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Students' Learning Styles and Self-Motivation

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Abstract

Learning styles are the basis on how students learn. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students use to absorb information. On one hand, students' motivation is an internal drive of the students to do a task on their own will. The study used a univariate likert scale questionnaire among Senior High School Students in Jagobiao National High School to 244 individuals. Questionnaires were sent directly to targeted segment. Firstly, the respondents reported that they absorb information best using hearing aspects known as auditory learners. Secondly, they absorb information by visualizing or the visual learners. Lastly, the respondents describe that they learn through actions or the kinesthetic learners. The finding of the study is not statistically significant between students' learning styles and self-motivation because the ANOVA presented that the result is greater than the alpha in which the decision is failed to reject and there is no significant association between the two variables students' learning styles and self-motivation. Majority of the students preferred to listen while learning. It was seen that it is the best way that the students absorb information effectively. It is necessary that the

teachers should identify the students learning strategies in order to meet their teaching strategies. The study accentuates that students' self-motivation does not affect the students' learning styles.

Keywords: Absorb information, Learning styles, Self-motivation, Students

1. Introduction

1.1 Rationale

The term "learning styles" denotes that each student learn differently. They process the information based on how they understand it. It may fall into three categories: the visual learner in which they depend on the picture being presented; the auditory learner which comprises the listening ability and verbal aspects; and kinesthetic learner which contains the tactile learner. However, self-motivation plays a vital role on students learning atmosphere. It is the ability to do what needs to be done, without influence from other people or situations (Business Dictionary, 2019).

Significantly, upon knowing and diagnosing students' learning styles, educators will have the chance in implementing best strategies in making their daily activities. Consequently, the students will also identify their strengths and weaknesses and have the chance in coping up or adapting the different learning styles. Thus, the match between teaching and learning style will enhance and develop students' process in learning.

It is also suggested that successful learner learns in various learning styles. Therefore, the students with much learning styles can do different tasks successfully such as solving problems and create various strategies (John, Shahzadi, & Khan, 2016). However, learning styles evolve over time as student adapt different changing environment and new cognitive experiences (Olivus, Santos, Martin, Cañas, Lazaro, & Maya, 2016). Meanwhile, motivation would not affect the students' learning achievement (Yufrizal, Sudirman, & Hasan, 2015).

In the study, the researcher has to identify whether there is a strong or weak correlation between students' learning styles and their self-motivation. This would be very beneficial to the inquirer to have the knowledge about the relationship between the two variables. The study has the purpose also of knowing the association between students' learning styles and self-motivation in Jagobiao National High School particular in Senior High School Department.

1.2 Theoretical Background

The study is supported by the Experiential Learning Theory (ELT) proposed by David Kolb. In his experiential learning theory, it is said that learning viewed as a four-stage cycle. Direct and concrete experiences are the first aspect that served as a basis of observation. Secondly, these observations would give the chance on how an individual understand the information. Thirdly, the learners form abstract concepts and generalizations based on their hypothesis. Finally, the learner tests implications of these concepts in new situations. After third step, the cycle will begin again (Kolb & Kolb, 2005).

Moreover, the theory also proffer former validated theoretical- conceptual model that is particularly applicable for understanding student's motives and learning needs. Learning Style Inventory (LSI) is an essential and successful scale that is used in determining the students preferred way of learning. For instance, the students might be comfortable in learning with the use of visual aids, audio, or they are perceptible by touch. Henceforth, it

offers a method on how students solve problems and what strategies they are using in their learning atmosphere. Thus, Kolb's learning style concept is a holistic theory intends to impose individual disposition towards learning.

The students with two or more learning styles will possibly perform better in school. (John, Shahzadi, & Khan, 2016). They have the advance strategies in solving problems on their own way. For a teacher, it is prior concern to know the students preferred learning methods of students because teachers can enhance learning by using appropriate teaching method. They will create effective learning strategies for the student's betterment towards learning. Therefore, the study has the objective in understanding the relationship between students learning styles and their self-motivation to engage their transfer of learning as a better training assessment in satisfaction to their learning activities.

1.3 Statement of Purpose

The study aims to identify the association between students' learning styles and self-motivation specifically in Jagobiao National High School - Senior High School Department.

1.4 Review of Related Literature

Studies show that if the students are good at reflective and verbal aspects, it will increase their indicative learning among the others (Lehmann & Ifenthaler, 2012). Learner's learning preferences is very important to be identified in order for them to perform well in class (Gilakjani, 2011). Learners who engaged in reflexive observations are more equip because they are motivated enough to transfer their learning than those students engaged in the field of experiment (Olivos, Canas-Carreton, Martin-Martinez, & Gomez-Lazaro, 2016). In addition,learning environment play an important role in identifying the students learning strengths and weaknesses (Li & Tsai, 2016). Learning styles are said to have a significant role in achieving and excelling academically (Rezaeinejad, Azizifar, & Gowhary, 2015).

Moreover, it would be difficult in assessing and understanding students learning styles as the classroom size increases (Romanelli, Bird, & Ryan, 2009). However, educators should recognize the students learning preference in order to meet the students' strengths in learning (Awla, 2014). Hence, majority of the students try to adapt to different ways of absorbing and processing piece information (Magulod, 2018). Students have different learning perspective unfortunately not all are effective (Fang, Daud, Al Haddad, & Mohd-Yusof, 2017). Consequently, the environment is the prior component on how students react and behave in connection to their learning outcomes (Abante, Almendral, Manansala, & Manibo, 2014). Positively, having a good learning environment would prosper the students learning capabilities and abilities (Ariffin, Solemon, Din, & Anwar, 2013).

Furthermore, if learning activity has a twist, or something that the students enjoy, they might perform better in school (Shah, Ahmed, Shenoy, & N, 2015). Building a strong interest of the learners would lead them to learn efficiently (Gonzales & Reyes, 2016). Students who have more than one learning styles would excel academically (John, Shahzadi, & Khan, 2016). The students who adapt different learning styles will perform better in many aspects (Yufrizal,

Sudirman, & Hasan, 2015).

On the other hand, in a variety of studies, females are more motivated than males in terms of academic achievement (Sikhwari, 2014). Teachers are responsible for providing the materials for the student that could measure their self-motivation in doing a specific task (Roshandel, Ghanizadeh, & Ghonsooly, 2018). Being unprepared for the future will decrease the students' motivation (Zoabi, 2012). However, both male and female students desire to succeed but they must put effort and perseverance in pursuing their dreams (Ojewola & Faremi, 2018).

In order to achieve success, it needs a personal drive to do the activity that would result a well presented outcome (Ncube & Zondo, 2018). Every student differs in terms of abilities, talents and other matters that could affect their motives in learning (Ali, 2010). Lack of students' personal drive towards their learning environment will give an impact to their process of learning (Vero & Puka, 2017). Student's motivation in learning new things is flexible rather than fixed (Anjomshoa & Sadighi, 2015).

Additionally, learners are found to be more motivated than having different learning strategies (Fang, Daud, Al Haddad, & Mohd-Yusof, 2017). Student's motivation plays a vital role in performing actively in school (Shih & Gamon, 2001). Choosing the best way to boost self-motivation is essential to achieving goals (Schroeder & Fishbach, 2015). In addition, having the eagerness and skills to learn in challenging tasks, the students can achieve their goals (Halleman, Kosovich, Barron, & Lazowski, 2015). The students with high achievement were more motivated and satisfied (Aloysius, 2012). Interestingly, the students' personal drive in doing well in class is sourced by their happiness, interest and inspiration (Panisoara, Duta, & Panisoara, 2015). The different types of self-motivation lead to different effort and achievement (Entwistle, Kozeki, & Pollitt, 1987).

2. Research Method

2.1 Design

The study is a quantitative descriptive correlation that seeks to identify the relationship between students' learning styles and self-motivation. It probes to interpret numerical aspects from the data that helps the researcher determine the association of the two given variables through the study of targeted respondents and place.

2.2 Environment

The study was conducted in Jagobiao National High School specifically in Senior High School Department which comprises two tracks the Academic track and the TVL track. The school was known to be an outstanding school. In fact, it received different awards such as 4th place in Best in Brigada Eskwela implementer and won as the 4th placer for Ramon Aboitiz Foundation Inc. Seal of Excellence in Education in 2019.

2.3 Respondents

The overall population of Senior High School department was chosen by the researcher to respond the study wherein: 27 of them were ABM, 8 TVL, 40 GAS, 35 STEM and 43

HUMSS students for the grade 11. For the grade12, students were 29 ABM, 44 HUMSS, and 23 GAS students.

2.4 Data Gathering Procedure

The researcher asked permission and approval of the school principal to carry on the study in Jagobiao National High School- Senior High School Department. In this study, a likert scale was used to obtain data relevant to the research questions. The researcher also personally allocates the research instruments to the respondents.

The respondents were given 10 minutes to answer the questions on a one whole sheet of bond paper given by the researcher. After 10 minutes, the researcher collected the data and went from one section to another. The data collected was tallied and tabulated and this would be the basis of analysis and interpretations.

2.5 Instrument

The researcher used a univariate scaling scale in collecting pieces of information from the respondents of the study. The respondents answered based on a likert scale wherein 5 points corresponds always, 4- sometimes, 3-often, 2-seldom, and 1-never. It comprises 10 indicators for the self-motivation and the other instrument is the Learning Style Inventory (LSI) that was adapted by the office of records it has a 24-item survey wherein 5 points corresponds often, 3- sometimes, and 1-seldom. It has also a scoring procedure where the respondents will be guided in identifying their learning styles.

3. Data Analysis and Discussion

Table1. Students Preferred Learning Styles

Learning Styles	Frequency	Percentage
Visual	102	41.63%
Auditory	107	43.67%
Tactile	36	14.69%
Total	245	100%

The table above visualized the percentage of the preferred learning styles of the students accordingly. It is clear that auditory style heads the list of the learning styles in which learners depend on the discussions, talking, audio, and anything that include sounds. Then, the visual learners in which they rely on the images and illustrations being presented in order for them to process the information directly. Lastly, the tactile style ranked third among the learning styles in which learners are perceptible by touch or the use of body movements in learning.

The study of Magulod (2018) revealed that most of the learners remember and absorb the information better when they read. Similarly, Fang, Daud, Al Haddad and Mohd-Yusof (2017) study showed that most of the students depend on the pictures being presented particularly

graphs, figures and visual aids that is very helpful in understanding their lessons. The findings above was supported by the study of Almendral, Manansala and Mañibo (2014) that most of the students learn best when they have something to watch that shows them how to do a task.

Table 2. Self-Motivation

Indicators	Weighted Mean	INTERPRETATION
1. I enjoy taking responsibilities for new projects out of interest and willingness.	3.79	Often
2. I love to take leadership for challenging tasks.	3.22	Often
3. I take ownership for problems and do not blame others.	3.62	Often
4. I am willing to learn new skills that will help me in my work.	4.38	Always
5. I readily accept tasks even if they are not within my job description.	3.55	Often
6. I keep identifying areas of improvement in my studies and try to develop those areas.	3.83	Often
7. I have a strong desire to achieve and excel.	4.10	Often
8. I feel good when I get positive feedback from my classmates.	4.26	Always
9. I am open to criticism and willing to improve myself for my betterment.	4.15	Often
10. I get very excited about working with new group members and enjoy my work time with them.	3.85	Often
Overall Weighted Mean	3.88	Often

SCALE: *1.00-1.80* **(Never)**; *1.81-2.60* **(Seldom)**; *2.61-3.40* **(Sometimes)**; *3.41-4.20* **(Often)**; *4.21-5.00* **(Always)**

The table expresses the overall weighted mean was 3.88. The indicators reveal the weighted mean and its interpretation. The statement “I am willing to learn new skills that will help me in my work” had 4.38 and interpreted as always. It implies that the students are willing to learn new skills that will be a useful tool in their work. In the second to the highest weighted mean, the statement “I feel good when I get positive feedback from my classmates” had a 4.26 and interpreted as always. It signifies that the students felt good when they get positive feedbacks from their classmates most of the time. In the third to the highest, the statement “I am open to criticism and willing to improve myself for my betterment” had 4.15 and interpreted as often. It indicates that the students are open to criticism and had the willingness to improve themselves for their betterment.

On the other hand, the first to the lowest weighted mean had 3.62 and interpreted as often

with the statement "I take ownership for problems and do not blame others" it emphasizes that the students take ownership sometimes to their own problems and not blaming others. The second to the lowest weighted mean had 3.55 and interpreted as often with the statement "I readily accept tasks even if they are not within my job description" it shows that the students at times prepared in accepting tasks even if it is beyond their responsibilities. The third to the lowest weighted mean had 3.22 and interpreted as sometimes with the statement "I love to take ownership for challenging tasks" It indicates that the students are willing to take leadership in all challenging tasks at most.

The study if Sikhwari (2014) revealed that there is a significant association between students' achievement and self-motivation. Furthermore, Fang, Daud, Al Haddad and Mohd-Yusof (2017) study showed that students have much motivation than learning strategies. However, students' performance will boost between 23 percent and 34 percent due to extrinsic and intrinsic motivation (Afzal, Al Khan, & Hamid, 2010).

Table 3. Students learning styles and self-motivation

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.254	2	1.627	.053	.949
Within Groups	7494.559	242	30.969		
Total	7497.812	244			

The table above shows the output of the ANOVA analysis and there is no statistically significant different between our group means. We can see that the significant value is .949 (i. e., p= .949) which is greater than the alpha (0.05). The decision is failed to reject Hα. Therefore, there is no significant association between the two variables students' learning styles and self-motivation. Study revealed that there is no significant association between student motivation and learning styles (Shih and Gamon, 2001). Moreover, there is also a significant relationship between learning styles and motivation for higher education (Zahra, Ghaedi and Jam, 2014). The findings above were supported by the study of Olivos, Santos, Martin, Cañas, Gomez-Lazaro and Maya (2016) that student motivation significantly affects transfer of learning gained through the laboratory practices.

4. Findings

The study aims to identify the learning styles of the students wherein majority of them were visual learners followed by the auditory learners and then the tactile learners.

On one hand, students have a high level of self-motivation when it comes to improving themselves and their skills that will help them in their work or studies to excel in academic aspects.

In most cases, having a high level of self-motivation does not affect the learning styles of the students.

5. Conclusion

In this study, it signifies that the students learn differently based on which they were comfortable with. Majority of them preferred in verbal aspects or something that include sounds. However, students learning styles most be identified by the educators in order to enhance the weaknesses of the students when it comes to learning. Hence, it is difficult to understand and assess students' learning styles as the classroom size increases. It is very important to the students if they will adapt different learning styles because it will help them to excel in academic matter.

However, students are seen to have a high level of self-motivation when it comes to academic tasks. They are motivated enough in doing better in school. They like to accept challenging tasks for the betterment of their own. Yet, students' self-motivation does not contribute to their learning outcomes. It does not have to do their learning style as it was revealed that the two variables do not have any significant relationship.

6. Recommendation

The researcher recommends the students to adapt different learning strategies in order to perform better. Teachers should identify the students learning styles to create effective teaching strategies. Students should find a way on how they motivate themselves in enhancing their skills and doing better in school.

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Glossary

Students' learning styles: refers to the preferential way in which the students absorb, process, comprehend and retain the information. It is also how the students learn in different ways.

Self-motivation: it is the drive you have to work towards your goals, to put effort into self-development and to achieve personal fulfillment.

Appendix A. Survey Questionnaire for Students Learning Styles

TOOL: CHECKLIST

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, and then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24- item survey is not timed. Respond to each statement as honestly as you can.

Indicators for students learning styles	Often	Sometimes	Seldom
I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
I like to write things down or take notes for visual review.			
I prefer to use posters, models, or actual practice and other activities in class.			
I require explanations of diagrams, graphs, or visual directions.			
I enjoy working with my hands or making things.			
I am skillful wit and enjoy developing and making graphs and charts.			
I can tell id sound match when presented with pair of sounds.			
I can remember best by writing things down.			
I can easily understand and follow directions on a map.			
I play with coins or keys in my pocket.			
I learn to spell better by repeating words out loud than by writing the words on paper.			
I can understand a news article better by reading about it in a newspaper than by listening to a report about it on a radio.			
I chew gum, smoke or snack while studying.			
I think he best way to remember something is to picture it in your head.			
I learn the spelling of words by "finger spelling" them.			
I would rather listen to a good lecture or speech than read about the same material in a textbook.			
I am good at working and solving jigsaw puzzles and mazes.			
I grip objects in my hands during learning periods.			
I prefer listening to the news on the radio rather than reading the paper.			
I prefer obtaining information about an interesting subject by reading about it.			
I feel very comfortable touching others, hugging, handshaking, etc.			
I follow oral directions better than written ones.			

Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below. Add points in each column to obtain the preferences score under each heading.

OFTEN = 5 points SOMETIMES = 3 points SELDOM = 1 point

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	N0.	PTS.
2					
3					
7					
10					
14					
16					
19					
22					
VPS=		APS=		TPS=	
VPS=VISUAL PREFERENCE		APS= Audio Preference		TPS= Tactile Preference	

Retrieved from http://www.sjsu.edu/eop/current-students/workshops/ACADEMIC_Learning%20Style%20Inventory.pdf

Directions: Read the statement and put a check to your corresponding answer.

SELF-MOTIVATION

Scale: 5- Always 4-Often 3- Sometimes 2-Seldom 1-Never

Indicators of Self-motivation	5	4	3	2	1
I enjoy taking responsibilities for new projects out of interest and willingness.					
I love to take leadership for challenging tasks.					
I take ownership for problems and so not blame others.					
I am willing to learn new skills that will help me in my work					
I readily accept tasks even if they are not within my job description.					
I keep identifying areas of improvement in my studies and try to develop I those areas.					
I have a strong desire to achieve and excel.					
I feel good when I get positive feedback from my classmates.					
I am open to criticism and willing to improve myself for my betterment.					
I get very excited about working with new group members and enjoy my work time with them.					

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