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Student Learning Styles and Academic Performance in English

Jessa Marie D. Alegre
Banquerohan National High School
Brgy. Banquerohan, Cadiz City, Negros Occidental
jessamarie.ducay@deped.gov.ph
0009-0009-0678-3142

Abstract

The descriptive study aimed to identify the learning styles and academic performance in English of Grade 7–9 students at Jerusalem National High School during SY 2014–2015. Data were collected from a total population of 151 Grade 7, 8, and 9 Students at Jerusalem National High School using a validated questionnaire fully compliant with research ethics protocols. Findings revealed that students valued assessment of language performance most, followed by media preference, while showing less interest in error correction and specific learning methods. They preferred working individually, listening, taking notes, translating, and receiving private error correction to avoid embarrassment, while multimedia was considered highly beneficial alongside traditional tools like the blackboard. Role-playing and peer interaction were the most favored activities, whereas planned visits were the least preferred. Males were developing English proficiency, while females, students with higher family incomes, and those in Grades 8–9 were approaching proficiency. Significant differences in learning styles were found across grade levels and working styles. In contrast, relationships between academic performance and learning styles—particularly in terms of learning approaches and assessment methods—were established. Overall, students were a mix of introverted, auditory, and visual learners who benefited from listening, note-taking, translation, and hands-on assessments. The study concluded that teachers should design lessons aligned with students' preferred styles, collaborate across subjects, and receive training to adapt to diverse learners. Administrators were urged to profile incoming students' learning styles for instructional planning, while further research was recommended to explore teacher awareness and the impact of mismatched activities.

Keywords: Academic performance, english, learning styles

Bio-profiles

Jessa Marie D. Alegre is a public secondary school English teacher at Banquerohan National High School with eleven years of teaching experience in the Philippine public education system. She earned her Bachelor of Secondary Education major in English from the Philippine Normal University–Visayas in 2011, graduating Cum Laude. She is currently completing her Master of Education major in English at STI West Negros University, Bacolod City. Through sustained engagement in instructional, research, and school development initiatives, she demonstrates a strong orientation toward continuous professional growth. Her academic training, combined with practical experience and research-driven advocacy, positions her as a reflective educator and emerging researcher dedicated to advancing quality, transparency, and sustainability in the Philippine education system.

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Introduction

Rationale

Every learner is unique, bringing a personal approach to acquiring knowledge. New research indicates that most pupils tend to adopt a specific approach when studying, which in turn influences how well they remember information and perform academically (Lincă et al., 2024). Learning styles are understood as the natural or usual way by which a person absorbs and processes new information (Ramirez, 2022).

In classrooms with diverse learners, teachers must recognize and address the varying learning styles of these learners. According to Rebugio et al. (2025), understanding these differences helps teachers change their instruction methods so that the requirements of both high and low achievers can be fulfilled. Lusa et al. (2025) add that if teachers consider the learning styles of students, students become more capable academically and more interested in the class. The more instructors understand the differences, the better their chances are of meeting the diverse learning needs of their students.

For the researcher, students identifying their learning styles will make them aware of themselves, how they learn, and why they differ from their peers. It will further help them develop confidence and learn autonomously, meaning they take responsibility for their own learning and growth. Learners can identify their aims, unlike those whose learning styles remain unidentified. They know what they want to learn and "how". As per Siraji et al. (2024), students who are aware of their optimal learning methods usually become more confident and independent in their learning process. They can define their own goals more clearly and apply strategies that use their strengths. Thus, their learning becomes more purposeful and, quite often, they find it more appealing.

Moreover, educators will only be able to teach effectively if they realize the individual differences and the impact of these differences on the learning process. Knowing the preferred learning styles of learners is of great importance. It will be instrumental in helping them plan and draft tactics that not only cater to different learning scenarios but also make learning livelier and more efficient. This will enable teachers to make concentrated efforts to teach in a multi-style manner that caters to the different learning styles of students, which will be beneficial in helping them become more focused and attentive learners, ultimately increasing their educational success.

Stimulated by the conviction that students' learning styles and teachers' awareness of them are important to their academic performance in English and language learning, this study sought to identify students' preferred language learning styles in relation to their academic performance in English. The findings of this study will enable teachers to plan their lessons more effectively and provide students with more meaningful experiences in language learning.

Theoretical Underpinnings

Tamimi and Shuib (2009) explain that from the constructivist's point of view, identifying learners' LSPs (Learning Style Preferences) would help teachers use suitable instructional strategies that support students' construction of knowledge. This is because learning styles, as operationally defined by Felder and Henriques (1995), are how an individual characteristically acquires, retains,

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and retrieves information. Teachers' understanding of such characteristics in learners is crucial in the constructivist learning paradigm. Miller (2000) states, "One of the important aspects of a teacher who comes from a constructivist paradigm is that s/he appreciates (and embraces) the prior knowledge, beliefs, and experiences that students bring into the classroom with them". Furthermore, "Constructivism is a theory of learning that enables students to develop and construct their own understanding of the material based on their prior knowledge, beliefs, and experiences, in conjunction with new knowledge introduced in the classroom" (Miller, 2000 as cited in Miller, 2002). Therefore, students' knowledge of their learning styles is imperative, as it helps them understand their strengths and weaknesses and attempt to alter and stretch their less preferred modes of learning. To sum up, identifying learners' LSPs would provide a learning setting that helps stimulate learners, enabling their thinking to be related to actual practice (Honebein, 1996).

Recent cognitive research has led to the development of Howard Gardner's Multiple Intelligences theory, which describes the degree to which pupils have unique mental types and, as a result, learn, remember, perform, and comprehend in different ways. This idea suggests that we can learn about the universe through various means, including language, logical-mathematical analysis, spatial representation, musical thinking, physical engagement in building or solving problems, understanding others, and self-awareness. The strengths of these intelligences, or the so-called profile of intelligences, and how these intelligences are used and integrated to accomplish various tasks, solve a variety of issues, and advance in different fields, are what distinguish people from one another (Gardner, 1991).

According to Gardner, these variations raise questions about an educational system that assumes a single, universal test is sufficient to assess students' learning and that everyone can acquire the same content in the same manner. In fact, the way our educational system is currently set up greatly favours linguistic methods of instruction and evaluation, with a slightly smaller leaning towards logical-quantitative methods as well. Gardner contends that a different set of presumptions is more likely to be successful in the classroom. Students acquire knowledge in clearly unique ways. If disciplines could be taught in multiple ways and learning could be evaluated in multiple ways, the wide range of students, and possibly society at large, would be better served. The URL is http://www.tecweb.org/styles/gardner.html.

Meanwhile, the School-Based Learning Styles model, developed by Dunn and Dunn in 1978, is another significant framework. The physical environment (light, sound, and room design), emotional components (motivation, perseverance, and the need for structure), sociological preferences (working alone, in pairs, with peers, or with adults), and physical characteristics (perceptual strengths, energy needs, and mobility) are the four main factors that shape learners' preferences, according to their theory. According to Dunn and Dunn (1978), children typically perform better academically, exhibit more positive attitudes, and work more effectively when instruction aligns with their preferred learning methods. As a result, they highlighted how teachers might improve learning outcomes by customising instruction and evaluation techniques to fit the learning patterns of their students.

Even though every student in the classroom will have a different learning style, Dunn and Dunn advise teachers to adapt their classroom to accommodate all learning styles. Redesigning rooms, creating small-group strategies, and developing Contract Activity Packages are among these modifications. Finding dividers that can be utilised to arrange the space artistically, clearing the floor, and incorporating the ideas and opinions of the students are all part of redesigning the classroom (Dunn & Dunn, 1978). In addition to other strategies, such as brainstorming and cooperative learning,

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small-group methods often employ a "circle of knowledge" approach, where students sit in a circle and discuss a topic together.

Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students needs to learn; 2) multisensory resources (auditory, visual, tactile, kinaesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least three small-group techniques; 6) a pre-test, a self-test, and a posttest (Dunn & Dunn, 1978).

Objectives

This study aimed to investigate the learning styles and academic performance in English of students in Grades 7 to 9 at Jerusalem National High School, Cadiz City, Negros Occidental. Specifically, it aimed to determmine: 1) the specific learning styles of students in the areas working styles, ways of learning, vocabulary learning, error correction, media preference, learning activities, and assessment of language performance; 2) the academic performance of students in English; 3) whether a significant difference exists in the learning styles of students when grouped according to the aforementioned variables; and 4) whether a significant relationship exists between students' learning styles and their academic performance in English.

Methodology

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The study employed a descriptive research design, which involves observing and describing respondents and existing conditions without manipulating variables, making it suitable for identifying prevailing characteristics, relationships, and trends. This method was appropriate because the study aimed to describe the learning style preferences of Grade 7, 8, and 9 students of Jerusalem National High School and to determine the relationship between their learning styles and academic performance in English, thereby accurately portraying the current situation and interpreting the functional relationships between the variables involved.

Locale of the Study

The study is conducted at Jerusalem National High School, located in Barangay Jerusalem, Cadiz City, Negros Occidental, Philippines. It is a barangay high school with a total population of 379, including the enrollees from the extension high school, the Jerusalem National High School – Yee-on Extension High School, located in Brgy. Cabahug, Cadiz City. There are two sections for Grade 7, three sections for Grade 8, three sections for Grade 9, and two sections for Grade 10, including those in the extension high school. There is a total of 13 regular teachers and three teacher aides. Out of this number, 3 teach English, including the researcher. In 2016, the school offered

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Senior High School with learning strands in Housekeeping and Household Services, as well as Attraction and Theme Parks.

Study Respondents

The respondents of the study were the Grade 7, 8, and 9 students at Jerusalem National High School, located in the City of Cadiz. There were 151 students in Grades 7, 8, and 9 at Jerusalem National High School. The total population in the three grade levels was utilized as the respondents of the present study

Data Gathering Instrument

A questionnaire is a collection of methodically organized questions that a researcher uses to collect the necessary data from respondents. Respondents are given a sequence of questions or statements in any written instrument, and they must either write their own replies or choose from pre-existing ones. As a key research instrument and data collection tool, a questionnaire primarily serves as a measurement device. It is the primary data collection method in surveys, yielding quantitative data.

The respondents answered a questionnaire that was adopted and modified from Brindley (1984), Rizawi et al., and Solatorio (2009). It is designed for students to state how they prefer to learn the language. The questionnaire is categorized into seven major classes: working style, learning styles, vocabulary learning, error correction preferences, media preferences, learning activities, and assessment of language performance.

Instrument Validity and Reliability

The degree to which a measurement method or tool is successful in characterizing or quantifying what it is intended to measure is known as its validity. Expert consultation was used to ensure the instrument's face and content validity.

Three experts from the Philippine Normal University – Visayas Campus were consulted as to the face and content validity of the instrument. All validators are faculty members in the Department of Linguistics, Language, and Literature, having completed a Master of Arts degree with a specialization in Reading and a Doctor of Education degree with a specialization in Educational Management. They are presently teaching at the said university.The validators accepted all the items and suggested adding “by structural analysis” in the area of vocabulary learning.

To ensure reliability, the researcher utilized a questionnaire to gather data from 30 students at Yee-on Extension High School. The results gathered from the test were treated using Cronbach’s Alpha. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items is as a group (Sheposh, 2024). The result was .915, which indicates that the instrument has very high internal consistency.

Data Gathering Procedure

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After establishing the reliability of the research instrument, the researcher obtained permission from the Schools Division Superintendent in the Division of Cadiz City to conduct the study at Jerusalem National High School. After permission was granted, the questionnaires were reproduced and distributed to the study's respondents. The researcher personally distributed the questionnaires to explain the purpose of the study, more importantly, to facilitate their immediate retrieval.

To determine the academic performance of the respondents in English, the source of data is the students' report cards. This form is a public document safely kept.

Research Ethics Protocol

In this study, respondents' identities were kept confidential and anonymous to protect their privacy and ensure that no self-identifying information was disclosed. Anonymity and confidentiality were emphasized as essential safeguards for individuals who voluntarily consented to participate, with consideration given to potential harms, including emotional distress, shame, worry, bodily harm, loss of resources, and reputational damage. Respondents, together with their parents, were asked for their voluntary consent, with the freedom to withdraw at any time. They were assured that their questionnaire responses would be used solely for the study and would be discarded afterward. The researcher guaranteed confidentiality and anonymity throughout the process and strictly adhered to minimum health protocols while conducting the study with teachers.

Analytical and Statistical Schemes

Objective No. 1 used the descriptive analytical scheme and mean to determine the specific learning styles of students in the areas of working styles, ways of learning, vocabulary learning, error correction, media preference, learning activities, and assessment of language performance. Objective No. 2 likewise used the descriptive analytical scheme and mean to determine the academic performance of students in English. Objective No. 3 employed a comparative analytical scheme and z-test to identify the significant difference in the learning styles of students when they are grouped and compared according to the variables. Objective No. 4 also used the comparative analytical scheme and Pearson Product-Moment Correlation Coefficient test to determine the significant relationship between students' learning styles and their academic performance in English.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Learning Styles of the High School Students in terms of Working Styles

Working Style	Mean	SD	Rank
Individually	3.48	0.95	1

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In pairs	3.44	0.97	2
In small groups	3.42	1.13	3
In one large group	3.05	1.11	4

Table 1 shows the learning styles of the respondents in terms of working styles. Working individually ranked first, with a mean score of 3.48, while working in a large group ranked last or fourth, with a mean score of 3.05.

Recent research supports the finding that students prefer to work individually rather than in a large group. Internationally, Sotto (2024) investigated university students' experiences participating in group work and found that while collaborative tasks can certainly be productive, many students encounter obstacles, such as uneven work and diminished creativity, which ultimately lead them to prefer working individually. Furthermore, a local study on learning style preferences among Filipino students (2023) found that students tend to use a self-supportive style, indicating a preference for working alone rather than in a larger group. Table 3, where working individually was ranked first among all respondents when they were asked about their preferred methods of work. Working independently promotes student motivation, attention to work, and the ability to manage learning tasks effectively. In contrast, the preference for working in a large group is generally associated with many of the challenges that plague collaborative learning (Sotto, 2024; 2023).

Table 2
Learning Styles of the High School Students in terms of the Ways of Learning

Ways of Learning	**Mean**	**SD**	**Rank**
By listening	3.89	1.17	1
By reading	3.63	1.06	3
By copying on the board	3.21	1.09	4
By listening and taking notes	3.74	1.15	2
By reading and taking notes	3.20	1.07	5
By repeating what you hear	3.13	1.17	6
By making summaries	2.62	1.15	7

Table 2 presents the results for the learning styles of the respondents in terms of "ways of learning." Listening is the most preferred way of learning by the respondents, with a mean score of 3.89. They showed a slight preference for learning by making summaries, with a mean score of 2.62.

Recent studies support the preference for listening as a learning style over summarization by students. Paramole et al. (2025) examined the theoretical underpinnings of active listening, emphasizing its importance for enhancing student engagement and fostering a caring learning

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environment. Wandah et al. (2024) examined students' learning styles and concluded that auditory learning styles, specifically in classroom listening activities, significantly impacted their performance. On the other hand, the diminished preference for summarization may be indicative of the difficulty in parsing content into manageable, condensed portions, which prevents students from doing so. These insights underscore the importance of recognizing and accommodating students' learning preferences to optimize educational outcomes.

Table 3
Learning Styles of the High School Students in terms of Vocabulary Learning

Vocabulary Learning	Mean	SD	Rank
By using new words in a sentence	3.40	1.01	2
By thinking of relationships between known and new	3.21	0.97	5
By saying or writing words several times	2.93	1.02	8
By avoiding verbatim translation	3.25	1.29	4
By translating from English	3.55	1.06	1
By translating into English	3.36	1.13	3
By guessing the unknown	3.18	1.00	6
By reading without looking up words	3.09	1.08	7
By structural analysis	2.67	1.15	9

Table 3 shows that “translating from English” is the most preferred learning style of respondents in terms of vocabulary learning, with a mean score of 3.55, while “by structural analysis” is the least preferred, with a mean score of 2.67.

Recent studies have supported the notion that students prefer to translate from English rather than rely on structural analysis to learn vocabulary. Liu and Yang (2025) studied translation-based learning with English language learners within a range of proficiency levels. The study found that translation-based learning had a positive impact on vocabulary retention, comprehension, and learner confidence, with even larger gains observed among beginner and intermediate learners. Similarly, Tan (2023) studied translation tasks and vocabulary understanding and retention in learners, demonstrating how learners engage cognitively by decoding meanings between the second and target language. Collectively, these studies demonstrate that students prefer learning vocabulary through translation, which supports the study respondents’ own preference for this strategy. Student preferences for structural analysis were lower, in part, due to the cognitive effort required for analyzing grammatical structures. Collectively, these studies provide evidence to consider when valuing students' preferred learning strategies for effective vocabulary acquisition.

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Table 4
Learning Styles of the High School Students in terms of Error Correction

Error Correction	Mean	SD	Rank
Immediately in front of everyone	1.16	0.40	3
Later, at the end of the activity, in front of everyone	1.23	0.48	2
Later in private	4.63	0.63	1

About the error correction, “later in private” ranked first with a mean score of 4.63. They least preferred teachers who give corrections “immediately in front of everyone” with a mean of 1.16.

The findings support the idea of successful language learners preferring errors to be corrected privately, rather than publicly. In a study examining students of Chinese as a second language, Bao and Wang (2023) found that respondents preferred not to have errors corrected in a public or group context, as this allowed them to reflect on their errors without embarrassment and gain a deeper understanding of their mistakes. In a similar study, Gamlo (2019) examined the speaking activities of Saudi EFL learners and found that students favored being corrected immediately; however, they preferred that this correction be less public and more private to help lower anxiety and, ultimately, facilitate their learning. Again, these preferences for error correction are supported by respondents' preferences listed in Table 4, where they indicate a preference for receiving corrections "later in private" and least preferred when receiving corrections "immediately in front of everyone." Musnor and Yang's (2021) supportive studies suggest that supportive error correction practices and, more generally, pedagogical practices that honor emotional comfort and learner privacy may facilitate a positive outdoors-based language-learning experience.

Table 5
Learning Styles of the High School Students in terms of Media Preference

Media Preference	Mean	SD	Rank
Television/video/films/computer	4.44	0.92	1
Radio	3.40	1.21	4
Tapes/cassettes	3.12	1.30	6
Written Materials	3.48	1.11	3
Blackboard	3.39	1.09	5
Pictures/posters	3.78	1.13	2

Table 5 shows the media preferences of the respondents. The results show that they prefer television, video, films, and computers with a mean score of 4.44. They least preferred tapes or cassettes with a mean score of 3.12.

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Studies in the Philippines suggest that students are generally more inclined to use audio-visual media, such as television, films, and videos, as well as digital ICT tools, compared to earlier media formats like tapes or cassettes, in their English learning. For example, Saballegue, Bisanez, Dela Pena, Velasco, Sab, and Caballero (2025) found a significantly positive correlation between ICT use (e.g., watching English-language films, listening to English music, and consuming multimedia content) and English proficiency in a study of TVL-ICT Grade 12 students. Similarly, Ferdinez and Del Rosario (2025) found that HUMSS Grade 12 students report that English movies were interesting and prior, motivating, and helpful to their oral skills and vocabulary development. A study of first-year students at Samar State University revealed that, in terms of English performance, the more exposure to media students had, the better they performed in the reading, speaking, writing, listening, and viewing areas of English.

Table 6
Learning Styles of the High School Students in terms of Learning Activities

Learning Activities	Mean	SD	Rank
Role play	3.93	0.97	1
Language game	3.76	1.01	3
Songs	3.85	1.13	2
Talking with and listening to other students	3.61	1.10	6
Memorizing conversations/ dialogues	3.66	1.01	4.5
Dictation	3.17	0.97	7
Getting information on guest speakers	3.02	1.30	9
Getting information from planned visits	2.97	1.17	10
Writing a learning diary/ journal	3.07	1.35	8
Writing grammar exercises for peers	3.66	1.08	4.5

Results in Table 6 reveal the learning style of respondents in terms of learning activities. They preferred to participate in role-playing exercises, with a mean score of 3.93. They least preferred getting information from planned visits, with a mean score of 2.97.

Studies have supported the finding that students prefer active and participatory learning tasks, such as role-playing, over passive or externally directed tasks, like visits. For example, Magno, Indal, Chavez, Garil, and Delos Reyes (2024) found that among grade-school students, the strategies of role-playing and language games increased motivation and practical language use more than strategies that were less socially interactive. Another study, which investigated the effectiveness of game-based language learning for improving English grammar skills among Grade 9 students, discovered that their

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academic language use improved while they learned with games. The study also found that students reported enjoying and being more engaged with game-based learning approaches than they were with more observational or rigid exposure methods. Also, and "Gamification in GENYO e-Learning: The Student Motivation and Challenges in English Language Teaching" (Aranas, Sayson, Ramo, Suarez, & Naparan, 2025) reported that students preferred to participate and were intrinsically motivated with using interactive features in games (Crossword, Trivia...) with more passive participation, while still being engaged and localizing language to game-based tasks.

Table 7
Learning Styles of the High School Students in terms of Assessment of Language Performance

Assessment of Language Performance	Mean	SD	Rank
By the written tasks set by the teacher	3.91	0.85	1
By seeing if you can use the language you have learned in real-life situations	3.86	0.88	2

Manifested in table 7 is the result of learning styles of respondents in terms of assessment of language performance. Respondents favor being assessed “by a written task set by the teacher” with 3.91 as a mean score, and the least favored is “by seeing if you can use the language you have learned in real-life situations” with a mean score of 3.86.

Recent research from the Philippines suggests that while some learners remain loyal to traditional written assessments, there is growing support for the notion of performance-based or "authentic" assessments as a means of learning and evaluating in the context of English language learning. For instance, the Napoles (2023) study of Technology Teacher education students indicated that many respondents still preferred taking written examinations over online or performance-based assessments, due to the perceived clarity and lower anxiety associated with written tests. On the other hand, the study entitled Students in the Real-World of Performance Tasks Assessment: A Qualitative Inquiry by Petalla and Doromal (2021) indicated that many Filipino learners saw the value in performance tasks (i.e. assessments that require the application of language in more real-life or interactive contexts), as they found performance tasks to be more meaningful and relevant in terms of their communicative competence. Alongside this, the research "Explicating Filipino pre-service teachers’ assessment preferences: A conjoint analysis" indicated that while pre-service teachers preferred selected-response conventional assessments (such as multiple-choice items), they also placed significant value on product-oriented performance tasks. However, oral questioning methods were expressed to be the least preferred assessment method overall.

Table 8
Learning Styles of the High School Students when all the Different Areas were Taken Altogether

Areas	Mean	SD	Rank
Working Styles	3.35	0.64	**4**

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Ways of learning	3.34	0.72	**5.5**
Vocabulary learning	3.18	0.58	**7**
Error correction	2.34	0.26	**5.5**
Media preference	3.60	0.67	**2**
Learning activities	3.47	0.69	**3**
Assessment of language performance	3.89	0.65	**1**

Students prefer the assessment of language performance to be their most preferred learning style, followed by a preference for media.

The purpose of performance-based assessment is to provide students with a meaningful way to engage with what they have learned and showcase their knowledge, while also providing further insight into students' academic needs. For example, Heydarnejad, Tagavipour, and Patra (2022) showed that performance-based assessment had a positive impact on reading comprehension, academic motivation, foreign language anxiety, and self-efficacy of EFL learners. Evidence from the study by Berdos, Bacote, and Baylan (2022), conducted in the Philippines, showed that secondary students had preferences for how they are corrected, particularly tilting toward feedback that alleviated anxiety and provided positive feedback without being public. Additionally, the study on "Consequences of Correction: Learners' Uptake and Perceptions through Written Corrective Feedback" (Guintivano, 2024) reported that students generally preferred indirect and metalinguistic written corrective feedback to direct correction in front of the entire class. These studies emphasize that students value transparent, performance-based assessments, while also recognizing the importance of how feedback and correction are perceived in a context that fosters both emotional and cognitive learning.

Table 9
Level of the Academic Performance of the High School Students when taken as a whole and when grouped according to selected Variables

Variables	Mean	Interpretation
Sex		
Male	79.28	Developing
Female	83.15	Approaching Proficiency

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Mean	**81.22**	**Approaching Proficiency**
Media Exposure		
High	87.48	Proficient
Low	80.23	Approaching Proficiency
Mean	**81.22**	**Approaching Proficiency**
Average Family Income		
High	85.56	Proficient
Low	81.16	Approaching Proficiency
Mean	**81.22**	**Approaching Proficiency**
Grade Level		
Grade 7	79.40	Developing
Grade 8	81.61	Approaching Proficiency
Grade 9	82.55	Approaching Proficiency
Mean	**81.22**	**Approaching Proficiency**

Table 9 presents the respondents' overall academic performance, as well as their performance when grouped by sex, media exposure, average family income, and grade level. Overall, the respondents had a mean score of 81.22, which is interpreted as Approaching Proficiency. Male respondents had a mean score of 79.28 (Developing), and female respondents had a mean score of 83.15 (Approaching Proficiency). Respondents with high media exposure had a mean score of 87.48 (Proficient) compared to a mean score of 80.23 (Approaching Proficiency) for respondents with low media exposure. Respondents from high average family income had a mean score of 85.56 (Proficient), and respondents from low average family income had a mean score of 81.16 (Approaching Proficiency). Academic performance by grade level shows that Grade 7 had a mean score of 79.40 (Developing), Grade 8 had a mean score of 81.61 (Approaching Proficiency), and Grade 9 had a mean score of 82.55 (Approaching Proficiency).

This result aligns with new data that shows female students in secondary school usually outperform male students in literacy and overall scores (Gubbels et al., 2022). In terms of media exposure, this was demonstrated by students with more exposure achieving a Proficient mean, compared to students with lower exposure. This accounts for the notion of purposeful media exposure and the likely realization of better educational outcomes through exposure to both digital and educational media (Almendingen et al., 2021). High-income students outperformed low-income students, which reflects the socio-economic Achievement gradient among Filipino junior high school students, suggesting that increased resources translate into greater Achievement (Lao & Condrillon,

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2021). By grade level, mean performance increased slightly across each year from Grade 7 to Grade 9, which supports the notion that older students employ slightly better learning approaches with experience that facilitates academic improvement (Castellano et al., 2025).

Table 10
Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Working Styles

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.38	0.70	149	0.59	0.56	Significant
Female	3.32	0.58				
Media Exposure						
High	3.55	0.38	149	1.62	0.09	Not Significant
Low	3.31	0.67				
Average Family Income						
High	3.58	0.38	149	2.23	0.03	Significant
Low	3.36	0.65				

A significant difference was found in working styles when respondents were grouped according to sex and average family income, as shown in Table 10.

New research supports the view that female students generally exhibit more collaborative and adaptable learning styles, prefer group work or social interaction, and have learning styles that are less independent and more task-oriented than male students (Gubbels et al., 2022). This finding is similar to that of a study conducted with junior high school learners in the Philippines, which revealed that female students showed a stronger preference for cooperative learning strategies than male students, who demonstrated a greater preference for individualistic strategies (Bautista & Tangsoc, 2021). Interestingly, learning styles were also influenced by students' socio-economic backgrounds. Higher-achieving students from higher-income families had more access to resources and opportunities that provided flexible and self-directed tasks, as opposed to structured and teacher-guided tasks (Lao & Condrillon, 2021). The studies suggest that gender and socio-economic status contribute to students' differing preferred working styles in academic contexts.

Table 11

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Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Ways of Learning

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.34	0.79	149	-0.02	0.98	Not Significant
Female	3.34	0.64				
Media Exposure						
High	3.48	0.70	149	1.93	0.06	Not Significant
Low	3.25	0.72				
Average Family Income						
High	3.29	0.35	149	-0.20	0.84	Not Significant
Low	3.35	0.73				

Table 11 presents the differences in learning styles among high school students grouped by sex, media exposure, and average family income. In terms of ways of learning, there was no significant difference found.

Recent research has provided some evidence that students' learning styles are similar when categorized based on sex, media exposure, and average family income. For example, Theophilou et al. (2024) found that while male and female high school students exhibited different patterns of behavior when using an educational social media site, the gain in academic performance due to the experience did not differ significantly. In a related local study, Lusa et al. (2025) found no significant differences in learning styles among students grouped by sex and parental education, concluding that non-demographic factors, such as resource utilization or instructional approaches, may be more relevant than demographic factors.

Table 12

Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Vocabulary Learning

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.28	0.62	149	1.96	0.05	Significant
Female	3.10	0.53				
Media Exposure						
High	3.28	0.58	149	1.76	0.08	Not Significant
Low	3.11	0.58				
Average Family Income						
High	3.26	0.59	149	1.54	0.13	Not Significant
Low	3.11	0.57				

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Table 12 presents the differences in vocabulary learning styles among high school students, categorized by sex, media exposure, and average family income. The results indicated a significant difference in vocabulary learning between males and females, with males having a mean score of 3.28 and females having a mean score of 3.10.

This finding aligns with recent research that has demonstrated gender-specific differences in vocabulary learning strategies. For example, a study by Alshahrani et al. (2023) found that female students employed language learning strategies more frequently than male students. However, the difference in productive vocabulary was not statistically significant. In addition, Kurniawan (2020) found that male and female students did not differ statistically in their vocabulary learning strategies, suggesting that male and female students take the same approach to learning vocabulary. Therefore, these studies provide the context for current findings showing a difference between genders in vocabulary learning styles amongst high school learners.

Table 13

Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Error Correction

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	2.34	0.26	149	0.01	0.99	Not Significant
Female	2.34	0.26				
Media Exposure						
High	2.30	0.33	149	-0.67	0.50	Not Significant
Low	2.34	0.24				
Average Family Income						
High	2.33	0.37	149	-0.04	0.97	Not Significant
Low	2.34	0.25				

Table 13 presents the differences in learning styles among high school students, categorized by sex, media exposure, and average family income, in relation to error correction. The research findings displayed no significant differences across all relevant variables.

These findings contradict more recent studies that emphasize error as a learning approach. For example, while Loewen et al. (2020) found that learners appeared to find corrective feedback an essential aspect of improving accuracy, there were variations in their preferences based on the type of feedback. Additionally, a localized study conducted by Villanueva and Jugar (2021) found that selected Filipino secondary students, even while recognizing that the teacher's corrections were functional, preferred the manner in which corrections were delivered, as harsh corrections often raised anxiety.

Table 14

Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Media Preference

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Table 14 illustrates the differences in learning styles among high school students, categorized

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.66	0.76	149	0.97	0.33	Not Significant
Female	3.55	0.57				
Media Exposure						
High	3.66	0.72	149	0.93	0.36	Not Significant
Low	3.56	0.66				
Average Family Income						
High	3.56	0.60	149	-0.76	0.45	Not Significant
Low	3.64	0.72				

by sex, media exposure, and average family income, to inform media preferences. No significant differences were found in these comparisons.

This observation is comparable to more recent research that has shown students' media use for educational purposes to be relatively similar, regardless of demographic factors, because digital tools are mainly accessible to students of both genders and socio-economic statuses (Cahapay, 2020). Likewise, Lee and Kim (2021) found that secondary students from low SES (Socio-Economic Status), middle SES, and high SES backgrounds, and students with high, medium, and low previous media use reported they relied on digital and/or social media tools for academic support in aspects that were fairly comparable across groups.

Table 15

Differences in the Learning Styles of the High School Students when grouped according to the Selected Variables in terms of Learning Activities

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.61	0.78	149	2.42	0.02	Significant
Female	3.35	0.57				
Media Exposure						
High	3.54	0.69	149	1.10	0.27	Not Significant
Low	3.42	0.63				
Average Family Income						
High	3.40	0.66	149	-1.13	0.60	Not Significant
Low	3.53	0.71				

Table 15 presents the differences in learning styles among high school students, categorized by sex, media exposure, and average family income, in relation to learning activities. The results indicate a significant distinction between male and female respondents. Male respondents received an overall mean score of 3.61 compared to female respondents, who received an overall mean score of 3.35.

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These findings align with those of Quinto and Cordero (2021), who found that gender preferences influenced engagement in certain classroom activities, with males favoring active and collaborative activities and females favoring reflective and structured activities. Cabalquinto and Torrevillas (2022) reported, however, that although students noted an increase in learning engagement through the use of digital tools, this did not lead to a change in their learning activity preferences. These findings have been supported by other studies outside the United States, including Cabalquinto and Sun (2023), who reported that socio-economic status has a minimal impact on students' activity-based preferences, but that students' individual motivation, along with the classroom context, is more significant.

Table 16

Differences in the Learning Styles of the High School Students when grouped according to the selected variables in terms of Assessment of Language Performance

Variable	Mean	Sd	Df	z	*p-value*	Interpre-tation
Sex						
Male	3.82	0.63	149	1.26	0.21	Not Significant
Female	3.95	0.66				
Media Exposure						
High	4.01	0.39	149	1.92	0.06	Not Significant
Low	3.80	0.36				
Average Family Income						
High	3.86	0.70	149	-0.46	0.65	Not Significant
Low	3.91	0.61				

Table 16 presents the differences in learning styles among high school students, categorized by sex, media exposure, and average family income, in terms of language performance assessment. The research findings displayed no significant differences across all relevant variables.

This finding is consistent with Reyes and Dela Cruz's (2021) study, which found that Filipino high school students of both genders valued authentic assessments as a means of exhibiting and demonstrating communicative competence, regardless of their background. Furthermore, Alon-Barkat and Busbridge (2021) provide evidence that supports this notion, as students across socio-economic groups preferred practical assessments with tasks that replicated real-life applications of learning. Castillo and Gonzales (2022) emphasize that in Philippine secondary schools, exposure to media did not result in significant differences in assessment preferences, as learners from various contexts had similarly valued performance-based task assessments as meaningful indicators of their progress.

Table 17

Differences in the Learning Styles of High School Students when grouped according to Year Level

Learning Styles	Sources of Variation	Sum of Squares	Df	Mean Square	F	ρ	Interpre-tation

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Working Styles	Between Groups	8.23	2	4.12	11.44	0.01	Significant
	Within Groups	53.27	148	0.36			
	Total	61.50	150				
Ways of learning	Between Groups	10.99	2	5.50	12.38	0.01	Significant
	Within Groups	65.74	148	0.44			
	Total	76.74	150				
Vocabulary learning	Between Groups	3.98	2	1.99	6.30	0.01	Significant
	Within Groups	46.76	148	0.32			
	Total	50.74	150				
Error correction	Between Groups	0.03	2	0.02	0.23	0.79	Not Significant
	Within Groups	9.97	148	0.07			
	Total	1.00	150				
Media preference	Between Groups	5.88	2	2.94	7.19	0.01	Significant
	Within Groups	60.49	148	0.41			
	Total	66.38	150				
Learning activities	Between Groups	5.47	2	2.73	6.17	0.01	Significant
	Within Groups	65.57	148	0.44			
	Total	71.04	150				
Assessment of language performance	Between Groups	0.05	2	0.03	0.06	0.94	Not Significant
	Within Groups	63.53	148	0.43			
	Total	63.59	150				
As a whole	Between Groups	3.20	2	1.60	12.70	0.01	Significant
	Within Groups	18.66	148	0.13			
	Total	21.87	150				

Table 17 reveals significant differences in the learning styles of high school students when grouped by year level, particularly in working styles, learning methods, vocabulary acquisition, media preferences, and learning activities. However, no significant differences were observed in error correction and assessment of language performance.

This means that as students progress to higher year levels, they become increasingly more mature academically and are exposed to a broader range of learning experiences and lessons. Santos and Ramirez (2021), a local study, found similar results when examining specifically the two Filipino secondary year levels, where senior students had more independence and a greater use of learning strategies than first-year students. Similar findings by Rahman and Singh (2020) revealed that older high school students elsewhere tend to employ a wider variety of learning strategies than younger secondary school students, particularly when learning vocabulary and engaging in activities. Furthermore, the lack of significance when considering error correction and assessment of language performance suggests these are perceived to be uniform needs across all grade levels, which is primarily

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reflected in the work of Bautista and Tan (2022), who indicated that both junior and senior high school learners value equally the role of clear corrective feedback and performance-based assessments to support language development.

Table 18
Relationship between High School Students' Learning Styles and Academic Performance

Variables Correlated	N	r	ρ	Interpretation
Working Styles and Academic Performance	151	0.07	0.37	Not Significant
Ways of learning and academic performance	151	0.30	0.01	Significant
Vocabulary learning and academic performance	151	0.11	0.18	Not Significant
Error correction and academic performance	151	0.01	0.88	Not Significant
Media preference and academic performance	151	0.07	0.43	Not Significant
Learning activities and academic performance	151	0.04	0.61	Not Significant
Assessment of language performance and academic performance	151	0.23	0.01	Significant
Learning Style as a whole and academic performance	151	0.21	0.01	Significant

Table 18 illustrates the relationship between the learning styles of high school students and their academic performance. "Ways of learning" and "assessing language performance" were significantly correlated with academic performance. In contrast, the other dimensions of learning styles, such as working styles, vocabulary learning, error correction, media preferences, and learning activities, were not correlated with academic performance.

This suggests that students' preferred learning styles and their responsiveness to assessment-related tasks are significant contributors to academic outcomes. These results are consistent with the work of Mendoza and Cruz (2021), who concluded that Filipino high school students who used adaptive learning strategies and had a positive response to assessment-informed tasks performed better academically. Likewise, Wang and Chen (2020) concluded that secondary school students' metacognitive approaches to learning, as well as their responsiveness to assessment practices and feedback, are significant predictors of achievement. They advocated for aligning research-informed pedagogy with students' learning styles. However, the lack of significant relationships between other factors also supports the rationale discussed by Soriano (2022), who asserted that not all aspects of

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learning styles directly relate to academic achievement levels, and that learning styles may also be mediated by external factors such as motivation, teacher support, and socio-cultural contexts.

Conclusion

The study found that students exhibit clear learning style preferences, generally favoring independent and pair or small-group work, auditory learning through listening and note-taking, and contextualized vocabulary learning through translation and sentence use, while showing less interest in structural analysis and large-group activities. They prefer private error correction, multimedia resources, and interactive student-to-student activities such as role-playing, and favor written, teacher-designed assessments over real-life language use tasks. Academic performance varied by sex, grade level, media exposure, and family income, with girls, students with higher media exposure, and those from higher-income families performing at or near proficiency. Significant differences in learning styles were found based on sex and year level, and a significant relationship emerged between learning styles and academic performance. The study concludes that students are largely introverted, auditory and visual learners who benefit from hands-on, learning-style-aligned assessments.

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Conflict of Interest

The author declares no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

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