



**De La Salle University – Dasmariñas**

**Learning Style of Students with Learning Disability: Implication to  
Teachers' Competencies**

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### Abstract

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#### A. Objectives of the Study

The general aim of this study was to determine the learning style of students with learning disability was to know the implication of teachers' competencies on this.

#### B. Specific

1. To determine the preferred learning style of students with learning disability.
2. To know if the teachers are competent enough to teach and to handle those students with learning disability.

#### Scope and Delimitation

This study found out mainly the learning style of students with learning disability and its implication to teachers' competencies. This was limited to 30



respondents only. Part of the limitation is the inadequate participation of Special education schools' administrators as the researchers also obtained data from them.

The researchers decided to take one Special Education (SPED) school which is the Alabang Elementary School. This school was identified through suggestions and through searching in the previous study done by other researchers about Special Education schools.

### **Methodology**

In the study conducted, the researchers used descriptive method and used modality (learning channel) questionnaire in knowing the preferred learning style of students with learning disability. And administered the researchers made teachers' evaluation test to know the teachers' competencies.

### **Major Findings**

The following findings resulted from the study.

1. The demographic profile of students with learning disability in terms of age was that of 3.33% were at the age of 6 to 8 while 80% were at the age of 9 to 11 and the remaining 16.67% fell under the age ranges 12 to 15. In terms of gender, there were 22 or 73.33% of the respondents were male and 8 or 26.67% were females. In terms of types of disability, 21 or 70% has arithmetic disorder and 9 or 30% has reading



disorder. And lastly, in terms of grade level, the frequencies of 9 or 30% of the respondents were from grade 3 and 21 or 70% were from grade 5.

2. As the gathered data results by the researches and based on the modality questionnaire that was used or answered by the students, it revealed that they preferred kinesthetic learning style among the three types of learning styles presented.
3. Teachers' competencies in terms of teaching techniques, mastery of subject matter, effective planning, social skills and classroom management were revealed. They got a very satisfactory level of competencies which equivalent to a mean of 4.
4. Teachers' competencies were also about attitude and performance and its implication on the learning style of students with learning disability is that giving or implementing better curriculum that best suits for the needs of the students.

### **Conclusions**

1. Based on the demographic profile, ages 9 to 11 got the high percentage of 80%. In terms of gender, males got high percentage of 86.6%. On the other hand, arithmetic disorder got 70% wherein there is a growing concern about students' deficits in arithmetic. And lastly,



with regards to grade level, the grade 5 students were the ones who got high percentage of 70%.

2. Kinesthetic learning style is best suits for students with learning disability. The students can learn a lot through better programs and activities it provides.
3. The teachers in Alabang Elementary School are acquiring such competencies. Teachers with competencies can be able to teach effectively to students with learning disability. They can easily meet the needs of the students in coping up their studies.
4. Teachers' competencies are very important to every teacher especially for those who were teaching in Special Education schools. This would be a great help not only for the teachers but also for the students with learning disability.

### **Recommendations**

Upon obtaining the findings and conclusions of the study, the researchers recommend the following;

1. The Department of Education should provide enough budget for public schools most especially in special education for them to have enough instructional materials and play/activity equipment that would help those students with learning disability to improve their academic performance.



2. School Administrator from special education school should be particular in hiring teachers. They should have certain factor to assess them with their competencies. They should be knowledgeable of the techniques that encourage learning depending on child's disability. Teachers may continue their professional development by attending workshop, conferences and enrolling in graduate programs.
3. Program developers or educational personnel should include group of experts that are composed of parents, care givers and school psychologist that would help in suggesting programs including new types of learning styles that can be implemented for all facets of students with learning disability. Parents should be more involved in their child's curriculum for them to personally see their child's development.
4. Future researchers should pursue broader study for more generalized outcome. They could include more number of respondents and consider other cases because this study was limited only to learning disabled students. The researchers also suggest that they should extend wider setting for them to have more inclusive results for the study conducted.



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