Preferred Learning and Teaching Styles in Filipino-8: Basis for Developing Learning Module

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Abstract
This study aimed to determine the preferred learning styles in Filipino of Grade 8 students and teachers of Eusebio High School, Division of Pasig City during first quarter of school year 2017-2018. More specifically, it sought answers to the following questions: 1. What are the preferred learning styles of the student respondents in Filipino as perceived by the students themselves? 2.What are the teaching styles of the teachers in their Filipino subjects as perceived by the teachers themselves? 3. Is there a significant difference between the preferred learning styles of the students and the teachers' teaching styles in Filipino 8 in terms of the following categories? a.Verbal/Linguistic Style, b. Logical/Mathematical Style, c. Visual/Spatial Style, d. Bodily Kinesthetic Style, e. Naturalist Style, f. Musical/Rhythmic Style, g. Interpersonal Style, h. Intrapersonal Style, i. Existential Style. 4. What learning modules could be developed based on the results of the study? The descriptive method of research was used with the survey questionnaire as the data gathering instrument. The respondents were composed of five Filipino teachers and 365 Grade 8 students from Eusebio High School, Division of Pasig City. The hypotheses that was pursued is, "There is no significant difference between the students learning styles and the teachers' teaching styles in Filipino. The statistical tools used to treat the data were the percentage, ranking, weighted mean and t-test. The salient findings of the study are the following:1. The students' learning styles in Filipino are the following: rank 1- Bodily Kinesthetic; rank 2 – Interpersonal; rank 3 – Musical/Rhythmic; rank 4 Logical/Mathematical; rank 5 – Verbal/Linguistic; rank 6 – Naturalist; rank 7.5 – Visual/Spatial and Intrapersonal and rank 9; Existentialist 2. There was no significant difference between the preferred learning styles and teaching styles of the students and teachers as perceived by themselves.3. A module with varied learning activities developed based on the preferred learning styles of the students.

Introduction of the Research

The teachers' goal in their teaching is to have their students learning, so how the teachers will achieve their goal? How, the teacher will follow the trend of the speed changing world most specially in the teaching profession? How will the educators will adjust to student's preferred learning style? According to some studies and research it will help a lot if the teachers will use different kinds of strategies and styles in their teaching that matches the learning styles of the learners resulting for better and easy way of learning.

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. People can develop ability in less dominant styles, as well as further develop styles that they already use well. By recognizing and understanding the learning styles of students, the teachers can use techniques better suited to their students.

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn. Learning styles are points along a scale that help the teachers to discover the different forms of mental representations; however, they are not good characterizations of what people are or are not like. The teachers should not divide the population into a set of categories (i.e., visual and auditory learners). What these various instruments attempt to do is to allocate a person on some point on a continuum (similar to measuring height or weight). In other words, they should do not pigeonhole people as they are all capable of learning under almost any style, no matter what their preference is.

The following are the reasons for adjusting one's preferred teaching style to different teaching methods as cited by Fiedler, to suit to the learners needs. An effective teacher should be creative enough to implement teaching methods that meet the styles and needs of the students. To challenge learners to use both brain domains. Creative teaching methods stimulate learning based on the learners' learning style. To check one's predictability. Knowing one's preferred teaching styles can help avoid being predictable. To challenge oneself to be versatile. To learn other styles for variations of teaching and learning strategies. To create love for learning. Once the love for learning is established in every learner, any method will work.

Teachers, it is generally espoused the common belief that students learn and develop through exposure – that the content is all – important. Teachers have been accustomed to a traditional learning process where one who knows (the teacher) presents the ideas to one who does not (the student). Many people prospered under the traditional lecture system, where the focus was on the coverage of the material through teaching by telling. This approach may work for others but it may not work for the majority of today's students. Students are changing dramatically, and teachers must respond to those changes. What happens, for example, when the learning is not on the same "wavelength" as the teacher – when the connections simply aren't there? If one

believes that what one teaches has real value, then one can benefit from understanding the effect of how it is being presented and to whom.

This concern motivated the researcher to discover the preferred learning styles of a high school second year students in Eusebio High School, that he can use or a basis for developing a teaching activities in teaching Filipino.

The researcher believes that each person prefers different learning styles and techniques. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

The researcher want to study on the preferred learning style of the Grade VIII students to be able to develop a teaching activity specially in teaching Filipino, a teaching activities that suites to the preferred learning styles of the high school students today. A teaching activities that will help the teacher and the students for better and easiest way of learning. A teaching activity that based on the result of the study that fits and appropriate the modern way of learning of our youth today. An activity that the students will surely enjoy and loved to do, so we can say that learning is easy to achieve.

Being a teacher for more than ten (10) years, the researcher observed that it is very important to match one's teaching style to the learning styles of students to get them to perform best inside the classroom. The reason why students do not excel, or at least perform is that because most teachers fail to recognize and analyze the students' learning style preferences.

By knowing the various learning styles of the students, the teachers may seek to find various methods and techniques so that performance inside the classroom can be maximized, hence, students' academic performance could be at a greater extent and also to have a basis in developing a module or a teaching activities in deepening learning in Filipino.

Literature Review

To deepen the knowledge and insights on the present study, a number of books, periodicals, and articles from the internet were perused to gather pertinent information which were used by the researcher in conceptualizing this study. These are presented in the forthcoming discussion:

Individual differences play an important role in academic achievement of the students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioral characteristics, and psychological factors, namely, attitudes, self-esteem, self-efficacy and self-concept have been used to explain academic achievement. Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement. Being

aware of learning styles and their roles in academic achievement is of a great importance for educational psychologists, teachers and researchers.

Gardner's theory initially listed seven intelligences which work together: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal; he later added an eight, naturalist intelligence and says there may be a few more. The theory became highly popular with K-12 educators around the world seeking ways to reach students who did not respond to traditional approaches, but over time, "multiple intelligences" somehow became synonymous with the concept of "learning styles." In this important post, Gardner explains why the former is not the latter.

Gardner's theory, an intelligence encompasses the ability to create and solve problems, create products or provide services that are valued within a culture or society. The nine intelligences, as he further explained have the following as keypoints: 1) All human beings possess all nine intelligences in varying degrees; 2) Each individual has a different intelligence profiles; 3) Education can be improved by assessment of students' intelligence profiles and designing activities accordingly; and 4) Each intelligence occupies a different area of the brain. These nine intelligences may operate in consort or independently from one another.

Gardner described each of the categories of the multiple intelligences, as follows:
Verbal/Linguistic. This intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms of verbal and written communication. People with strong rhetorical and oratory skills such as poets, authors, and attorneys exhibit strong linguistic intelligence.

Logical/Linguistic. The category of intelligence refers to an individual's ability to do things with data: collect, organize, analyze, and interpret, conclude and predict. Individuals strong in this intelligence see patterns and relationship. These individuals are oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns. Teachers can strengthen this intelligence by encouraging the use of computer programing languages, critical thinking, linear outlining, cognitive stretching exercises, science-fiction scenarios, logic puzzles, and through the use of logical/sequential presentation of subject matter.

Visual/Spatial. This intelligence refers to the ability to form and manipulate a mental model. Individuals with strength in this area depend on visual thinking and very imaginative. People with this king of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. These individuals often daydream, imagine and pretend. They are good in reading diagrams and maps and enjoy solving mazes and jigsaw puzzles. Teachers can foster this type of intelligence by utilizing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software.

Bodily Kinesthetic. This intelligence characterizes people who process information through the sensations they feel in the bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and

large muscle skills; they enjoy all types of sports and physical activities. They often express themselves through dance. Teachers may encourage growth in this area of intelligence through the use of touching, feeling, movement, improvisation, "hands-on" activities, permission to squirm and wiggle, facial expressions and physical relaxation exercises.

Naturalistic. Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes. Teachers can best foster this intelligence by using relationships among system of species, and classification activities. They can encourage the study of relationships such as patterns and order, and compare-and-contrast sets of groups or look at connections to real life and science issues.

Musical/Rhythmic. This is known as the ability to understand, create and interpret musical pitches, timbre, rhythm, and tones and the capability to compose music. Teachers can integrate activities into their lessons that encourage students' musical intelligence by playing music for the class and assigning tasks that involve students creating lyrics about the material being taught.

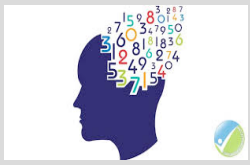
Interpersonal. This intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. It also requires good communication and interaction skills and the ability to show empathy towards the feelings of other individuals. Teachers can encourage the growth of interpersonal intelligences by designing lessons that include group work and by planning cooperative activities.

Intrapersonal. This is the ability to know oneself. It is an internalized version of interpersonal intelligence. To exhibit strength in intrapersonal intelligence, an individual must be able to understand his own emotions, motivations, and be aware of their own strengths and weaknesses. Teachers can assign reflective activities, such as journing to awaken students' intrapersonal intelligence. It is important to note that this intelligence involves the use of all others. An individual should tap into their other intelligences to completely express their intrapersonal intelligence.

Existential. This intelligence encompasses the ability to pose and ponder questions regarding the existence—including life and death. Reflective and deep thinking, design abstract theories, In careers it might be scientist, philosopher, theologian.

The 9 Intelligences of MI Theory

	Intelligence	Visualization	Skills Preferences
1.	**Verbal-Linguistic Intelligence** Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words		Skills - Listening, speaking, writing, teaching.

2.	**Mathematical-Logical** Intelligence Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns		Skills - Problem solving (logical & math), performing experiments
3.	**Musical Intelligence** Ability to produce and appreciate rhythm, pitch and timber		Skills - Singing, playing instruments, composing music
4.	**Visual-Spatial Intelligence** Capacity to think in images and pictures, to visualize accurately and abstractly		Skills - puzzle building, painting, constructing, fixing, designing objects
5.	**Bodily-Kinesthetic Intelligence** Ability to control one's body movements and to handle objects skillfully		Skills - Dancing, sports, hands on experiments, acting
6.	**Interpersonal Intelligence** Capacity to detect and respond appropriately to the moods, motivations and desires of others		Skills - Seeing from other perspectives, empathy, counseling, co-operating
7.	**Intrapersonal Intelligence** Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes		Skills - Recognize one's S/W, reflective, aware of inner feelings
8.	**Naturalist Intelligence** Ability to recognize and categorize plants, animals and other objects in nature		Skills - Recognize one's connection to nature, apply science theory to life
9.	**Existential Intelligence** Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here		Skills – Reflective and deep thinking, analysis, design abstract theories

Source : http://web.cortland.edu/andersmd/learning/MITable.htm

According to Aquino (2009), using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles and techniques as bright. Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality

teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb".

In addition Aquino (2009) cited that there are Ways of learning. The different ways to learn are embedded in the world of LEARNING. They are as follows:
L- Listen. The learners need to listen to those with whom they can extend their knowledge. They must also listen to their inner voice and feel how such voice echoes deep within them. E- Evolve. Learning must change the learner from one form to other. It means that the learners need to follow the ladder of knowledge. They do not just confine themselves to acquiring mere facts. Rather, they create their own personal ladder of knowledge and start their journey from ignorance to wisdom. A- Adapt. The learners change their cognitive structures in order to accommodate new bits of information. They monitor, regulate, and modify their own thoughts and create new avenues for transformation. R- Reciprocate. The learners are able to recognize their personal worth and contribute to the welfare of the welfare of the majority. It means that they are able to transcend what they have learned and use it for the benefits of all. N- Network. The learners do not limit themselves to the confines of the classroom. Rather, they go out and explore new horizons and acquires novel experiences as they share their learning to others. I- Integrate. The learners have the ability to organize their knowledge around the existing schemata which they use to aid understanding. N- Navigate. The learners are willing to explore new things and follow the right path of learning. They find meanings as well as enjoyment while they are on their journey to learning. G- Grow. The learners do not just accept things as they are. Rather, they quibble about how and why things are done. They grow from their own mistakes and use such mistakes as building blocks to learning.

Avelina (2009) also stressed out the Ways to Promote Learning. There is no single best idea or recipe to promote learning in the classroom. Teachers are eclectic; they tend to utilize a mix of strategies that can promote meaningful learning. Here are some ways of teaching for meaning learning by: Giving productive feedbacks. Useful and immediate feedback to the learners can help them practice their cognitive tasks. Providing concreteness, activity, and familiarity. Teachers should make the lessons concrete, activity-based, familiar, and simple-to-complex based procedures in academic tasks. Explaining examples. Teachers need to explain the step-by-step procedures in academic tasks. Guiding cognitive processing during learning. The teachers are on task monitor or supervise the learners while learning occurs.

Fostering learning strategies. Teachers should provide instruction for learning a new material. Fostering problem-solving strategies. Teachers should provide the necessary instructions and ways in order to solve problems. Creating cognitive apprenticeship. Teachers should encourage the learners to actively participate in group tasks. Priming students motivation to learn. Teachers should build on students desire to learn.

This improves the speed and quality of their learning. Recognizing which style is preferred by the students is not enough to suggest that one is better than the other, rather, it serves to help the teachers to work out strategies when certain teaching and learning methods don’t suit their style.

Research Questions

1. What are the preferred learning styles of the student respondents in Filipino as perceived by the students themselves?
2.What are the teaching styles of the teachers in their Filipino subjects as perceived by the teachers themselves?
3.Is there a significant difference between the preferred learning styles of the students and the teachers' teaching styles in Filipino 8 in terms of the following categories?
a.Verbal/Linguistic Style,
b. Logical/Mathematical Style
c. Visual/Spatial Style,
d. Bodily Kinesthetic Style,
e. Naturalist Style,
f. Musical/Rhythmic Style,
g. Interpersonal Style,
h. Intrapersonal Style,
i. Existential Style.
4. What learning modules could be developed based on the results of the study?

Scope and the Delimitations of the Study

This study confined the delimitation of the preferred learning styles of the students, relative to the subject of Filipino of Eusebio High School, Division of Pasig City, School Year 2017-2018 and which will be serve as a basis in developing a learning module in Filipino-8

The students' respondents compose of 40% of total number (912) of the Grade 8 students randomly selected through draw lots and 5 Filipino-8 teachers in Eusebio High School, Division of Pasig City School Year 2017-2018. To identify the learning styles of the students, the researcher will use the Howard Gardner Nine Distinct Learning Styles ; 1) Verbal/Linguistic 2)Logical/Mathematical 3)Visual/Spatial 4)Bodily Kinesthetic 5)Naturalist 6)Musical/Rhythmic 7)Interpersonal 8)Intrapersonal and 9) Existential

Methods of Research Used

The researcher will use descriptive method in this study. According to the book of Gaudencio (2015) , descriptive research involves the description, recording, analysis, and interpretation of the present nature, composition or processes or phenomena. The focus is on prevailing condition. In the book of Alicay (2014) descriptive method is a kind of study that describes the nature of a situation as it exists at the time of the study and explores the causes of a particular phenomenon. It is concerned of determining the present conditions or characteristics of a research subject. According to Abraham Robinson (2010) The descriptive method of research, as opposed to an experimental or normative method, develops knowledge by describing observed situations, events and objects. The descriptive method is used in most branches of science, as well as in the social sciences. the descriptive method was used when describing a situation or an area of interest factually and accurately. It is something of ordered reasoning.

It is something beyond data gathering. Data must be subjected to the thinking process in terms of ordered reasoning. In this study, it is used to ascertain the prevailing the

students preferences with regards to their learning styles and to be the basis in the developing a learning module in Filipino-8.

Sources of Data

The data will be sourced from the Grade 8 students of Eusebio High School during the school year 2017-2018. Compose of 385 students and 5 Grade 8 Filipino Teachers. The student respondents will be selected through random sampling – draw lots.

To determine sample size, the researcher used the .05 marginal error. The table below shows the sources of data.

Table 1. Number of Sections, Number of Students, Percentage and Sample

Sections	***Number of Students***	***Sample (40%)***
1	39	16
2	43	17
3	45	18
4	45	18
5	44	17
6	48	20
7	47	19
8	47	19
9	46	18
10	49	20
11	47	19
12	44	17
13	46	18
14	48	20
15	44	17
16	46	18
17	46	18
18	49	21
19	45	18
20	44	17
20 sections	***912***	***365***

Table 1 shows the number of Sections, the number of total students per section and the number of sample size per section and its percentage. The total number of sample size is 40% or 365 students.

Table 2. *Total Number of Teacher Respondents*

Teachers	Male	Female	Total	Sample
Grade 8 Filipino Teacher	1	4	5	5

Table 2 shows the number of Teacher respondents by gender. The total number of sample size is 5.

Data Gathering Procedure

The data gathering instrument used in this study was the questionnaire. The researcher composed a questionnaire, to be checked and approved by his adviser. The questionnaire will also undergo a validation process by some Teaching Strategy Professors in Marikina Polytechnic College and 2 Filipino / Language Head Teacher, from Eusebio High School and 4 Master Teachers in Filipino Department. After the instruments evaluated and validated, the researcher ask first a consent and permission to the Schools Division Superintendent and School Principal of Eusebio High School, afterwards the researcher distributed the checklist questionnaire to the respondents. The questionnaire personally distributed and administered by the researcher to the respondents. He instructed them to carefully read the instruction and to answer the items with accuracy. There was no time limit so the respondents had been given sufficient time to answer without pressure from our administering members. The checklist were retrieved after all the respondents had finished answering and the data were den tallied, treated statistically, analyzed and interpreted.

Statistical Treatment of Data

The data that will be gathered in the study are subjected to the following statistical treatment:
Percentage was utilized to describe the students profile variables in terms of gender, learning resources available at home, and economic status. It was also used to describe teachers profile variables in terms of length; teaching experience and trainings / seminar attended.

Ranking was also utilized to determined degree of preferences of student and teaching to the identified learning and teaching styles.

Weighted Mean was used to determine the preferred learning styles of the students' respondents and the match teaching styles of the teachers' respondent.

T-Test was used to know the significant difference between the learning style of the students to the teaching style of the teachers.

Discussion of Results and Recommendations

Table 3 .Level of Learning and Teaching Styles
of Students and Teachers in FilipinoSubject on Verbal/Linguistic Styles

Verbal/Linguistic Styles	STUDENT RESPONDENTS			TEACHER RESPONDENTS		
	WM	Rank	VI	WM	Rank	VI
1. Isahan o Sabayang Pagbasa	3.06	5	O	3.60	3.5	VO
2. Pag-uulat	3.29	2	O	4.60	1	A
3. Tanong at Sagot	3.26	4	O	4.00	2	VO
4. Malikhaing Pagkukwento	3.28	3	O	3.60	3.5	VO

5.	Pakikipanayan	3.74	1	VO	3.40	5	O
Overall Mean		**3.33**		**O**	**3.84**		**VO**

Table 3 manifests that the use of verbal/linguistic style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 3.06 to 3.29 and an overall weighted mean of 3.33. However, there is one indicator rated at Very Often (VO) as shown by the weighted mean of 3.74. This is the indicator No.5 " Pakikipanayam"

On the other hand, the teachers perceived that they have used the verbal/linguistic teaching styles at Very Often (VO) as evidenced by the weighted means ranging 3.60 to 4.00 and an overall weighted mean of 3.84.

The results implies that the teachers should plan and create activities involving "Pakikipanayam" as part of the learning process of the students.

Table 4. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Logical/Mathematical Style

Logical/Mathematical Styles		**STUDENTS RESPONDENTS**			**TEACHERS RESPONDENTS**		
		WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1.	Palabuuan	3.68	2	VO	4.60	1	A
2.	Pakikipagtalo	3.24	3.5	O	3.40	5	O
3.	Pagsunud-sunod	3.79	1	VO	3.60	4	VO
4.	Sanhi at Bunga	3.09	5	O	4.20	2	VO
5.	Paghihimay-himay	3.24	3.5	O	3.80	3	VO
Overall Mean		**3.40**		**O**	**3.92**		**VO**

Table 4 manifests that the use of logical/mathematical style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 3.09 to 3.24 and an overall weighted mean of 3.40 However, there are two indicators rated at Very Often (VO) with weighted mean of 3.68 and 3.79. This are the indicators No.1 "Palabuuan" and No.3 "Pagsusunod-sunod"

On the other hand, the teachers perceived that they have used the logical/mathematical teaching styles at Very Often (VO) as evidenced by the weighted means ranging of 3.60 to 4.20. However, there are two indicators that rated Always (A) and Often (O), as shown by the weighted mean of 4.60 and 3.40. This are the indicators No. 1 "Palabuuan" and No.2 "Pakikipagtalo"

The results indicate that the students preferred in learning are the "Palabuuan at Pagsusunod-sunod" and with that the teachers should prepare discussions with this kind of learning activities.

Table 5. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Visual/Spatial Style

Visual/Spatial Styles	STUDENTS RESPONDENTS			TEACHERS RESPONDENTS		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Pagguhit	2.68	5	O	3.80	5	VO
2. Babasahing Popular	3.88	1	VO	4.60	1	A
3. Makabagong paraan	3.17	2	O	4.00	4	VO
4. Makateknolohiya	3.10	3	O	4.40	2	VO
5. Pagpupulong at pagpaplano	2.89	4	O	4.20	3	VO
Overall Mean	**3.14**		**O**	**4.20**		**VO**

Table 5 manifests that the use of visual/spatial style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 2.68 to 3.17 and an overall weighted mean of 3.14. However, there is one indicator rated at Very Often (VO) as shown by the weighted mean of 3.88. This is the indicators No.2 “Babasahing Popular”.

On the other hand, the teachers perceived that they have used the visual/spatial style at Very Often (VO) as evidenced by the weighted mean of 4.20. However, there is one indicator that rated Always (A) as shown by the weighted mean of 4.60. This is the indicator No. 2 “Babasahing Popular”

The results implies that students wants to learn thru the use of “ Babasahing popular” like magazines, newspapers, comics etc. in tackling lessons specially in Filipino subject.

Table 6. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Bodily Kinesthetic Style

Bodily Kinesthetic Styles	STUDENTS RESPONDENTS			TEACHERS RESPONDENTS		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Tablu	3.89	1	VO	4.60	1.2	A
2. Pagsasadula	3.60	3	VO	4.60	1.2	A
3. Interpretatibong Sayaw	3.02		O	4.20		VO

		5			5	
4. Palaro	3.72	2	VO	4.60	1.2	A
5. Pagtatanghal	3.36	4	O	4.60	1.2	A
Overall Mean	**3.52**		**VO**	**4.52**		**A**

Table 6 manifests that the use of bodily kinesthetic style in teaching Filipino is at Very Often (VO) as perceived by the students themselves as evidenced by the weighted means ranging 3.60 to 3.89 and an overall weighted mean of 3.52. How ever there are two indicators rated Often (O) these are indicators No. 3 "Interpretatibong Sayaw" and No. 5 "Pagtatanghal"

On the other hand, the teachers perceived that they have used the bodily kinesthetic teaching style at Always (A) as shown by weighted mean 4.52.

The results recommend that the teachers should consider in preparing activities involving Tablu, Palaro at Pagsasadula in order for them to be more participative in the learning process inside the classroom.

Table 7. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Naturalist Style

Naturalist Styles	**STUDENTS RESPONDENTS**			**TEACHERS RESPONDENTS**		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Pagbubulay-bulay	3.07	4	O	3.40	3.5	O
2. Pag-uugnay	2.47	5	S	3.20	5	O
3. Paghahambing	3.49	2	O	3.40	3.5	O
4. Paggamit ng obserbasyon	3.66	1	VO	3.60	1.5	VO
5. Pagpokus	3.22	3	O	3.60	1.5	VO
Overall Mean	**3.18**		**O**	**3.44**		**O**

Table 7 manifests that the use of naturalist style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 3.07 to 3.49 and an overall weighted mean of 3.18. However, there is one indicator rated at Very Often (VO) as shown by the weighted mean of 3.66 and one indicator rated Seldom (S) with weighted mean of 2.47 this is indicator No. 2 "Pag-uugnay".

On the other hand, the teachers perceived that they have used the naturalist teaching styles at Often (O) as evidenced by the weighted mean of 3.44. However, there are two indicators that rated Very Often (VO) as shown by the weighted mean of 3.60. This are the indicators No. 4 "Paggamit ng obserbasyon" and No.5 "Pagpokus"

The result implies that in this learning style the students are preferred in "Paggamit ng obserbasyon" as a reference in creating literary works, this style should consider by our educators in planning classroom activities.

Table 8. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Musical/Rhythmic Style

Musical/Rhythmic Styles	STUDENT RESPONDENTS			TEACHER RESPONDENTS		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Masining na Pag-awit	3.54	3	VO	4.20	1	VO
2. Modernong Balagtasan	3.64	2	VO	3.60	3.33	VO
3. Sa saliw ng musika	3.07	4	O	4.00	2	VO
4. Malikhaing Pagsulat	3.02	5	O	3.60	3.33	VO
5. Pag-uugnay	3.93	1	VO	3.60	3.33	VO
Overall Mean	**3.44**		**VO**	**3.80**		**VO**

Table 8 manifests that the use of musical/rhythmic style in teaching Filipino is at Very Often (VO) as perceived by the students themselves as evidenced by the weighted means ranging 3.54 to 3.93 and an overall weighted mean of 3.44. However, there are two indicators rated at Often (O) as shown by the weighted mean of 3.07 and 3.02. This are the indicator No.3 “Sa saliw ng musika” and No.4 “Malikhaing Pagsulat”.

On the other hand, the teachers perceived that they have used the musical/rhythmic teaching styles at Very Often (VO) as evidenced by the weighted mean of 3.80. All indicators rated as Very Often (VO) with weighted means ranging 3.60 to 4.20.

The results implies that the students wants in this style is “Pag-uugnay” relating old and new songs in tackling lessons. The students preferred integrating music while learning literature.

Table 9. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Interpersonal Style

Interpersonal Styles	STUDENT RESPONDENTS			TEACHER RESPONDENTS		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Pagtatalong Patula	3.35	3	O	3.00	5	O
2. Pakikibahagi	3.32	4	O	4.00	3	VO
3. Iba’t ibang istratehiya gamit ang mga organayser	3.88	1	VO	3.80	4	VO
4. Pagbisita	3.04	5	O	4.60	1	A
5. Paglahok sa mga Paligsahan	3.75	2	VO	4.40	2	VO
Overall Mean	**3.47**		**O**	**3.96**		**VO**

Table 9 manifests that the use of interpersonal style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 3.04 to 3.35 and an overall weighted mean of 3.47. However, there are two indicators rated at Very Often (VO) as shown by the weighted mean of 3.88 and 3.75. This are the indicator No.3 “Iba’t ibang istratehiya gamit ang mga organayser” and No.5 “Paglahok sa mga paligsahan”

On the other hand, the teachers perceived that they have used the interpersonal teaching styles at Very Often (VO) as evidenced by the weighted mean of 3.96. However, there are two indicators rated Often (O) and Always (A) as shown by the weighted mean of 3.00 and 4.60. These are the indicators No. 1 “Pagtatalong patula” and No.4 “Pagbisita”.

The result implies that the grade 8 students love to use different kinds of organizers in discussing literary works and “Paglahok sa mga paligsahan” as their output in learning Filipino subject. The teachers should consider these things.

Table 10. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Intrapersonal Style

Intrapersonal Styles	**STUDENTS RESPONDENTS**			**TEACHERS RESPONDENTS**		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Pagsusuri	3.00	4	O	4.40	1	VO
2. Saliksik	2.80	5	O	3.40	5	VO
3. Paglilipat	3.20	3	O	3.60	4	VO
4. Repleksiyon o pagbubulay-bulay	3.50	1	VO	3.80	2.5	VO
5. Malakas at Tahimik na pagbasa	3.21	2	O	3.80	2.5	VO
Overall Mean	**3.14**		**O**	**3.80**		**VO**

Table 10 manifests that the use of intrapersonal style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 2.80 to 3.21 and an overall weighted mean of 3.14. However, there is one indicator rated at Very Often (VO) as shown by the weighted mean of 3.50. This is the indicator No.4 “Repleksiyon o pagbubulay-bulay”.On the other hand, the teachers perceived that they have used the intrapersonal teaching styles at Very Often (VO) as evidenced by the weighted mean of 3.80. All indicators got Very Often (VO).

The results implies that the learners particularly in the Grade 8 level, they preferred “Repleksiyon o pagbubulay-bulay” as their way of realization and internalization of the moral lessons reflecting in the topics discussed. The teachers should prepare more activities that the students will engage to this kind of learning.

Table 11. Level of Learning and Teaching Styles of Students and Teachers in Filipino Subject on Existential Style

Existential Styles	STUDENT RESPONDENTS			TEACHER RESPONDENTS		
	WM	**Rank**	**VI**	**WM**	**Rank**	**VI**
1. Pangkatang Gawain	2.72	5	O	3.20	5	O
2. Pagbabahagi ng kaalaman	3.30	2	O	3.80	2.5	VO
3. Pag-aanalisa	2.83	4	O	3.80	2.5	VO
4. Pataas na antas ng Pagkatuto	3.62	1	O	3.40	4	O
5. Paghahambing at Pag-iiba	3.03	3	O	4.20	1	VO
Overall Mean	**3.10**		**O**	**3.68**		**O**

Table 11 manifests that the use of Existential style in teaching Filipino is at Often (O) as perceived by the students themselves as evidenced by the weighted means ranging 2.72 to 3.62 and an overall weighted mean of 3.10. On the other hand, the teachers perceived that they have used the existential teaching styles at Often (O) as evidenced by the overall weighted mean of 3.68.The data stated that student and teacher respondents got the same result as rated at Often (O), this implies that this is the least preferred learning and teaching style in the subject of Filipino. The teachers can use the 8 other learning styles in teaching Filipino.

Table 12. Level of Learning Styles of Students in Filipino Subject : Overall Summary

Learning Styles	Student Respondents			Teacher Respondents		
	WM	RANK	VI	WM	RANK	VI
VERBAL/LINGUISTIC	**3.33**	**5**	**O**	**3.84**	**5**	**VO**
LOGICAL/MATHEMATICAL	**3.40**	**4**	**O**	**3.92**	**4**	**VO**
VISUAL/SPATIAL	**3.14**	**7.5**	**O**	**4.20**	**2**	**VO**
BODILY KINESTHETIC	**3.52**	**1**	**VO**	**4.52**	**1**	**A**
NATURALIST	**3.18**	**6**	**O**	**3.44**	**9**	**O**
MUSICAL/RHYTHMIC	**3.44**	**3**	**VO**	**3.80**	**6.5**	**VO**
INTERPERSONAL	**3.47**	**2**	**O**	**3.96**	**3**	**VO**
INTRAPERSONAL	**3.14**	**7.5**	**O**	**3.80**	**6.5**	**VO**
EXISTENTIAL	**3.10**	**9**	**O**	**3.68**	**8**	**O**
Overall Weighted Mean	**3.30**		**O**	**3.91**		**VO**

The table reflects the students' most preferred learning styles. These are ranked from 1-9 (best to least), respectively, as follows: 1) Bodily Kinesthetic, 2) Interpersonal, 3) Musical/Rhythmic, 4) Logical/Mathematical, 5) Verbal/Linguistic, 6) Naturalist 7.5) Visual/Spatial 9) Existential.

These findings imply that the Filipino teachers are truly belong to the 21st century teachers because they use the nine teaching styles based on the multiple intelligences as posited by Gardner in teaching their students in Filipino. The students' perceptions also show that almost the teaching styles of their teachers are also their preferred learning styles.

The result of the study shows that almost of the preferred learning styles of the students are also the preferred teaching styles of the modern teachers today. It is a unique result that the Bodily Kinesthetic, Logical/Mathematical, Verbal/Linguistic Category came out to be rank 1, rank 4 and rank 5 as perceived by the students and the teachers, respectively, but we can also consider that there are some differences between the learning at teaching preferences of the students and the teachers today. The overall finding is that the learning at teaching styles of the students and teachers in the grade 8 level are almost the same.

Table 13. Significant Difference between on the Preferences on Learning and Teaching Styles between Students and Teachers on Verbal/Linguistic Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.331	0.779	-1.223	368	.222	Do not reject null hypothesis
Teachers	5	3.840	0.498				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on verbal/linguistic styles was presented in Table 13. With the t-value of -1.223 and p-value of 0.222 higher than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the assumption of significant difference on preferences of the learning and teaching styles between students and teachers on verbal styles cannot be proven for lack evidences.

Table 14. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Logical/Mathematical Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.401	0.826	-1.971	368	.049	Reject null hypothesis
Teachers	5	3.920	0.576				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on logical/mathematical styles was presented in Table 14. With the t-value of -1.971 and p-value of 0.049 slightly lesser than the 0.05 level of significance, thus the null hypothesis is rejected in favor of the alternative hypothesis. Therefore, there is a significant difference on preferences of the learning and teaching styles between students and teachers on logic styles.

Table 15. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Visual/Spatial Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.140	0.657	-2.470	368	.014	Reject null hypothesis
Teachers	5	4.200	0.600				

Table 15 present the t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on visual/spatial styles. With the t-value of -2.470 and p-value of 0.014 lower than the 0.05 level of significance, thus the null hypothesis is rejected, and alternative hypothesis is accepted. Therefore, it is concluded that there is a significant difference on preferences of the learning and teaching styles between students and teachers on visual styles.

Table 16. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Bodily Kinesthetic Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.520	.853	-3.684	368	.000	Reject null hypothesis
Teachers	5	4.520	.856				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on bodily kinesthetic styles was presented in Table 16. With the t-value of -3.684 and p-value of 0.000 lesser than the 0.05 level of significance, the null hypothesis is rejected in favor of the alternative hypothesis. Hence, the claim of significant difference on preferences of the learning and teaching styles between students and teachers on bodily styles was proven statistically.

Table 17. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Naturalist Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.180	0.832	-0.289	368	.772	Do not reject null hypothesis
Teachers	5	3.440	0.434				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on naturalist styles was presented in Table 17. With the t-value of -0.289 and p-value of 0.772 much greater than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the assumption of significant difference on preferences of the learning and teaching styles between students and teachers on nature styles cannot be proven for lack evidences.

Table 18. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Musical/Rhythmic Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.440	0.849	-1.821	368	.069	Do not reject null hypothesis
Teachers	5	3.840	0.555				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on musical/rhythmic styles was presented in Table 18. With the t-value of -1.821 and p-value of 0.069 little higher than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the statement of significant difference on preferences of the learning and teaching styles between students and teachers on music styles cannot be proven for lack evidences.

Table 19. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Interpersonal Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.470	0.758	-1.561	368	.119	Do not reject null hypothesis
Teachers	5	3.961	0.626				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on interpersonal styles was presented in Table 19. With the t-value of -1.561 and p-value of 0.119 much greater than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the assumption of significant difference on preferences of the learning and teaching styles between students and teachers on inter styles cannot be proven for lack evidences.

Table 20. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Intrapersonal Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.140	0.711	-1.611	368	.108	Do not reject null hypothesis
Teachers	5	3.800	0.713				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on intrapersonal styles was presented in Table 20. With the t-value of -1.611 and p-value of 0.108 higher than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the assumption of significant difference on preferences of the learning and teaching styles between students and teachers on intra styles cannot be proven for lack evidences.

Table 21. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers on Existential Style

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.100	0.694	-0.891	368	.374	Do not reject null hypothesis
Teachers	5	3.680	0.510				

The t-test result comparing the difference on the preferences of the learning and teaching styles of between students and teachers in Filipino subject on existential styles was presented in Table 21. With the t-value of -0.891 and p-value of 0.374 greater than the 0.05 level of significance, the null hypothesis is not rejected. Thus, the assumption of significant difference on preferences of the learning and teaching styles between students and teachers on exist styles cannot be proven for lack evidences.

Table 22. Significant Difference on the Preferences on Learning and Teaching Styles between Students and Teachers of Filipino

Respondents	N	Mean	Std. Deviation	t	df	p-value	Decision
Students	365	3.308	0.599	-2.239	368	.026	Reject null hypothesis
Teachers	5	3.911	0.548				

Table 22 shows the t-test result comparing the difference on the overall preferences of the learning and teaching styles of between students and teachers in Filipino subject. With the t-value of -2.239 and p-value of 0.026 lesser than the 0.05 level of significance, thus there is a strong evidence not reject the null hypothesis and accept the alternative hypothesis. Hence, the overall claim that there is significant difference on preferences of the learning and teaching styles between students and teachers have been be proven with strong statistical evidences.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The teaching and learning styles of the teachers and the students are almost the same, hence they complement each other's styles.
2. Teaching Module could be developed based on the identified learning and teaching styles of the students and teachers.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The Learning Module should be reproduced for the use of the Filipino-8 classes during 1st quarter of the school year at Eusebio High School and other Filipino teachers at District II Division of Pasig City. This should be done with the support of the school principal of the researcher.

2. Other Filipino teachers should develop similar Learning Modules for their classes based on the preferred learning styles of the students using the Learning Module as a model.

3. More activities should be developed by the team of Filipino teachers at Eusebio High School to cover the remaining quarters of the school year for Filipino subject matter using the different learning styles preferred by the students.

4. A parallel study should be conducted by other subject teacher researchers to determine the learning styles of the students so that they could use the findings as bases for adjusting the styles to be used by them in teaching their students.

5. The developed Learning Module in Filipino-8 (1st Quarter) should be validated by the researcher and other Filipino teachers in Grade 8 to determine its effectiveness in terms of the development of their knowledge, skills and attitudes in Filipino-8.

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