

Learning Styles in English Subjects and Students' Academic Performance at Sultan Kudarat State University

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ABSTRACT

Understanding different learning styles in education is critical for effective teaching and personalized learning, given their significant influence on academic performance. A misalignment between students' preferences and instructional methods, particularly in English subjects, can impede comprehension and contribute to academic decline. This study investigated the relationship between learning styles in English subjects and academic performance among students at Sultan Kudarat State University. Specifically, it aimed to identify the predominant learning styles and academic performance of 2nd year BSED English students and assessed how they impacted academic outcomes. Employing a descriptive-correlational approach, the study involved total enumeration sampling of 2nd year English significant students. It utilized statistical measures such as frequency, percentage, mean, standard deviation, and chi-square for data analysis. Findings revealed that students' most dominant learning styles were visual in perceptual and individual in social learning. Some students exhibited a combination of visual with group or auditory learning, suggesting adaptability to various teaching methods. Despite commendable academic performance, no significant correlation was found between dominant learning styles and academic achievement. These results may advance current knowledge on the various ways that students choose to study English and emphasize the value of individualized instruction and assistance to meet each student's specific learning requirements.

KEYWORDS

declaration; dress; political; official; freedom

INTRODUCTION

Recognizing diverse learning styles is crucial for effective teaching and personalized instruction, significantly impacting academic success. When teaching methods do not align with students' learning preferences, especially in English, understanding can suffer, and academic performance may decline. Initially, it has been proven by Chetty et al. (2019) that low performance and unhappiness can result from a mismatch between students' preferences and instructional approaches. Also, when teaching methods do not align with students' learning styles, it hinders comprehension and decreases motivation (Al-Tameemi et al., 2023). To address this, teachers must understand individual learning preferences and use tailored methods to improve outcomes.

As per the literature review, several studies were conducted on learning styles and their connection to academic performance. Turker and Bostancis' (2023) study in Turkey highlighted variations in students' learning styles, influenced by individual differences and chosen disciplines in higher education. In Pakistan, a study by Hamza et al. (2018) found

varied mismatch impacts, benefitting some and lowering academic performance for others. Alhourani's (2021) study in Saudi Arabia revealed that teachers' unawareness of learning styles may hinder success. Brew et al. (2021) identified inadequate facilities and ineffective teaching methods as factors negatively affecting academic performance in Ghana.

Additionally, in order to accommodate students with a variety of learning styles and make learning more interesting and relevant for them. Payaprom and Payaprom (2020) conducted research in Thailand and found that different teaching strategies need to be used in the classroom. Study conducted in Malaysia by Rafiq et al. (2023) revealed that educators need to offer English language learning exercises that motivate learners to engage in hands-on instruction, enabling them to fully use their preferred learning approach. Raeisi et al. (2022) study in Iran emphasized the need to adapt learning materials to cater to diverse student learning styles to improve their learning status. In Libya, Ghwela et al. (2017) highlighted the significance of identifying students' learning styles, emphasizing the need for teachers to be aware of their diversity and accommodate their individual learning preferences.

In the Philippines, Tongson and Eslit's (2018) study in Marawi City discovered that poor alignment between teachers' and students' learning styles has a detrimental impact on language proficiency. Also, academic performance is put at risk when teaching techniques and learning styles are not aligned, according to a Davao City study conducted by Tulabing (2018). Quejado et al. (2022) study in Marikina urged instructors to consider students' learning styles while developing teaching tactics, which could improve academic achievement. Furthermore, Dayon's (2018) study conducted in Agusan del Sur indicated that many underachieving students fell behind because their learning styles were not compatible with the approaches utilized by their teachers. In Palompon Institute of Technology-Tabango Campus, Englis (2019) showed no correlation between the instructional tactics teachers employ and their students' learning preferences. Dayon and Natad's (2018) study at the University of the Immaculate Conception discovered that respondents' learning styles had no significant impact on their English competency; only teacher-related factors influenced it. The study by Cabotaje (2017) conducted at Sultan Kudarat State University reveals that SKSU-LHS grade eleven students have diverse learning styles, necessitating tailored teaching methods to cater to their unique needs.

Based on the literature review, the researchers concluded that, while there are numerous studies on learning styles and their impact on academic performance both globally and in the Philippines, there is a specific gap in understanding how these learning styles affect English subject learning. This study sought to address this by concentrating on the association between learning styles and academic performance in English subjects. Also, the studies highlighted the importance of matching teaching methods with learning styles, yet it needs more consistency in findings regarding their actual impact on academic achievement. Moreover, existing studies span various locations, but understanding how learning styles affect the academic performance of undergraduates at Sultan Kudarat State University is crucial, given the potential impact of regional variations and cultural influences on students' learning styles.

This study was motivated by the observations in an informal interview with some SKSU English professors on the challenges of English students' learning. Based on their statements, despite students' talent, they faced difficulties in certain study areas, attributed to a lack of awareness of suitable learning approaches, minor challenges in auditory learning preference, and low social learning styles. One SKSU English professor stated, —Everyone excels and thrives differently; therefore, we should always remember that as a teacher. We need to understand and accommodate individual learning styles. According to another SKSU

English professor, educators can enhance students' abilities through tailored guidance, reminders, and encouragement, fostering inclusivity and effectiveness in learning English.

This study investigates the relationship between learning styles in English topics and students' academic success. It thoroughly investigated different learning style models and the resulting implications for English subject learning. It provides educators, curriculum designers, and policy makers with evidence-based insights to enhance instructional practices and optimize academic outcomes in English language education.

Generally, this study aimed to determine the learning styles and academic Performance in English subjects of 2nd year BSED English students at Sultan Kudarat State University — ACCESS Campus. Specifically, it sought to answer the following questions:

1. What are the most dominant learning styles in English subjects of the 2nd year BSED English students in terms of:
 - 1.1. Perceptual Learning Styles:
 - 1.1.1. Visual;
 - 1.1.2. Auditory;
 - 1.1.3. Kinesthetic; and
 - 1.1.4. Tactile?
 - 1.2. Social Learning Styles:
 - 1.2.1. Group (Interpersonal); and
 - 1.2.2. Individual (Intrapersonal)?
2. What is the level of academic Performance in English subjects of the 2nd year BSED English students?
3. Is there any significant relationship between learning styles and academic Performance in English subjects among 2nd year BSED English students of Sultan Kudarat State University (SKSU)—ACCESS Campus?

RESEARCH METHODS

This study was conducted at Sultan Kudarat State University, ACCESS Campus, College of Teacher Education (CTE), with a focus on 2nd year BSED English students during the second semester of the academic year 2023-2024 at EJC Montilla, TacurongCity, Sultan Kudarat. SKSU offers various undergraduate and post graduate programs across its multiple campuses, including the ACCESS Campus, which houses the College of Teacher Education. The diversity and quality of its academic offerings indicate an outstanding tertiary institution. Initially, SKSU was the province's sole state university offering a Bachelor of Secondary Education - Major in English. SKSU has been rated Level II-A in the SUC leveling and is at par with other leading institutions after subjecting itself to accreditation.

Additionally, in the Secondary Teacher Licensure Exam, which was taken in March 2024, SKSU had an 80.83% first-time pass percentage. However, the university's overall secondary passing rate was 56.60%, somewhat lower than the national passing average of 57.78%. Therefore, it emphasized further improvement to meet the standard passing rate and even achieve higher placements.

Hence, analyzing preferred learning styles and academic performance in English is critical for the institution, particularly the CTE, in order to improve the output of competent graduates. It will also assist students and graduates in not only becoming aware of their own learning preferences but also in understanding how to accommodate the learning patterns of their future students.

Research Design

In this study, the researchers conducted quantitative research with a descriptive-correlational approach to determine the students' English learning styles and academic performance. This design looked at the relationships between variables and described their properties without changing them. A descriptive-correlational design is used in research investigations to visually represent events and establish the relationship between different variables (McBurney & White, 2009). This study used a descriptive-correlational research approach to examine the association between English primary students' learning styles and academic performance.

This study used this research design to gather objective data through survey questionnaires to identify learning styles in English subjects and measure academic performance. This provided a quantitative understanding of how learning styles in English align with academic performance, which can offer valuable insights into educational practices.

Respondents of the Study

The study's respondents were 40 regular 2nd year students at Sultan Kudarat State University's (SKSU) Access Campus studying Bachelor of Secondary Education (BSED) with a major in English during the first semester of the academic year 2023-2024. The researchers of the study chose the major in English students since related studies have shown that in many English classes, teachers often misunderstand the differences in learning styles, and there is an occurrence of misalignment of learning styles among significant English students. According to Yotta (2023), the mismatch between students' learning styles and teachers' teaching methods is wide spread in English-language classrooms, often resulting in negative impacts on learning quality and students' perceptions of the class and subject.

Additionally, in identifying English significant students' preferred learning styles, students can adapt their study techniques to suit their needs better, improving comprehension and retention of English language material (Northwest & Northwest, 2023). As future English teachers, aligning activities with students' preferred learning styles can improve grades and academic success. Understanding and addressing these styles allows for more efficient curricula and educational programs, fostering better academic performance (Ilcin et al., 2018). Therefore, educators must identify and incorporate diverse learning styles into their teaching strategies to enhance student outcomes.

Data Gathering Instrument

The researchers adapted Reid's (1984) Perceptual Learning Style Preference Questionnaire (PLSPQ) to determine the preferred learning styles of 2nd year BSED English students. This tool assessed visual, auditory, tactile, and kinesthetic preferences, along with group and individual learning styles. It has 30 items, five for each category, and it identifies how students learn best in these dimensions.

The PLSPQ has shown good reliability in a variety of tests. Ghwela et al. (2017) reported a Cronbach's alpha of 0.72, Manan et al. (2019) reported 0.834, and Tabanlıoğlu (2003), as referenced by Ahmad (2016), reported 0.82. Khatib et al. (2014) found subscale reliabilities of .721, .709, .724, .745, .802, and .746 for visual, auditory, tactile, kinesthetic, group, and individual, respectively.

Overall, Cronbach's alpha was 0.783, with a three-week test-retest reliability coefficient of 0.79. Furthermore, Sener et al. (2018) and Koohestani et al. (2020) found a high

dependability of 0.96. These findings support the PLSPQ as a reliable tool for measuring learning style preferences.

Table 1. Score and Interpretation of the Students' Learning Styles in English subjects (Reid, 1984).

Scores	Learning Styles in English Description
38-50	Major Learning Style Preference
25-37	Minor Learning Style Preference
0-24	Negligible

Table 1 illustrates the scoring system and interpretation guidelines for assessing students' learning styles in English subjects, as Reid (1984) outlined. The scores are categorized into three ranges with corresponding descriptions. There are three learning style preferences: major (38–50), minor (25–37), and negligible (0–24). These categories offered insights into students' degree of preference or inclination towards specific learning styles. The highest score attained among the significant learning styles was then considered indicative of the student's dominant learning style.

Furthermore, the questionnaire used a five-point Likert scale, a method devised by Likert (1932), to determine the frequency of agreement with statements about learning methods in English. This scale varied from 5 (strongly agree) to 1 (strongly disagree) across 30 items, reflecting students' attitudes and dispositions toward various areas of English learning.

Table 2. Rating Scale and Interpretation of the Students' Academic Performance (Nartea et al, 2020).

GWA	Academic Performance Description
1.00-1.43	Excellent
1.44-1.87	Very Good
1.88-2.31	Good
2.32-2.75	Satisfactory

Table 2 was utilized to interpret the gathered data to identify the status of the students' academic performance. By applying this rating scale to the collected GWAs, the study could classify students' performance into four defined categories. Implementing this rating scale ensures a standardized approach to assessing academic performance, facilitating a comprehensive understanding of students' achievements and informing educational practices.

Data Gathering Procedure

The data collection process commenced with the advisory committee panels' approval of the research proposal. This proposal comprehensively overviews the research objectives, methodology, timeline, and budget. Once approved, the researchers requested permission from the Dean of the College of Teachers Education by sending a formal letter of request, accompanied by the relevant approval documents, before conducting surveys among English students.

Next, the researchers consulted with a statistician to assess the suitability and reliability of the adapted instrument, considering previous studies validating its efficacy. Following this, informed consent forms were distributed to 2nd year English students, seeking permission to access their general weighted average by obtaining grades from four significant subjects during the first semester of Academic Year 2023-2024: ENG 211

(Teaching and Assessment of Literature Studies), ENG 212 (Teaching and Assessment of Macro-skills), ENG 213 (Stylistic and Discourse Analysis), and ENG 214 (Speech and Theater Arts).

Upon obtaining consent, the researchers explained the study's objectives and assured participants that they met the predetermined requirements. Subsequently, rating scales and survey questionnaires were administered.

Throughout the process, the researchers ensured the confidentiality and privacy of participants' identities. Following data collection, an extensive phase of analysis and interpretation ensued.

Finally, the researchers presented their findings after thoroughly analyzing and interpreting the data. This comprehensive process involved examining descriptive statistics and significant differences, ensuring that the conclusions drawn were well-supported by the quantitative evidence collected throughout the study.

Statistical Treatment

To analyze the data comprehensively, the researchers employed various statistical measures. These methods are further explained below for a thorough understanding of the interpretation process.

In problem number 1, frequency, percentage, and mean were utilized to determine the most prominent learning styles in English subjects among 2nd year BSED-English students.

In problem number 2, frequency, percentage, mean, and standard deviation were used to determine the state of 2nd year BSED-English students' academic performance in English topics.

In problem number 3, the chi-square test was employed to determine whether there is a significant association between English learning styles and academic achievement among 2nd year BSED-English students.

RESULTS AND DISCUSSION

The first research problem addresses the dominant learning styles in English subjects among 2nd year BSED English students. Table 4.1 shows the most dominant perceptual learning styles of the 2nd year BSED English students. It indicates that in perceptual learning styles, visual is the most dominant, and next to it is auditory. This indicates that many students prefer learning by seeing words or materials and reading them to learn effectively. Some students learn better through auditory means, such as hearing words spoken and receiving oral explanations.

Table 3. Most Dominant Perceptual Learning Styles of 2nd year BSED English Students

Most Dominant Perceptual Learning Styles	f	%	M	Description
Visual	9	22.5	45.78	Major Learning Style
Auditory	7	17.5	45.71	Major Learning Style
Kinesthetic	1	2.5	50.00	Major Learning Style
Tactile	1	2.5	38.00	Major Learning Style

(Legend: 38-50 Major Learning Style, 25-37 Minor Learning Style, 0-24 Negligible)

This finding tells that students have various perceptual learning styles. However, learners utilize the most practical ones, such as visual and auditory learning styles. This is because learning materials that can be seen or read and visuals like diagrams and charts clarify

complex concepts and engage students, allowing them to process information quickly and retain it well.

Furthermore, students also favored auditory learning styles since the predominant teaching method in both schools and high school is auditory, reinforcing students' auditory learning preference.

This result is related to the findings of Syofyan and Siwi (2018), stating that visual, auditory, and kinesthetic are dominant learning styles. Also, this study result is connected to Englis (2019) who emphasized that the success of learning a certain language with the use of appropriate style can help learners in improving their performance. Using suitable style supports students better such as when teacher utilize learning materials that can be seen or read. While Cavite and Gonzaga (2023) pointed out that auditory learning is the most preferred learning modalities of learners. This learning method works most effectively by speaking or listening.

Nevertheless, this finding differs significantly from Annury's (2019), whose study also revealed that learners generally use multiple learning styles but most of them opted to kinesthetic than visual and auditory. Learners tend to engage more actively in learning when it is done through physical and hands-on activities rather than relying predominantly on visual or auditory stimuli. This contrast highlights the variability in learning style preferences among learners and the importance of considering individual preferences when designing effective teaching strategies.

Table 4. Most Dominant Social Learning Styles of 2nd year BSED English students

Most Dominant Social Learning Styles	f	%	M	Description
Group (Interpersonal)	0	0	0	Negligible
Individual (Intrapersonal)	13	32.5	49.39	Major Learning Style

(Legend: 38-50 Major Learning Style, 25-37 Minor Learning Style, 0-24 Negligible)

Table 4 shows the results of the most dominant social learning styles of the 2nd year BSED English students. The result implies that the students' most dominant learning style under the social learning category is individual. This result shows that most students learn better when they study alone rather than with their classmates. They prefer to study independently and alone because learning English this way is more straightforward.

This indicates that students prefer to study independently as it allows them to progress at their own pace, ensuring they fully understand the material before moving on without distractions. Additionally, they learn to set personal goals and take responsibility, as students must rely on their resources and reasoning abilities to navigate challenges. This self-sufficiency enhances academic performance and equips students for lifetime learning and adaptability in various professional contexts necessary in 21st-century education.

The result is aligned with Al-Roomy (2023), who found that individual learning styles are most preferred, leading to higher GPAs, while group learning is least favored and associated with lower GPAs. Madhu and Bhattacharyya (2023) emphasized that self-supportive learners who set goals, manage time, and monitor progress tend to achieve more. Handrianto and Rahman (2018) noted that individuals who can learn independently tend to have self-awareness in learning which can help them to be aware of their actions and stay motivated. Similarly, Sutarni et al. (2021) added that self-regulated learners can adapt their learning styles to overcome difficulties and improve. Granberg et al. (2021) also highlighted that self-reflection involves evaluating learning styles and academic performance to foster improvement.

Whereas, this finding contrasts with the study of Kaninya et al.(2023),who observed that learners’ predominantly favored group learning, with visual, auditory, kinesthetic, tactile, and individual styles being less favored. Group learning environments enhanced enthusiasm and motivation for learning English. Ramirez et al. (2019) also stated that collaborative learning benefits complex tasks more than individual learning, with performance depending on the learner’s prior knowledge of the task.

Table 5. Other Dominant Learning Styles of 2nd year BSED English Students

Other Dominant Learning Style:	f	%	M	Description
Visual and Group	1	2.5	42.00	Major Learning Style
Visual and Auditory	1	2.5	40.00	Major Learning Style
Auditory and Individual	1	2.5	42.00	Major Learning Style
Visual and Individual	2	5	48.00	Major Learning Style
Tactile and Auditory	1	2.5	48.00	Major Learning Style
Visual, Auditory, and Individual	1	2.5	38.00	Major Learning Style
Auditory and Kinesthetic	2	5	48.00	Major Learning Style

(Legend: 38-50 Major Learning Style, 25-37 Minor Learning Style, 0-24 Negligible)

Table 5 shows the result of other learning styles of the 2nd year BSED English students. This suggests that there are students who have mixed or both learning styles. They display a combination of dominant learning styles, and the most common are Visual and Individual and Auditory and Kinesthetic, each with a frequency of 2 and a mean of 48.00. This reveals that several students do not conform to a single learning style but instead exhibit multiple learning styles. Some student combined visual and group learning, visual and auditory learning, or auditory and individual learning.

This combination of learning styles suggests that these students can adapt to different teaching methods and materials and employ multiple learning styles to process and retain information, which could enhance their learning experience. By integrating these mixed learning styles, students can approach learning tasks from different angles, enhancing their ability to grasp complex concepts and apply knowledge in diverse contexts.

This result is connected to the findings of Salam et al. (2020), who discovered that proficient language learners tended to favor two major learning styles: visual, where learning through reading and note-taking was most effective, and individual, where learning independently was preferred. This variety accommodates different cognitive strengths and preferences, enabling students to optimize their learning experiences based on what resonates most effectively with them.

Table 6. The Status of 2nd year BSED English Students’ Academic Performance in English subjects during 1st semester A.Y. 2023-2024

GWA	f	%	Academic performance Description
1.00-1.43	1	2.5	Excellent
1.44-1.87	33	82.5	Very Good
1.88-2.31	6	15	Good
2.32-2.75	0	0	Satisfactory
Overall Mean:	Standard Deviation	Description	
1.66	0.15	Very Good	

(Legend: 1.00-1.43 Excellent, 1.44-1.87 Very Good, 1.88-2.31 Good, 2.32-2.75 Satisfactory)

To answer the second research question in the statement of the problem, which was to find out the status of the 2nd year BSED English students' academic performance in English, Table 6 shows that most students (82.5%) have a GWA between 1.44 and 1.87, classified as Very Good during the first semester of the academic year 2023-2024. This connotes that the overall performance of the students is strong, with most students achieving high grades. A small percentage (2.5%) of students are in the Excellent category, indicating that a few excel. 15% of the students are in the Good category, suggesting that while they are performing well, there is still room for improvement to reach the Very Good or Excellent categories—no Satisfactory Performers. No students are in the Satisfactory category, which suggests that all students are performing above the minimum satisfactory level.

This result provides insightful information about the academic performance of second-year English primary students at Sultan Kudarat State University-ACCESS. The students' consistently high grades indicate that they excel academically, and their motivation for learning English positively influences their academic achievement.

This result is aligned with the study of Zhang and Wang (2023), who found that students who are motivated in English tend to excel academically by working hard, staying focused, and aiming for excellence, while those who are curious and creative also perform well by investing more time in learning. Espia and Cortezano (2023) also indicated that understanding and applying learned concepts positively influence academic performance. Proficiency in reading and vocabulary further contributes to students' success in school. Moreover, self-belief plays a significant role in predicting academic achievement, emphasizing its importance for students, as highlighted by Ghafar (2023).

Table 7. Chi-square test analysis of the significant relationship between learning styles in English and academic performance among 2nd-year BSED English students

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	1.729	.250
	Cramer's V	.547	.250
N of Valid Cases		40	
a. Not assuming the null hypothesis.			
b. Using the asymptotic standard error assuming the null hypothesis			

The third research problem deals with the relationship between learning styles in English and academic performance among 2nd year BSED English students. The data in Table 6 shows the relationship between most dominant learning styles and academic performance among 2nd year BSED English students. The Phi coefficient is 1.729, and Cramer's V is .547, with an approximate significance level of .250 for both measures. This suggests that learning styles and academic performance has no statistically significant relationship, as the significance value is greater than the conventional threshold of .05.

This outcome challenges the belief that learning styles can enhance academic achievement. Instead, it suggests that other factors have critical role in affecting academic performance and that the emphasis on learning styles is overestimated in educational strategies.

This is related to the findings in the study of Kohan et al. (2021), which revealed no statistically significant variances between learning styles and the academic performance of both proficient and less proficient students in the chi-square test result. Similarly, the

research by Malsawmkimi and Fanai (2019) indicated that there is no connection between students' academic performance and their scores on various learning styles, suggesting that a specific learning style does not impact students' grades.

However, these findings challenge previous studies. Maya et al. (2021) found that a reflective learning style is linked to excellent performance and that students aware of their learning styles perform better academically. Shirazi and Heidari (2019) discovered a substantial link between learning style and academic achievement, suggesting that teachers should tailor lessons to the dominant learning style of each class. Villajuan (2019) also reported a strong connection between academic success and preferred learning methods.

The lack of correlation between learning styles and academic performance can be attributed to numerous factors. Al-Roomy (2023) found that learning environment can impact students' learning styles, while Briones et al. (2022) noted that the environment can significantly enhance or weaken academic performance. Moreover, additional factors affecting academic performance include style of parenting, characteristics of the students, teacher effectiveness, and career choices. Halif et al. (2020) discovered that aspects of motivation have a significant impact on the association between learning styles and engagement. Cagatan et al. (2024) highlighted the positive influence of collaborative learning on academic success, as it promotes active involvement and a deeper understanding of the material.

CONCLUSION

Awareness of the variety of learning styles in education is critical for effective teaching, as misalignment between students' preferences and teaching methods, particularly in English subjects, can impede comprehension and reduce academic success. The study shows that in terms of perceptual learning styles, most students prefer to learn visually and like to read words and materials. This means many students learn best when information is presented visually. When it comes to social learning styles, the majority of students like to learn individually. This suggests they feel more comfortable and productive studying independently, without being influenced or distracted by peers or groups. The study also found that there are students who have multiple learning styles. This means these students can use different styles to learn and remember information better, which could improve their learning experience.

The student's academic performance is rated commendable. This means that all students are above the minimum satisfactory level, highlighting the students' strong academic standing and reflecting positively on their educational progress and attainment. However, the study did not find a significant link between preferred learning styles and academic achievement. This contradicts the common belief that learning styles directly affect academic achievement.

In conclusion, while most students prefer visual and individual learning, these preferences do not directly impact their academic achievement. The study highlights the need for further research to understand better the complex relationship between learning styles and academic achievement, considering various contextual and individual factors.

Recommendations

Based on the conclusion drawn, the following recommendations are offered:

1. Teachers may enhance the effectiveness of instruction and improve student outcomes in any programs enrolled by the students by developing specific teaching strategies and interventions that align with the identified dominant learning styles. These strategies include exploring differentiated instruction methods and offering varied learning materials and activities to accommodate different learning preferences. Additionally, creating opportunities for students to self-assess their learning styles and preferences can empower them to take ownership of their learning process and express their needs effectively. By embracing a personalized approach to instruction that embraces diverse learning styles, teachers have the potential to cultivate a more inclusive and supportive learning environment where all students can thrive academically.
2. Teachers and administrators may consider conducting ongoing monitoring and support to ensure sustained academic success for all students. By prioritizing ongoing monitoring and support initiatives, educators and administrators can effectively address students' diverse needs and promote a culture of continuous improvement and achievement within the educational institution. Moreover, providing personalized academic support programs, such as tutoring sessions or academic counseling, can offer targeted assistance to students struggling or at risk of falling behind.
3. Given that the study did not find a significant link between preferred learning styles and academic performance, educators may prioritize flexible and diverse teaching methods that cater to all students. Teachers may also focus on enhancing students' overall study skills and strategies. Training on effective note-taking, time management, and test preparation can help improve academic performance. Personalized support and regular feedback should be provided to address individual learning needs and promote self-regulated learning habits.
4. Future research can explore the relationship between learning styles and academic achievement, considering additional factors like study habits and teaching methods. Qualitative methods such as interviews could also provide deeper insights. Furthermore, increasing sample sizes and diversifying participant demographics may enhance the relevance of findings across different groups and contexts.

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