table 1
Level of Learning Styles in terms of Visual, Auditory and Kinesthetic Learning Style of 1st year BEED-Generalist of UM Panabo College

Visual learners	Mean	Descriptive Equivalent
1. Take written notes and draw mind maps	4.07	High
2. When talking to someone else having a difficult time understanding those who do not maintain good eye contact.	3.71	High
3. Make lists and notes because remembering things is better if writing them down.	4.41	Very High
4. When reading a novel, paying a lot of attention to passages that help to picture the clothing, description, scenery, setting, etc.	4.07	High
5. Most of the time need to write down directions to easily remember them.	4.15	High
6. Most of the time need to see the person talking face to face to keep the attention focused on the subject.	4.12	High
7. When meeting a person for the first time, quickly notice the style of dress, visual characteristics, and neatness first.	4.12	High
8. When recalling information seeing it in mind and remembering where it saws.	4.05	High
9. If explaining a new procedure or technique, I would prefer to write it out.	4.12	High
10. In free time most likely to watch television or read.	3.93	High
Over-all Mean	4.08	High
Auditory learners		
1. Reading out loud or moving lips to hear the words in the head.	4.02	High
2. When talking to someone, having a difficult time understanding those who do not speak or respond.	3.95	High
3. Not taking a lot of notes, but still, remember what was said. Taking notes often distracts from the speaker.	3.49	High
4. When reading a novel, paying a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.	3.88	High
5. Talking to self while solving a problem or writing.	4.08	High
6. Understanding what a speaker says, even if not focused on the speaker.	3.51	High
7. Remembering things easier by repeating them over and over.	4.27	Very High
8. I would rather receive information from the radio, rather than read a newspaper.	4.00	High
9. In explaining a new procedure or technique, I would prefer talking about it.	4.05	High
10. During the free time, most likely to listen to music.	4.12	High
Over-all Mean	3.94	High

Kinesthetic learners

1. Not good at reading or listening to directions but instead start working on the task or project at hand.	3.51	High
2. When talking to someone, have a difficult time understanding those who do not show any kind of emotional or physical support.		High
3. Taking notes, doodle, and make mind-maps, but rarely go back and look at them.	3.98	High
4. When reading a novel, paying a lot of attention to passages revealing feelings, moods, action, drama, etc.	4.17	High
5. When reading, usually move the lips.	4.00	High
6. Often exchange words, such as places or things, and use hands a lot when you can't remember the right thing to say.	4.17	High
7. The desk appears disorganized.	3.54	High
8. Likes to move around. Feeling trapped when seated at a meeting or a desk.	3.41	High
9. If needed, to experience a new procedure or technique would prefer actual demonstrating it.	3.85	High
10. With free time am most likely to exercise.	3.29	Moderate
Over-all Mean	3.77	High
Grand Mean	3.93	High

Leg

Scale

4.21-5.00 Very High

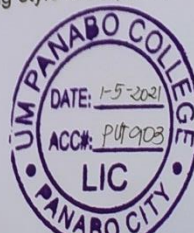
3.41-4.20 High

2.61-3.40 Moderate

4.27, which described the equivalent of the learning style, is always exhibited by students is no. 7 *I remember things easier by repeating them over and over*. While item no. 3 *I do not take a lot of notes, but I still remember what was said. Taking notes often distracts me from the speaker* has obtained the lowest mean of 3.49, with the descriptive equivalent of the learning style is oftentimes manifested by the student.

Furthermore, item no. 1 *I read out loud or move my lips to hear the words in my head* obtained 4.02 described as frequently manifested, article no. 2 *when talking to someone, I have difficult time understanding those who do not speak or respond to me* obtained 3.95 described as oftentimes manifested, item no. 4 *when reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.* obtained 3.88 described as frequently manifested, item no. 5 *I like to talk to my self while solving a problem or writing* acquired 4.08 described as frequently displayed, item no. 6 *I can understand what a speakers say, even if I am not focus on the speaker* gained 3.51 described as frequently displayed, item no. 8 *I would rather receive information from the radio, rather than read a news* got 4.00 related as frequently displayed, item no. 9 *if I had to explain a new procedure or technique, I would prefer talking about it* gained 4.05 described as frequently displayed, item no. 10 *with my free time I am most likely to listen to music* obtained 4.12 described as frequently displayed. Auditory learning style is the style which the individual adapts best through hearing, Carbonel (2013). These students do well with talks and sound accounts.

The third indicator, which is a kinesthetic learning style, got the over-all mean of 3.77 with the descriptive equivalent of the learning style is frequently



Furthermore, items no. 1 *I take written notes and draw mind maps* and no. 4 *when reading a novel, I pay a lot of attention to passages that help me to picture the clothing, description, scenery, setting, etc.* obtained 4.07 described as oftentimes manifested; item no. 5 *I need to write down directions so that I can remember them* obtained 4.15 described as oftentimes manifested; item no. 6 *I need to see the person I am talking to keep my attention focused on the subject*; item no. 7 *when meeting a person for the first time, I notice the style of dress, visual characteristics, and neatness first* and item no. 9 *if I had to explain a new procedure or technique, I would prefer to write it out* obtained 4.12 described as oftentimes manifested, item no 8 *when recalling information I can see it in my mind and remember where I saw it* obtained 4.05 described as oftentimes manifested, item no. 10 *In my free time I am most likely to watch television or read* obtained 3.93 described as oftentimes manifested.

The result shows that students are not dominantly visual learners. Instead, they use a combination of learning styles depending on the task given. It was found out that visual presentation through the use of pictures was advantageous for all adults irrespective of high or low learning-style preference for visual images, Constantinido and Baker (2002). The auditory learning style, which is the second indicator, got the overall mean of 3.94 with the descriptive equivalent of high, which indicates that students oftentimes manifest the learning style. The only item which gained a very high way of displayed. The items who got a very high way of 4.17 which described equivalent of the learning style is always manifested by students is item no. 4 *when reading a novel, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.* and item no. 6 *I often exchange words, such as*

places or things, and use my hands a lot when can't remember the right thing to say.

In contrast, the item no. 10 *with my free time I am most likely to exercise* has obtained the lowest mean of 3.29 with the descriptive equivalent of the learning style is sometimes manifested by the student, on the other hand, item no. 1 *I am not good at reading or listening to directions. I would instead start working on the task or project at hand* obtained 3.51 described as frequently displayed, item no. 2 *when talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support* obtained 3.76 described as frequently displayed, also item no. 3 *I take notes, doodle, and make mind maps, but I rarely go back and look at them* obtained 3.98 described as frequently displayed, while item no. 5 *when I am reading, I move my lips* obtained 4.00 described as frequently displayed, item no. 7 *my desk appears dis-organized* obtained 3.54 described as frequently displayed, item no. 8 *I like to move around. I feel trapped when seated at a meeting or a desk* obtained 3.41 described as oftentimes displayed, lastly item no. 9 *if I had to experience a new procedure or technique, I would prefer demonstrating it* obtained 3.85 described as frequently displayed.

The outcome to the hypothesis of Doyran (2000) who expressed that sensation students are progressively agreeable when utilizing the physical reaction approach and as their favored learning style are met at their place of learning.

Level of Study Habits of the 1st year BEED

Table 2 revealed that the level of study habits of 1st year BEED students is high with an overall mean of 4.05, which indicates that the study

habits of students is frequently observed. The outcomes consented to the investigation of (Osah-Edoh and Alutu, 2012), who characterized study habits also arranged and purposeful examples of realizing, which have achieved a type of consistency concerning the student towards understanding scholastic subjects and passing assessments. Study habits are, for the most part, outer elements that encourage the investigation procedure, for example, sound examination schedules, looking into documents, self-assessment, practice, clarifying documents, and concentrate in a helpful situation (Crede and Kuncel, 2008). They allude to the whole of the exercises completed during the learning procedure. Item no. 12 *I ask for assistance during studying* and item no. 16 *I study in a quiet area* and have obtained the highest mean of 4.41 with a descriptive equivalent of very high. While item no. 3 *I have problems using punctuation marks* and item no. 17 *I quickly get tired in writing* and have obtained the lowest mean of 3.71 with a descriptive equivalent of high.

Furthermore, article no. 1 *I study alone* got the way of 4.34 indicates as very high, article no. 2 *I need to take many breaks during studying* got the way of 3.85 indicates as high, article no. 4 *I allocate time to my various assignments*, article no. 9 *I get distracted during studying when hearing any sound*, article no. 11 *I depend on my study on instructor discussed and presented materials* and article no. 13 *I read slowly to grasp the general idea*

Table 2**Level of Study Habits of the 1st year BEED in UM Panabo College**

Study habits	Mean	Descriptive Equivalent
1. Studying alone	4.34	Very High
2. Need to take many breaks during studying	3.85	High
3. Having problems using punctuation marks	3.71	High
4. Allocating time to various assignments	4.02	High
5. Studying hard for the exam	4.20	High
6. Preferred sufficiently for exam	4.05	High
7. Studying hard for the exam	4.27	Very High
8. Usually, read newspapers/a story slowly and carefully	3.80	High
9. Getting distracted during studying when hearing any sound	4.02	High
10. Facing problems understanding some words in the lesson	3.95	High
11. Depending study on instructor discussed and presented materials	4.02	High
12. Asking for assistance during studying	4.41	Very High
13. Reading slowly to grasp the general idea	4.02	High
14. managing leisure time effectively and studying time	4.05	High
15. Always get distracted when academic requirements become demanding	3.80	High
16. Studying in a quiet area	4.41	Very High
17. Quickly get tired in writing	3.71	High
18 Answering the easy question first then the difficult ones during exams	4.20	High
19. Summarizing the significant points of the lesson in the notebook	4.12	High
20. Reading fast when memorizing important information in the experience.	4.07	High
Over-all Mean	4.05	High

Legend:**Scale**

4.21-5.00 Very High

3.41-4.20 High

2.61-3.40 Moderate

got the mean of 4.02 indicates high, detail no. 5 *I study hard for the exam* and item no. 18 *I answer the easy question first, then the difficult ones during exams* got the mean of 4.20 indicates high, article no. 6 *I prefer sufficiently for review* and item no. 14 *I manage leisure time and study time effectively*, got the mean of 4.05 indicates high, article no. 7 *I study hard for exam* got the way of 4.27 shows very high, article no. 8 *I usually read newspaper/a story slowly and carefully* and article no. 15 *I always got distracted when academic requirements become demanding* got the mean of 3.80 indicates high.

Item no. 10 *I face problems understanding some words in the lesson* got the way of 3.95 indicates high, article no.19 *I summarize the significant points of the experience in my notebook* got the way of 4.07 indicates top, article no. 20 *I read fast when I want to memorize the critical information in the experience*, got the way of 4.07 indicates high.

Significant Relationship between learning styles and study habits

Presented in Table 3 is the vital relationship between learning styles and study habits of 1st year BEED students. Data revealed that the r-value is 0.481**, and the P-value is 0.001, which is less than 0.05; thus, H_0 is rejected. This implies that there is a significant relationship between learning styles and study habits among 1st year BEED students of UM Panabo College.

The consequence of the examination bolsters Clark (2011) which expresses that the best instructing techniques included a mix of three styles he added that students utilize each of the three modalities to get and adopt new data and encounters.

Table 3**Significant Relationship between Learning Styles and Study Habits**

Correlation Coefficient

	Study Habits
Learning Styles	0.481**

P-value (0.001) < 0.05

In any case, as indicated by the VAK or methodology hypothesis, a couple of these getting styles are regularly predominant.

The result of the study supports the theory of (Mitchell, 2000; Chen & Lin, 2002; Morris, Finnegan & Sz-shyan, 2005; Hummel, 2006), who stated that learners' needs include different learning styles which can influence study habits. Study habits are reflected in the student's ability to organize and plan his or her learning. They also involve clarity of purpose and the use of goal-directed actions in the individual's learning style. An individual can set goals, evaluates his or her performance and adjusts behaviors flexibly to achieve those goals in the context of ongoing feedback (Schunk, 2004).

In one examination directed by Dunn Dunn & Prize (2009), she talked about the advantages of learning styles based guidance in a meeting. She communicated that, when told the best way to contemplate and do schoolwork through their learning styles, numerous understudies exhibited critical increments in academic accomplishment and improved frames of mind.

Studies uncovered that every understudy has a prevailing learning style and specific study habit qualities. This is reflected by individual understudies leaning toward singular learning, though others adapt better in an aggressive situation.

Chapter 5

SUMMARY, CONCLUSION, AND RECOMMENDATION

The summary of findings, conclusions, and recommendations drawn by the researchers from the results are presented in this chapter.

Summary of Findings

The following are the finding of the study:

1. The mean result of learning styles with visual indicator is 4.08, the auditory indicator is 3.94, and the kinesthetic indicator is 3.77 interpreted as oftentimes manifested by students
2. The mean result of study habits is 4.05 interpreted as oftentimes manifested by students.
3. The r-value is 0.481, with a P-value of 0.01, which is less than 0.05. Thus the null hypothesis was rejected.

Conclusions

The following conclusions are drawn based on the study:

1. The level of learning style is high.
2. The level of study habits is high.
3. There is a significant relationship between learning styles and study habits.

Recommendations

1. The students may maintain appropriate eye contact for 4-5 seconds while speaking. This helps to display interest and confidence to other students.

2. The students may use different learning materials, PowerPoint presentations, and Audio Visual aid.
3. The students may participate in ice breakers and energizers to prepare them to engage in the lesson to make sure they feel welcome and comfortable.
4. The students may observe proper punctuation marks when needed and have more patience in noting down details so they may use graphic organizers, illustrations, and tables that may help them during study time.
5. To the future researcher who will conduct the same study, researchers will employ or use other variables that serve as moderators to determine other factors that correlate to the students' attention in the learning process.



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Appendix A

Letter of Permission to Conduct the study

August 9, 2019

CELSO L. TAGADIAD, Ph.D
DIRECTOR
UM Panabo College
P.N. Arguelles St., Panabo City

*Approved
Tagadiad*

Sir,

Good Day!


The undersigned are Fourth year Education students who are currently conducting a research study entitled **Learning Styles and Study Habits of First year BEED-Generalist**.


To this matter, we ask your approval to allow us to use the First year BEED-Generalist to be our respondents of the above-mentioned study.

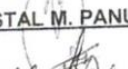
We are hoping for your kind and positive response on this matter.

Thank you.


Truly yours,


RENANTE AZUELO


CRISTAL M. PANUNCIA


CORIE ANN UYPALA
Researchers

Noted by:


DR. JEANILYN TACADENA
Research Adviser

Appendix B-1
Letter for Validation

MARIESEL LAUREL, Ph.D
Validator
UM Panabo College
Panabo City

Dear Ma'am:

Greetings!

The undersigned are fourth year Education students who are conducting a research study entitled "Study Habits and Learning style of First year BEED-Generalist".

In line with this, we would like to ask your expertise by way of validating the attached questionnaire, it would be appreciated if you can rate it contents. Further, may we ask your comments, suggestions and recommendations that will improve the said questionnaires.

We are hoping for a positive response on this request.

Thank you.

Respectfully Yours,


Corie Ann O. Uyypala


Cristal M. Panuncia


Renante Azuelo

Noted by:


Dr. Jeanilyn Tacadena
Adviser

Appendix B-2
Letter for Validation

AMELIE L. CHICO, DM, FRIM
Research Coordinator
UM Panabo College
Panabo City

Dear Ma'am:

Greetings!

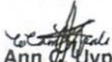
The undersigned are fourth year Education students who are conducting a research study entitled "Study Habits and Learning style of First year BEED-Generalist".


In line with this, we would like to ask your expertise by way of validating the attached questionnaire, it would be appreciated if you can rate it contents. Further, may we ask your comments, suggestions and recommendations that will improve the said questionnaires.

We are hoping for a positive response on this request.

Thank you.


Respectfully Yours,


Corie Ann C. Uyapala


Cristal M. Panuncia




Renante Azuelo

Noted by:


Dr. Jeanilyn Tacadena
Adviser

Appendix C-2

Questionnaire Validation Sheet

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____				
	QUESTIONNAIRE VALIDATION SHEET				
Title of Research: <u>LEARNING STYLE AND STUDY HABITS OF BEED FIRST YEAR STUDENTS</u> Propponents : <u>CRISTAL PANUNCIA / RENANTE AZUETO / CORIE ANN JOY UYPALA</u>					
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good					
	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		✓			
 Mariadel A. Laurel, Ed. B Signature Above Printed Name					

Appendix D

Survey Questionnaire

Learning Styles and Study Habits of 1st year BEED-Generalist of UM Panabo College

Learning Styles and Study Habits

Donald Clark (2013) - Yasser A. Al-Hilawani (2016)

Part 1: Profile of the respondents

Name: _____ Age: _____

Program/Course: _____ Date: _____

Direction: Please put check (√) on the space that corresponds to your choice on the following statements.

- | | |
|--------------|--------------------------------|
| 5- Always | Practice is always observed |
| 4- Often | Practice is often observed |
| 3- Sometimes | Practice is sometimes observed |
| 2- Seldom | Practice is seldom observed |
| 1- Never | Practice is never observed |

Part 2: Learning Styles - Donald Clark (2013)

A. Visual	5	4	3	2	1
1. I take written notes and/or draw mind maps.					
2. When talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me.					
3. I make lists and notes because I remember things better if I write them down.					

	5	4	3	2	1
4. When reading a novel, I pay a lot of attention to passages that help me to picture the clothing, description, scenery, setting, etc.					
5. I need to write down directions so that I can remember them.					
6. I need to see the person I am talking to in order to keep my attention focused on the subject.					
7. When meeting a person for the first time, I notice the style of dress, visual characteristics, and neatness first.					
8. When recalling information I can see it in my mind and remember where I saw it.					
9. If I had to explain a new procedure or technique, I would prefer to write it out.					
10. In my free time I am most likely to watch television or read.					
B. Auditory					
1. I read out loud or move my lips to hear the words in my head.					
2. When talking to someone, I have difficult time understanding those who do not talk or respond with me.					
3. I do not take a lot of notes, but I still remember what was said. Taking notes often distracts me from the speaker.					
4. When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.					
5. I like to talk to my self while solving a problem or writing.					
6. I can understand what a speaker says, even if I am not focused on the speaker.					
7. I remember things easier by repeating them over and over.					
8. I would rather receive information from the radio, rather than read a newspaper.					
9. If I had to explain a new procedure or technique, I would prefer talking about it.					
10. With my free time I am most likely to listen to music.					

C. Kinesthetic	5	4	3	2	1
1. I am not good at reading or listening to directions. I would rather start working on the task or project at hand.					
2. When talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support.					
3. I take notes, doodle, and/or make mind-maps, but I rarely go back and look at them.					
4. When reading a novel, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.					
5. When I am reading, I move my lips.					
6. I often exchange words, such as places or things, and use my hands a lot when can't remember the right thing to say.					
7. My desk appears disorganized.					
8. I like to move around. I feel trapped when seated at a meeting or a desk.					
9. If I had to experience a new procedure or technique, I would prefer actually demonstrating it.					
10. With my free time I am most likely to exercise.					

Part 3: Study Habits - Yasser A. Al-Hilawani (2016)

A. Study Habits:	5	4	3	2	1
1. I study alone					
2. I need to take many breaks during studying					
3. I have problems using punctuation marks					
4. I allocate time to my various assignments					
5. I study hard for exam					
6. I prefer sufficiently for exam					
7. I study hard for exam					
8. I usually read newspapers/a story slowly and carefully					
9. I get distracted during studying when hearing any sound					
10. I face problems understanding some words in the lesson.					
11. I depend my study on instructor's discussed and presented materials.					
12. I ask for assistance during studying.					
13. I read slowly to grasp the general idea.					
14. I manage effectively leisure time and study time.					
15. I always get distracted when academic requirements become demanding.					
16. I study in a quite are.					
17. I easily get tired in writing.					
18. I answer the easy questions first than the difficult ones during exams.					
19. I summarize the major points of the lesson in my notebook.					
20. I read fast when I want to memorize the important information in the lesson.					

Appendix E-1

Score

96

This text scores better than 96%
of all texts checked by Grammarly

Writing Issues

67
Issues left

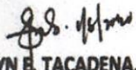
✓
Critical

67
Advanced

AZUELO, UYPALA and PANUNCIA
January 8, 2020

GRAMMARLY RESULT: 96% PASSED

CONGRATULATIONS


JEANILYN E. TACADENA, Ph.D
Adviser

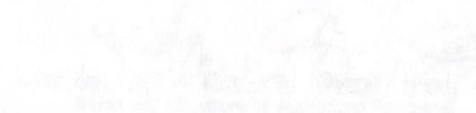
Certificate of Appearance

This is to certify that the students whose names are listed below have completed the

Name of the Student: _____

Name of the Institution: _____

Date: _____



Appendix E-2 Plagiarism

Feedback Studio - Google Chrome
turnitin.com/feedback-studio/...
feedback studio Rev 2 Learning Styles and Study habits of 1st year BEED GENERALIST of UM Panabo College 20

Match Overview

20%

Chapter 1
THE PROBLEM AND ITS SETTING

Background of the study

The ability to study effectively is important for any student's success in school. Each student experienced difficulties or even frustration because they do not have adequate study skills. The most common problem that affects students poor study habits include poor motivation which is the internal drive

Page 1 of 32 Word Count 1358 Text-only Report High Resolution

Source	Match Percentage
1 internet: uwp.edu	11%
2 home earthlink.net	1%
3 edict.kku.ac.th	1%
4 businessits.org	1%
5 selfhelp.com	1%
6 zhang-bi.com	1%
7 files.eric.ed.gov	1%

AZUELO UYPALA PANUNCIA

CONGRATULATIONS

(December 13, 2019)

PLAGIARISM RESULT SECOND RUN PASSED 20%


DR. AMELIE L. CHICO
RESEARCH COORDINATOR

Appendix F

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
University of Mindanao Panabo College and conducted Survey Questionnaire
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "Learning styles and study habits of 1st Year BEED-Gen. of UMPC"
during the period September 2, 2019.
(State inclusive dates)

Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
University of Mindanao Panabo College and conducted Survey Questionnaire
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "Learning styles and study habits of 1st year BEED-Gen of UMPC"
during the period September 2, 2019.
(State inclusive dates)

Name and Signature of Authorized Personnel



Cristal M. Panuncia

Km. 23, Bunaply Bunawan, Davao City

Cristal.panuncia@gmail.com

09563398848

PERSONAL DATA

Date of Birth: July 21, 1997

Place of Birth: Manay Davao Oriental

Age: 22

Height: 5'2

Weight: 48

Civil Status: Single

Religion: Iglesia Ni Cristo

Mother's Name: Lilia Panuncia

Father's Name: Rodrigo Panuncia

EDUCATIONAL ATTAINMENT

UM Panabo College

Bachelor of Elementary Education- Generalist

P.N Arguilles St, Panabo City

AY: 2019-2020

A.L. Navarro National High School

AY: 2013-2014

A.L. Navarro Central Elementary school

AY: 2012-2013

SEMINARS:

VAWC Seminar

UM Panabo College

October 15, 2016

PARAPRASING SEMINAR

UM Panabo College

September 29, 2018



Corie Ann Joy Uypala

P-13 Ising, Carmen, Davao del Norte

corieannuypala29@gmail.com

09102259504

PERSONAL DATA

Date of Birth: March 13, 1986

Place of Birth: Licalalde Village, Panabo Davao del Norte

Age: 33

Height: 5'2

Weight: 43

Civil Status: Married

Religion: Church of God

Mother's Name: Amalia R. Camino

Father's Name: Luisito C. Camino

EDUCATIONAL ATTAINMENT

UM Panabo College

Bachelor of Elementary Education- Generalist

P.N Arguilles St, Panabo City

AY: 2019-2020

Carmen National High School

AY: 2003-2004

Carmen Central Elementary School

AY: 1998-1999

SEMINARS:

INCLUSIVE EDUCATION

UM Panabo College

January 16, 2019

PARAPRASING SEMINAR

UM Panabo College

September 29, 2018

PRE-EMPLOYMENT SEMINAR FOR LOCAL APPLICANTS (PESLA)

UM Panabo College

December 13, 2019

UPDATES ON DEPED FORMS

UM Panabo College

December 19, 2019



Renante Azuelo

Barangay Cagangohan Panabo City

09563398848

PERSONAL DATA

Date of Birth: December 23, 1996

Place of Birth: Tagum City

Age: 23

Height: 5'1

Weight: 48

Civil Status: Single

Religion: Roman Catholic

Mother's Name: Salome C. Azuelo

Father's Name: Roland B. Azuelo

EDUCATIONAL ATTAINMENT

UM Panabo College

Bachelor of Elementary Education- Generalist

P.N Arguilles St, Panabo City

AY: 2019-2020

Mesaoy National High School

AY: 2013-2014

Dasing Elementary School

AY: 2012-2013

SEMINARS:

Literacy Training Service & NSTP

UM Panabo College

March 18, 2017

Accumulative Development Seminar

UM Panabo College

November 17, 2018