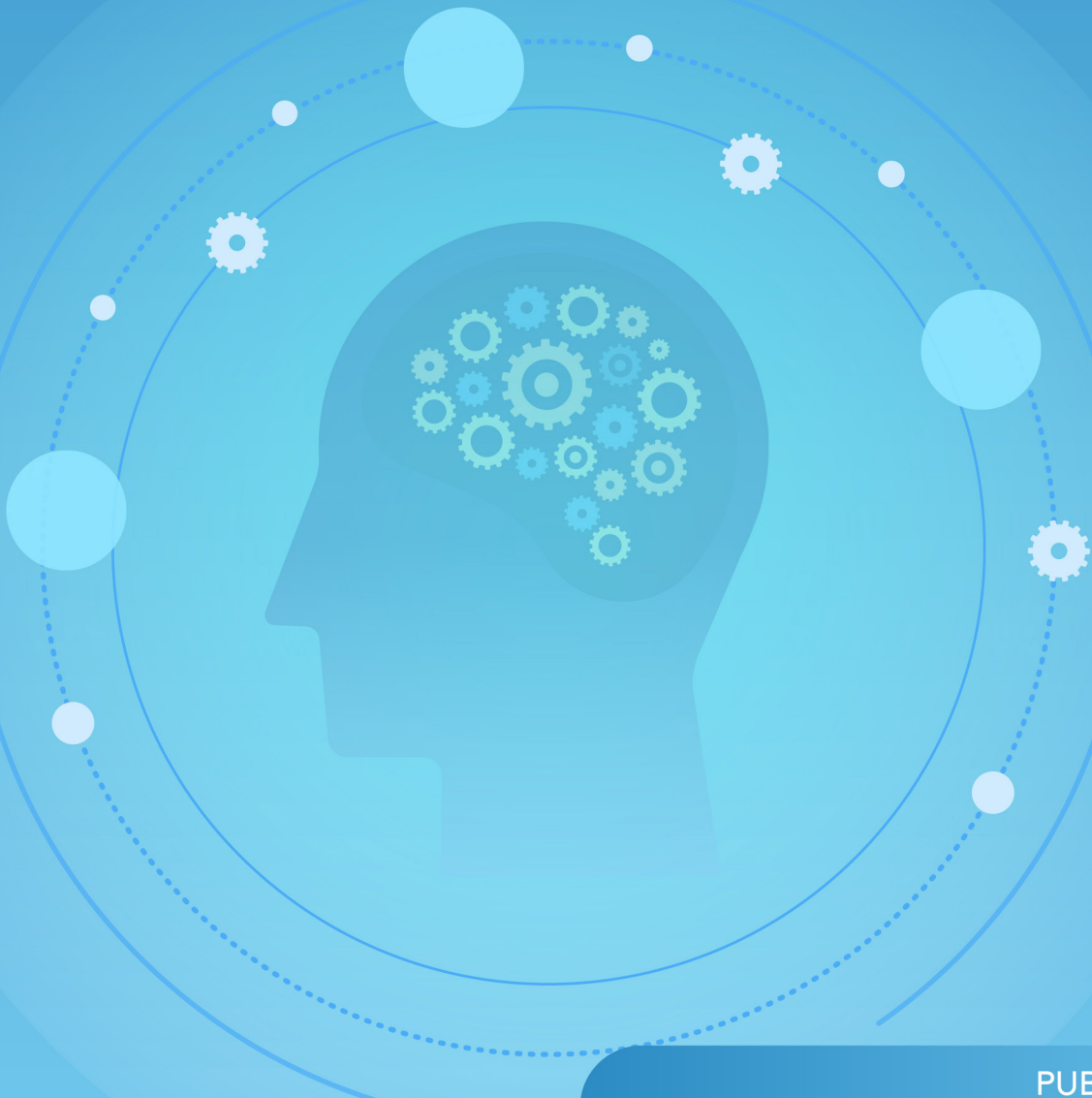




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Learning Style Practices and Learners' Proficiency Level in Music, Arts, Physical Education, and Health

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ABSTRACT

Learning styles refer to how learners absorb and understand concepts in their subjects. However, many students struggle with grasping the concepts and terminologies in MAPEH. This study aimed to assess the extent of learning style practices and proficiency levels in MAPEH among Grade 5 learners in the Central and North I districts of Cagayan de Oro City during the School Year 2023-2024. Specifically, it examined the respondents' learning style practices, their proficiency levels in MAPEH for the First and Second Quarters, and the relationship between these variables. Data were collected from 332 respondents using a modified questionnaire based on Grasha and Reichmann's Learning Style model. The study employed a descriptive research design and utilized frequency, mean, standard deviation, and Pearson Product Moment Correlation for data analysis. Results indicated that collaborative learning was the most practiced style, and students achieved a high proficiency in MAPEH. A significant relationship was found between learning style practices and proficiency levels. It is recommended that teachers implement diverse, interactive, and differentiated activities to minimize avoidant learning styles. Additionally, struggling learners should participate in tailored interventions, ensuring teachers and students work together to maximize learning potential and achieve the highest proficiency levels.

INTRODUCTION

Learning style is every learner's unique way of acquiring new concepts that can be achieved through grasping, interpreting, understanding, analyzing, and keeping them in mind. Besides, each learner's style may vary, for learners differ in how they respond to new concepts being introduced. However, despite recognizing these individual differences, learners still struggle and find it challenging to grasp complex ideas and terminologies used by teachers in all the components of the MAPEH subject. This problem was evident in the recent Diagnostic Test given among the learners in both Central and North I Districts of Cagayan de Oro City, where MAPEH ranked fifth despite being one of the non-academic subjects. The challenge lies in the subject's varied content, and the struggle learners face when trying to understand the terminologies and concepts introduced.

MAPEH is one of the subjects in Elementary Education; it tackles Music, Arts, Physical Education, and Health. It helps learners quickly discover what they can get if they enhance their potential in MAPEH activities. The Music and Arts Programs seek to expose learners to develop an appreciation for Philippine, Asian, and Western music. Physical Education aims to make the learners physically strong, well-poised, sound and efficient, mentally alert and active, emotionally tempered, and well-balanced (Dinglasan, 2019). The study focused on MAPEH, as it has been the subject taught by the researcher for quite some time.

To address this problem, the present study was set forth to find the respondents' extent of practices of their learning style, for it is essential to understand how

learning styles influence proficiency in MAPEH, as it can provide insights into how to improve teaching strategies and enhance learner performance. Learning styles are the cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Almulla, 2020). Also, it has been utilized to comprehend the many methods by which learners respond to academic assignments and digest information (Benckendorff *et al.*, 2022). Moreover, learning styles are individual preferences and habitual strategies for absorbing, processing, and retaining information during the learning process (Kharb *et al.*, 2018). Furthermore, learning style describes how learners absorb and process knowledge uniquely (Magulod, 2018).

Additionally, learning styles refer to the belief that individuals differ regarding what mode of instruction or study is most effective for them (Pashler *et al.*, 2018). Lastly, it is the way that different learners learn. A style of learning refers to the preferred way to absorb, process, comprehend, and retain information. Correspondingly, learning styles are inherent preferences in how individuals understand new information and respond to various instructional methods, which can affect their academic performance (Snyder, 2021). Article XIV, Section 1 of the 1987 Philippine Constitution states that the state shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such Education accessible to all. Additionally, DepEd adopted the enclosed Policy Guidelines on Classroom Assessment for the K to12 Basic Education Program by Department Order No. 21 s., 2019, which is in line with

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the implementation of the Enhanced Basic Education Act of 2013, stated that curricula must be inclusive, learner-centered, developmentally appropriate, and relevant in order to provide learners the skills and competence they need to meet the challenges of the twenty-first century. Both highlighted the accessibility, quality, and relevance of Education.

Thus, the findings of this study provided research-based insight among teachers so that they could monitor and measure their learners' progress and modify their teaching strategies and instruction accordingly to advance their learners' proficiency level, specifically in all the components of MAPEH subjects. Finally, as the majority of studies conducted that are relevant to this topic have previously employed the questionnaire structured after Kolb's Learning Style, this study used a patterned and modified version of the Grasha and Riechmann survey questionnaire since this theory highlights the social interaction and the participation among learners in the four walls of the classroom. Moreover, this theory groups learners based on how they interact and engage with others, such as being collaborative, competitive, dependent, independent, participant, or Avoidant.

LITERATURE REVIEW

Learning Style

There was plenty of proof that individuals displayed how they received information; few studies have found a basis for using learning styles in Education. Many theories suggest that humans can be classified according to their learning style but differ in how the projected styles must be implemented. The myth that a learner may learn best through their learning style has been disproved in recent years. However, learning styles are widely acknowledged in Education as a technique to support the notion that every learner learns differently. Though learning styles are not a guide for how to teach learners, they can be used to identify learners' methods of knowledge processing and retention.

Learning style refers to social and emotional dimensions such as attitudes towards learning, teachers, classmates, and the classroom. Moreover, it refers to the preferential way the student absorbs, processes, comprehends, and retains information. Social and emotional dimensions like attitudes toward learning interaction with teachers and classmates can identify learning styles. Furthermore, it refers to a range of theories that aim to account for differences in individuals' learning. However, there is ample evidence that individuals express personal preferences for how they prefer to receive information. Few studies have found any validity in using learning styles in Education. Aboe (2018) revealed that learning styles affect a learner's final academic achievement value. Moreover, Dalmolin *et al.* (2018) discovered a positive connection between learning styles and learners' academic performance. In addition, he suggested that determining learners' learning styles will ultimately improve their educational experience. Likewise, Ibarrientos (2021)

concluded that there is a significant relationship between learners' learning styles and their academic performance on the physical, cognitive, and physiological elements of learning. However, the contrary hypothesis is proved in terms of its affective aspect. Overall, the study finds the need for specific actions that will address the issue of pedagogical strategies employed in teaching the curriculum, approaches in the delivery of instructional content, monitoring, evaluation, and adjustments of key issues in the teaching and learning, an institutional program to help students in difficult circumstances, and other studies that will help the college improve its quality education and services.

Avoidant Learning Style

Reyes and Kwan (2019) found that learners with avoidant learning styles displayed lower proficiency levels, especially in physical activities, because they were reluctant to do the given group performance tasks, whether in presentations or competitions. They further emphasized that avoidant learners frequently miss chances for skill development through social interaction. It was then supported by Savci (2018), who highlighted that avoidant learners tend to have lower proficiency levels in performing arts because of their hesitance to actively engage and enthusiastically participate in given group activities and performance tasks, thus preventing them from acquiring new skills.

Dependent Learning Style

Dinglasan (2019) highlighted that dependent learners exhibit higher proficiency levels in MAPEH subjects because they rely on clear and detailed instruction given as support by the teacher. It was then seconded by Uba (2020), whose study findings indicated that learners with a dependent learning style often excel in collaborative tasks like group performance tasks where they can depend on peers for guidance and support, improving proficiency in group projects and performances.

Participant Learning Style

Savci (2018) indicated collaborative learning was the most popular approach among Turkish physiotherapy learners. In contrast, physiotherapy learners with Participant learning styles performed more academically than those with other learning types. Teaching methods align with the distinctive features of Turkish physiotherapy learners' participatory learning. More in-class activities and discussions concerning the readings and course material promote active learning, favoring academic performance.

Independent Learning Style

Ilcin *et al.* (2018) state that independent learners tend to accomplish higher proficiency levels in music and health education because they are more interested in working on and accomplishing individual performance tasks and studying and researching topics that interest them. Supporting the later researcher's finding, Magulod (2018) also posits that learners who practiced an independent

learning style were likely to perform better in music and arts, for they were more motivated to accomplish performance tasks that led them to creativity and personal expression.

Competitive Learning Style

Tulabing (2018) concluded a positive correlation between competitive learning styles and MAPEH proficiency, specifying that learners who succeed in competitive environments habitually achieve higher proficiency. Tulabing further recommended that teachers prepare, construct, and implement activities such as pop quizzes, drills, and performance tasks that cater to and motivate competitive learners in the classroom. Likewise, Urabang and Valdez (2019) established that including competitive learning styles in-class activities and discussions positively influences learner engagement and proficiency in MAPEH subjects. They further suggested that MAPEH teachers should design instructional materials that will cater to all learning styles.

Collaborative Learning Style

Pimentel *et al.* (2020), in their study about the effectiveness of collaborative learning in enhancing academic performance among learners, concluded that collaborative learning brings up better engagement and understanding, for learners are allowed to work, brainstorm, agree, and disagree with others and address those misunderstandings along the way. Also, they can experience what it is to have a role or part to play in a particular group. Lastly, they are given the possibility to deepen their understanding through listening and acquiring additional life lessons from other's ideas and experiences.

Proficiency Level

This refers to a learner's degree of skill, knowledge, and competency in these interconnected disciplines. They achieved proficiency in something done well at gaining skill. However, having proficiency does not make one an expert. Still, proficiency is something to be proud of. It means one needs to work hard and probably will become an expert. Lopez (2019) observed how teaching strategies align with the learners' learning styles.

Furthermore, based on the data she gathered and interpreted, she concluded that aligning teaching methods with learning styles improved proficiency across all areas of MAPEH. In addition, Villanueva (2018) explored how Grasha-Reichmann's learning styles influenced learners' proficiency levels through all the components of the MAPEH subject. Moreover, he found that participant and collaborative learners commonly had higher proficiency levels in music and physical Education because of their dynamic engagement in group activities. On the other hand, Independent learners performed better in art and health education, for these MAPEH subject components allowed them to work independently and develop individual skills.

Statement of the Problem

The study aimed to determine the extent of practices of the learning style and learners' proficiency level in MAPEH at Central and North I District of Cagayan de Oro City Division for the School Year 2023-2024.

Specifically, the study sought to answer the following questions

1. What is the respondents' extent of practices of their learning style in terms of avoidant, dependent, participant, independent, competitive and collaborative?
2. What is the respondents' proficiency level in MAPEH in the First and Second Quarters?
3. Is there a significant relationship between the respondents' practices of their learning style and their proficiency level in MAPEH in the First and Second Quarters?

Theoretical Framework

This study made use of Grasha and Reichmann's Learning Styles Theory. They developed this theory to identify and categorize learners' learning behaviors as avoidant, dependent, participant, independent, competitive, and collaborative. Furthermore, the theory focuses on learners' attitudes toward learning, classroom activities, teachers, and peers rather than studying the relationships among methods, learner style, and achievement. In addition, the theory emphasizes the increased ability to problem solve, communicate with others, and organize materials.

Further, this paradigm is predicated on the idea that to maximize learning, one must thoroughly comprehend various learning styles. Moreover, one must take different learner mindsets into account to achieve this because when an individual knows his or her learning style(s), he or she can understand the type of learning that best suits him/her. This enables them to choose the types of learning that work best. During childhood, each person advances through various stages of each style. Each person is born with tendencies toward one main style. The dominant style may not always be the same across different settings. It may vary or be combined with others, according to the nature of the activity.

In addition, the current study is braced by the country's fundamental law, the 1987 Philippine Constitution, in which Article XIV, Section 1 states, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such Education accessible to all. Moreover, the DepEd's adopted Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program by Department Order No. 21 s., 2019, which is in line with the implementation of the Enhanced Basic Education Act of 2013, that encourages and allows teachers to monitor and measure the progress of their learners and modify their instruction accordingly.

This study is based on learners' learning styles and academic performance, as developed by Tulabing (2018).

Accordingly, MAPEH, among the minor subjects, is ranked as one of the most difficult academic disciplines for Filipino pupils. It is essential to determine if the learners' diverse learning styles influence their proficiency level in MAPEH significantly since Dalmolin *et al.* (2018) concluded that determining learners' learning styles will ultimately improve their educational experience. Moreover, Dinglasan (2019), supporting Dalmolin *et al.*, said that educators, especially teachers, should construct and implement assessments, whether formative or summative and performance tasks that align with learners' competitive and collaborative learning styles, providing an environment where these learners can thrive and demonstrate their capabilities. Similarly, Magulod (2018), agreeing with the later researchers, said that teachers should consider incorporating collaborative and participatory teaching strategies to cater to learners' learning preferences, which can enhance engagement and academic success.

Likewise, Mulenga and Kamombwe (2019) concluded that effective instruction can only be undertaken if a learner's learning styles are diagnosed and the instruction is tailored accordingly. Besides, a curriculum's success is determined by how teachers measure learners' accomplishments through learning assessment. Thus, a teacher must get to know them well to provide the proper assessment. Also, recognizing the diverse needs of learners can help educators create balanced instructional methods that offer both structured and independent learning opportunities, thereby improving overall learner performance (Uba, 2020).

Scope and Limitations

The study's respondents were limited to the three hundred thirty-two (332) out of 1975 officially enrolled Grade 5 learners from Central and North I Districts in the Division of Cagayan de Oro City. The study's independent variable focused only on the learners' practices of their learning styles in terms of avoidant, dependent, participant, independent, competitive and collaborative. The study's dependent variable was limited to the respondents' proficiency level in MAPEH in the First and Second Quarters of School Year 2023 – 2024.

MATERIALS AND METHODS

Research Design

In this study, the researcher employed a descriptive correlational research design to describe the relationship between the independent and dependent variables. Descriptive research is research designed to provide a snapshot of the current state of affairs. Moreover, it provides a complete picture of what occurs at a given time. Furthermore, it allows the development of questions for further study. Correlational research is research designed to discover relationships among variables and allow the prediction of future events from present knowledge. In addition, it allows for testing expected relationships between and among variables and making predictions.

Lastly, it can assess these relationships in everyday life events. This scientific method involves describing individuals, events, or conditions by studying them as they are and not trying to manipulate any of the variables (Siedlecki, 2020).

In the context of this study, this method was used to identify the learners' extent of practices of their learning styles in terms of avoidant, dependent, participant, independent, competitive, and collaborative and their level of Proficiency in MAPEH in the First and Second Quarters. On the other hand, a correlation was used to describe the relationship between the respondents' extent of practice of their learning styles and their level of proficiency in the MAPEH subject in the First and Second Quarters.

Study Setting

The study was conducted in Central and North I Districts, Division of Cagayan de Oro City, for the School Year 2023-2024. Central District has two schools, namely City Central School and Corrales Elementary School, and North I District has three schools: Macabalan Elementary School, North City Central School, and Consolacion Elementary School. City Central School, formerly Cagayan Intermediate School, was located in the heart, the central part of Cagayan de Oro City at Yacapin-Velez Streets and has a total area of 37 766 sq. m. bounded on the North by the Pelaez Sports Center, which used to be the stable of the donor, and Don Apolinar Velez Street on the Eastern side. Moreover, City Central School has been one of the premier schools in the Division of Cagayan de Oro City, established in 1909, performing consistently at its best in different curricular and non-curricular competitions.

On the other hand, Corrales Elementary School is located at Corrales Extension, Barangay 22, Cagayan de Oro, 9000 Misamis Oriental, Philippines. Near this place are the Graduate School Dean's Office (243 meters), Library Audio Visual Office (243 meters), Southern Philippines College (475 meters), Medical Clinic (538 meters), and Del Mar Adventist Elementary School (589 meters). Macabalan Elementary School was situated at Julio Pacana Street, Cagayan de Oro City. North City Central School was located at Punted, North I District, Cagayan de Oro, 9000 Misamis Oriental, Philippines. Near this place are Puntod National High School (31 meters), Piaping Puti Day Care Center (661 meters), Macabalan Elementary School (727 meters), and Macabalan National High School (773 meters). Consolacion Elementary School was located at Cagayan de Oro, Misamis Oriental, Philippines; near this place are Angeles Sisters National High School (47 m), Del Mar Adventist Elementary School (497 m), Southern Philippines College (525 m), Kong Hua School (621 m) and Sacred Heart of Jesus Montessori School (631 m).

These schools were selected because the researcher has been a teacher and has been teaching MAPEH at City Central School, one of the schools in the Central District.

To widen the scope of the study, the closest schools, like Corrales Elementary School, another school from Central District, and Macabalan Elementary School, together with North City Central School and Consolacion Elementary School, the schools from North I District, were included. Finally, these schools were located at Cagayan de Oro in Northern Mindanao, Philippines. It serves as a central economic and cultural focal point in the region. It is known as the “City of Golden Friendship” for its friendly municipal and strategic standing as a gateway to Mindanao. It has been awarded several times as a National Presidential Awardee as the Most Child-Friendly Highly Urbanized City.

Study Population and Sampling Technique

The respondents of this study were the Grade 5 learners of Central and North I Districts, Division of Cagayan de Oro City for School Year 2024. There were 749 enrolled learners at City Central School, 506 at Corrales Elementary School, 335 at Macabalan Elementary School, 210 at North City Central School, and 175 at Consolacion Elementary School. Of these 1,975 enrolled learners, 332 were the respondents of the study. In this study, the researcher employed a purposive sampling technique in selecting appropriate participants to provide significant information about the learners’ extent of practices of their learning styles and proficiency levels in MAPEH. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique where the researcher chooses participants grounded on precise characteristics or standards that are believed to be relevant to the study.

Table 1: Distribution of Respondents per School

District/School	Population	Sample Size
City Central School	749	126
Corrales Elementary School	506	85
Macabalan Elementary School	335	56
North City Central School	210	35
Consolacion Elementary School	175	30
Total	1975	332

Research Instruments

The research instrument of the study was the patterned and modified two-part survey questionnaire from Grasha and Reichmann’s Learning Style Theory. Part I consisted of a patterned and modified Grasha and Riechmann Learning Style Questionnaire. The survey consisted of 60 items, with ten questions, averaged together to measure dominance in one or more of the six measure learning styles. Moreover, each item in the six distinct learning

styles was carefully read and modified to make it relevant to the focus of the study which was the MAPEH subject, and also to make the terms in every sentence suitable and understandable among Grade 5 average learners. Part 2 of the pattern and modified survey questionnaire consisted of the respondents’ First and Second-quarter average grades in the four components of the MAPEH subject for School Year 2023-2024.

Statistical Treatment of Data

The following statistical treatments were utilized to analyze and interpret the study’s data: Descriptive statistics such as mean and standard deviation were used to describe the study’s variables. Problems 1 and 2 used mean and standard deviation to determine the respondents’ extent of practices of their learning style in terms of avoidant, dependent, participant, independent, competitive, and collaborative and their proficiency level in MAPEH in the First and Second Quarters. Problem 3 used the Pearson Product Moment Correlation Coefficient to summarize the relationship between the variables of the study.

Ethical Consideration

It is essential to guarantee the privacy and anonymity of the respondents who participated in this study. Learners may be more willing to participate honestly and openly if they are self-confident that their identities and personal information are kept confidential. Informed consent was obtained from all participating learner-respondents and explained clearly the purpose of the study, the data collection, the process, and how their information was utilized. This is to ensure that they have the option to withdraw from the study at any time without experiencing consequences. Respondents may or may not write their names. They were asked to remove or replace any personally identifiable information, such as school names and contact details, from the data during processing and reporting. All data gathered was kept private by the Data Privacy Act of 2012. Personal identifiers were removed or anonymized to protect the identities of the participants. The collected data was safeguarded by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This measure ensured that data was not accidentally disclosed to unauthorized parties. Ethical approval was sought from an institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures met ethical standards and guidelines. This step ensured that the rights and welfare of the participants were protected throughout the research process.

RESULTS AND DISCUSSION

Problem 1. What is the respondents’ extent of practices of their learning style in terms of avoidant, dependent, participant, independent, competitive, and collaborative?

Table 2: Summary of the Respondents' Extent of Practices of their Learning Style

Variables	Mean	SD	Interpretation
Avoidant	*2.37	1.11	To a Little Extent Practiced
Dependent	3.15	0.99	To Some Extent, Practiced
Participant	3.02	1.05	To Some Extent, Practiced
Independent	2.75	0.93	To Some Extent, Practiced
Competitive	2.68	1.11	To Some Extent, Practiced
Collaborative	3.16	1.00	To Some Extent, Practiced
Overall	2.85	1.03	To Some Extent, Practiced

Legend: 3.26-4.00 Strongly Agree / To a Great Extent Practiced
2.51-3.25 Agree / To Some Extent Practiced
1.76 – 2.50 Disagree / To a little Extent Practiced
1.00-1.75 Strongly Disagree / Least Practiced

Table 2 summarizes the respondents' extent of practices of their learning style with an overall mean of 2.85 (SD= 1.03) interpreted as Some Extent Practiced. This means that they have not reached the highest extent of practicing the indicators of the six learning styles. This implies that there is a moderate level of engagement with different learning styles, but not a strong commitment to any particular style. This further means that learners are flexible enough to adopt and practice specific learning styles appropriately and are demanded by the given tasks. Moreover, learners lack the knowledge of what specific learning style is effective for them. Thus, they moderately practice multiple learning styles without knowing it. Lastly, the instructional materials provided by the adviser and the subject teacher influence learners' engagement. If the adviser or the subject teacher utilizes varied activities, learners will also practice varied learning styles. Thus, resulting in moderate practice of all the learning styles.

Gonzales and Cruz (2019) recommended that while learners are open to various learning styles, their level of engagement tends to be moderate as they adjust to diverse teaching ways and activities in the classroom. Moreover, Santos and De la Rosa (2020) highlighted that learners are often moderately involved with various learning styles, which can improve their flexibility and overall learning experience. Furthermore, Reyes and Aquino (2018) found that learners generally showed moderate engagement with various learning styles without a solid preference for any single style. These conclusions agree with the researcher's present study and imply that their adaptability improves due to learners' openness to various learning styles. Thus, they could adapt to multiple learning styles without being glued to any single learning style.

Specifically, the learning style Collaborative obtained the highest mean of 3.16 (SD=1.00), interpreted as To Some Extent Practiced. This means that the respondents enjoy working with others like classmates. As observed, learners show more excitement on their faces if assessments are done by the group, especially if they are grouped with their closest friends in the classroom. They find the collaborative learning style motivating, for they love sharing their point of view on certain topics in every brainstorming session, they love to showcase their skills knowing that others will also show theirs on activities and

performance tasks, and they want to share success with friends once they top the activities or performance tasks and sadness once they will not. Moreover, this fascinates them because it allows them to unearth hidden talents that have yet to be discovered among peers. Lastly, it empowers them to gain the attitude of sportsmanship, for exposing them to varied group activities where winners and non-winners are still appreciated at the end of every task helps them cope with losing sometimes.

Cardino and Dela Cruz (2020) revealed that most learner-respondents have dependent, collaborative, and independent learning styles. Multiple regression analysis indicates that among the learning styles, only the independent style significantly influences learners' academic performance. Moreover, Johnson (2018) concluded that almost all forms of active learning assume that students will work cooperatively in small groups. Therefore, Cooperative learning is the foundation on which most active strategies are built. These discoveries align with the current findings, which imply that learners become more motivated and show much improvement when the activity being implemented in the classroom or even outside is done collaboratively, where they are all given a chance to brainstorm, considering the rules set by the teacher.

On the other hand, the learning style Avoidant obtained the lowest mean score of 2.37 (SD=1.11), interpreted as To a Little Extent. This means the respondents positively engage in MAPEH class, indicating effective teaching strategies and a supportive classroom environment. However, continuous efforts should be made to address the needs of any students who may still exhibit avoidant behaviors.

De Guzman and Flores (2018) found that those learners who positively engage inside the classroom are less likely to display avoidant manners. However, constant support and tailored interventions will help aid learners struggling with positive engagement. Moreover, Delos Santos and Rivera (2020) highlighted that while practical teaching approaches encourage positive engagement, constant hard work is essential to keep learners susceptible to avoidant manners, safeguarding that all learners can take advantage of the learning experience. Lastly, Ramos and Hernandez (2019) suggested that compassionate

classroom settings and appealing teaching approaches significantly lessen avoidant manners, emphasizing the significance of meeting the precise necessities of learners who may still display such behaviors. These insights agree that to address the need to avoid avoidant learning styles in the classroom, a teacher must implement a multifaceted approach, including effective teaching strategies and

a helpful classroom atmosphere. Constant hard work in encouraging and motivating them through tailored interventions is essential for them to acquire positive engagement.

Problem 2. What is the respondents' proficiency level in MAPEH in the First and Second Quarters?

Table 3: Summary of the Respondents' Proficiency Level in MAPEH during the First and Second Quarters

Quarter	Average SD	Grade	Description	Interpretation
First	85	4.27	Very Satisfactory	High
Second	86	4.29	Very Satisfactory	High
Overall	85.5	4.28	Very Satisfactory	High

Legend: 90-100 Outstanding/ Very High 75-79 Fairly Satisfactory/Low
85-89 Very Satisfactory/High Below 75 Did Not Meet the
80-84 Satisfactory/ Average Expectation/ Very Low

Table 3 presents the summary of the respondents' proficiency level in MAPEH during the First and Second Quarters. The 85.5 (SD=4.28) overall average grade indicates that the respondents have obtained a High Level of Proficiency, which is Very Satisfactory. The result implies that the respondents performed very satisfactorily in MAPEH during the first quarter and the second quarter. Although there is a 1-point increase, it cannot be deduced that their level of proficiency is remarkable. The result implies that there is much to work on the learner's and teachers' part to achieve an outstanding or very high level of proficiency. As detected, learners' passion and past knowledge in the subject areas can have a significant impact on their competency level; as the researcher has seen in MAPEH lessons, some kids do well in athletics or music while finding it difficult in other areas of MAPEH, such as the arts or health education.

This further suggests that distinct passions and previous understanding of specific MAPEH components significantly affect learners' general proficiency levels. For example, learners' fondness of music might put extra effort into lessons, discussions, activities, and performance tasks related to music. Those into sports may be more engaged in competencies related to physical Education. In contrast, components such as art and health may not engage all learners as profoundly as the former two components mentioned, resulting in low overall performance. Thus, accomplishing a higher proficiency level through MAPEH needs thoroughly planned and designed differentiated teaching approaches that accommodate this diverse learner's strong points and learning needs.

Getting learners interested in MAPEH subjects who might

not naturally be drawn to them is a frequently encountered problem. For instance, if a kid has little interest in sports or physical activities, they could find it difficult to engage fully in physical Education. In these situations, one must use various teaching techniques, including group projects, gamification, or technology integration, to make the classes more interesting and inclusive. Additionally, the researcher found that improving learner collaboration is crucial to raising their competency levels. Learners are frequently more motivated to perform better and learn from one another when collaborating on assignments or other tasks. A more favorable learning environment can be produced by promoting teamwork and allowing learners to showcase what they can do.

In their study, researchers Gonzales and Reyes (2020) suggested that continuing efforts can help progress learners' performance from satisfactory to outstanding. In addition, Martinez and Delos Santos (2021) emphasized that even though learners perform satisfactorily, constant and planned educational mediations are essential to push proficiency levels from very high to the highest possible. Lastly, Santos and Cruz (2019) found that although learners maintain high proficiency levels, there is always room for improvement. These conclusions align with the current finding that there is still a chance to improve one's proficiency level as long as there is constant and continuous effort from both learners and teachers.

Problem 3. Is there a significant relationship between the respondents' level of Learning Style and their proficiency level in MAPEH subjects in the First and Second Quarters?

Table 4: Result of the Test on Relationship between the Respondents' Learning Style and their Proficiency Level in MAPEH

Learning Style	Proficiency Level in MAPEH					
	First Quarter			Second Quarter		
	r	p-value	Interpretation	r	p-value	Interpretation
Avoidant	-.128*	.020	Significant	-.145**	.008	Significant

Dependent	.228**	.000	Significant	.240**	.000	Significant
Participant	.255**	.000	Significant	.239**	.000	Significant
Independent	.385**	.000	Significant	.392**	.000	Significant
Competitive	.133*	.015	Significant	.136*	.013	Significant
Collaborative	.220**	.000	Significant	.209**	.000	Significant
Overall	.261*	.000	Significant	.229**	.000	Significant

Legend: *Ho is rejected if Significant* *Significant if p-value <0.05*
Ho is accepted if Not Significant

Table 4 shows the statistical analysis results on the relationship between the respondents' learning styles and their proficiency level in MAPEH during the first and second quarters. The results show that avoidant learning has a significant relationship to proficiency level. This suggests that learners with this style have unusual strength that influences their performance. Most of the time, avoidant learners show little interest in class discussion and less involvement in concept application. This attitude can negatively affect their proficiency level in MAPEH, which requires active participation during performance tasks. Moreover, they may excel in individual activities like quizzes and tests but may struggle to cope with activities done by the group. This insight highlights the importance of implementing differentiated activities to cater to learners with diverse needs. Furthermore, continuous motivation in allowing avoidant learners to participate in peer or group activities may help them acquire the rest of the learning styles in the long run. Such a goal is fundamental, for active and collaborative styles are more effective in enhancing proficiency in applied disciplines like Physical Education, music, and arts (Brown *et al.*, 2019).

Further, dependent learning style has a significant relationship to proficiency level. This means that learners who depend on teachers have high proficiency, for they execute tasks according to the criteria set by the teacher. However, this attitude may limit the learners' capacity to think critically independently. Dependent learners may excel in highly structured activities like performance tasks where a rubric that is agreed upon by both the teacher and the learner is presented. However, they may struggle to cope with less structured ones like the open-ended questions during class discussion. Thus, teachers must balance supporting dependent learners and providing activities that will help learners acquire independence, for learners often excel in teacher-led activities but show lower engagement and success in collaborative or student-led initiatives, reinforcing the need for balanced instruction (Anderson & Chen, 2020).

Furthermore, the Participant Learning style has a significant relationship to proficiency level. This means learners actively participating during class discussions and activity executions showed high proficiency. Participant learners excel in activities where they can contribute their ideas and skills and collaborate with peers. However, avoidant learners may be intimidated by them due to their strong personalities during group work. Thus,

teachers must provide avoidant learners an environment that encourages and motivates them to actively engage as participant learners do, for learners who actively participate in collaborative and interactive classroom environments often show better performance outcomes. They suggested that active participation helps reinforce learning and encourages deeper understanding (Garrison *et al.*, 2018).

Independent learning style has a significant relationship to proficiency level. This means that learners who can work independently without any external assistance proved to be highly proficient. Moreover, they usually show confidence in accomplishing any given task that requires initiative, critical thinking, and problem-solving. This means that giving them independence is an effective strategy to perform well. However, due to their strong independence, they might struggle to collaborate with others, especially during group activities where everybody's opinion must be heard. Thus, teachers must support learners' independence but ensure that they remain engaged in collaborative works for well-balanced skill development, for learners with higher self-regulation tend to perform better academically, supporting the notion that independence in learning fosters proficiency in various subjects (Zimmerman & Schunk, 2018). Also, learners who engaged in self-directed learning activities demonstrated higher performance levels in practical and applied disciplines, including physical Education and arts (Cho & Shen, 2018).

Competitive learning style has a significant relationship to proficiency level. This means that learners who strive to compete with others exhibit high proficiency. Competitive learners, most of the time, do extraordinary ways to be noticed and excel among others. This implies that rewards and public recognition given at the end of every task effectively motivate learners to excel among others. However, this kind of motivation may heighten stress among learners and lead them to not collaborate or work with others, for they may think that everybody is a competitor. Thus, teachers must emphasize and provide a healthy competition environment, for though competition positively influences performance in practical and skill-based disciplines, excessive competition can lead to stress and reduced collaboration (Fang *et al.*, 2018).

Collaborative learning style has a significant relationship to the proficiency level. This means that learners who find collaborating with others meaningful and actively engage among peers achieve a high level of proficiency.

Collaborative learners excel in an environment where peer interaction is highly needed, such as performance tasks like group reports and group singing and dance presentations. However, in collaborating with others, challenges may arise, other group mates may be dominant to the point that others may be overshadowed, and dependent group mates may rely on the efforts of others and not share their ideas.

Thus, teachers need to facilitate and ensure that there is division of tasks among members so that everybody can participate and learn, for learners who engage in collaborative tasks experience improved academic performance and social skills. They emphasized that cooperative activities promote higher levels of comprehension and retention compared to competitive or individualistic approaches (Johnson & Johnson, 2018). Moreover, collaboration enhances cognitive and practical skills, particularly in subjects requiring diverse talents and peer interaction (Gull & Shehzad, 2018).

Hernandez and Santos (2018) found that a significant academic improvement is seen among learners whose learning styles were accommodated in the tailored teaching strategies by the teachers. This conclusion confirms that altering teaching approaches can improve learner performance. Another study by Delos Reyes and Garcia (2019) suggested a significant correlation between learners' learning styles and their proficiency levels, emphasizing the importance of tailoring teaching methods to meet the various learning preferences of learners. This finding aligns with the results showing a significant relationship between learning styles and proficiency levels in MAPEH.

Lastly, Cruz and Martinez (2020) highlighted that learners whose learning styles were considered in constructing instructional design performed better academically, strengthening the idea that aligning teaching methods with learning styles can improve academic achievement. These studies conclude that altering teaching methods to align with learners' favored learning styles may lift their proficiency levels in MAPEH.

The data disclosed that the respondents' learning styles have a bearing on their proficiency level in MAPEH. This implies that learning styles are crucial in learning the lessons in MAPEH or even in other subjects with the highest level of proficiency. The result implies that learners have to determine and practice their learning styles to the greatest extent because these influence the proficiency level in MAPEH. Integrating various teaching methods catering to different learning styles can significantly benefit all learners. For example, incorporating visual aids, hands-on activities, group discussions, and auditory cues can help engage learners with different learning preferences and enhance their overall understanding and proficiency in MAPEH. Additionally, providing learners with opportunities for self-assessment and reflection can help them better understand their learning styles and how they can adapt their study habits to maximize their learning potential in MAPEH and other subjects.

Alkhasawneh and Al-Omari (2019) suggested that tailored teaching approaches can improve educational outcomes. They also concluded that learning styles play an important role in learners' lives. When students recognize their own learning style, they can integrate it into their learning process. As a result, the learning process will be enjoyable, faster, and more effective. Moreover, teachers should adjust their teaching styles so that they match their students' learning styles.

CONCLUSION

Learners participating in joint efforts tend to show higher proficiency levels. Moreover, cooperation among peers, division of work among members, and cooperative learning- where all learners participate in discussions, grind together on given tasks, and rely on each other's strengths- positively impact learners' proficiency levels. Similarly, learners who engage and collaborate experience better outcomes, for in collaboration, everybody is encouraged to speak and share, has the chance to unearth and showcase their talents, and is given the chance to embrace new skills. In addition, instant, honest feedback from peers allows learners to recognize areas that need improvement and refinement. The significant relationship further emphasized that recognizing and catering to learners' different learning styles is crucial, for learners who were given the chance to align their learning methodologies with their usual inclinations tend to take part more, leading to better educational results. Therefore, teachers' recognition of the learners' diverse learning styles can give them the ability to improve learners' learning experiences. Lastly, it may make learners aware of their strengths and weaknesses so they can hone them and work on their weaknesses.

Recommendations

Based on the given conclusions of the study, several recommendations are presented:

1. Teachers should tailor teaching methods, construct differentiated instruction, and implement diverse interactive activities that will help eliminate avoidant learning styles among learners. Learners should help one another and must actively engage and participate in every classroom activity so that all the positive learning styles can be practiced to a great extent and Avoidant learning styles will be eliminated.

2. Teachers should assess progress and intervene with identified struggling learners. Learners, especially struggling ones, must make themselves available and be engaged in tailored interventions, for both the teacher and the learner must work hand in hand to achieve the highest level of proficiency in MAPEH.

3. Teachers should maximize learners' learning styles through differentiated activities that will cater to all learning styles, and learners should actively engage in all the differentiated activities given to achieve the highest proficiency level.

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