



**De La Salle University – Dasmariñas**

**RELATIONSHIP OF LEARNING STYLES AND  
ACADEMIC PERFORMANCE OF SELECTED  
FIRST YEAR AB PSYCHOLOGY STUDENTS OF  
DE LA SALLE UNIVERSITY- DASMARIÑAS (S.Y. 2005-2006)**

1882

**An Undergraduate Thesis**

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**Of Bachelor of Arts in Psychology**

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**ABSTRACT****Name:** De La Salle University Dasmariñas**Address:** Dasmariñas, Cavite**Title:** Relationship of Learning Styles and Academic Performance of Selected First Year AB Psychology Students of De La Salle University-Dasmariñas**Authors:** Lenie Marquez, Joanne Monsanto, Jennivee Montellano**Funding Source:** Parents**Cost:** 12,000 Php**Date Started:** November 2005**Date Completed:** March 2006**Objectives of the Study:****A. General**

1. What are the learning styles of the respondents according to:
  - a. active – reflective range
  - b. sensing – intuitive range
  - c. visual – verbal range, and
  - d. sequential – global range?
2. What is the mean academic performance of the respondents?

**B. Specific**

1. Is there a significant relationship between the academic performances of the respondents to their learning styles?

**Scope and Coverage:**

The main focus of the study is to see the relationship between learning styles and academic performance. The study only used the Felder-Silverman Learning Style Inventory to classify the learning styles used by the students among other



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learning styles model performance of selected First Year AB Psychology students SY 2005-2006. However, the material that used to classify such learning styles would only cater to four of the five Felder-Silverman dimensions (all but inductive/deductive). The study only shows the significant relationship between the learning style and academic performance but not its effectiveness.

### **Methodology:**

The study that was conducted used a correlational/descriptive method. The researchers used the universal sampling method. The researchers gathered, presented and interpreted all the information collected in the form of words and data. This method was a great help in acquiring facts concerning the variables and the objective of the study.

The respondents of this study were the First Year AB Psychology students of De La Salle University-Dasmariñas. The researchers believe that the students perfectly suit to the study since they will stay longer in the institution and the null hypothesis that there is a significant relationship between learning styles and academic performance can be observed.

The researchers used the Index of Learning Style Questionnaire by Barbara Soloman and Richard Felder of North Carolina State University. This questionnaire served as a basis for analyzing and interpreting the data. The questionnaire consists of 44 items in which the respondents selected either a or b as an answer to each question. Each question is the determinant of the four of the five dimensions of the Felder-Silverman Learning Style Model.



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To be able to determine the learning styles of the respondents, responses were tallied then grouped according to learning styles and were subjected to mean and percentage. For the mean academic performance of the respondents, GPA's were grouped according to section and was interpreted based on De La Salle University-Dasmariñas absolute grading system. Then for the significant relationship of their learning style and academic performance, GPA's were grouped according to the absolute grading system and frequencies were then subjected to the chi-squared test for independence.

### **Major Findings:**

Each dimension has each respective pair of learning styles, which in a certain degree varies. First, there is the Processing Dimension, which comprises the active-reflective learning styles. In this dimension, active learning style is more dominant on the respondents rather than the reflective learning style. Second, is the Perception Dimension, which includes the sensing-intuitive learning styles. Sensing learning style is the most preferred learning style in this dimension. Third, is the Input Dimension, which comprises the visual-verbal, learning styles. In this dimension, visual learning style is more dominant compared to verbal learning style. Lastly, is the Understanding Dimension, which includes the sequential-global learning styles. In this dimension, sequential learning style is the most preferred learning style compared to global learning style.

The mean academic performance of the respondents was divided into their respective sections, which they belong. The researchers used the Absolute Grading



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System of the university to interpret the obtained GPA of each section. For the AB Psychology 1-1 they got a 2.07 GPA, which is interpreted as passed, AB Psychology 1-2 obtained a GPA of 2.17 which is also interpreted as passed, AB Psychology 1-3 obtained a GPA of 2.08 which is also interpreted as passed, AB Psychology 1-4 got a GPA of 1.51 which is also interpreted as passed, AB Psychology 1-5 got a GPA of 1.85 which is also interpreted as passed. The overall GPA of all respondents is 1.94, which is also interpreted as passed.

The statistics show that if the Chi-square tabulated ( $\chi^2_{tab}$ ) is greater than the Chi-square computed ( $\chi^2_c$ ) the hypothesis that there is no significant relationship between the learning style and the academic performance should be accepted.

### **Conclusions:**

In all of the learning styles in the four dimensions of the Felder-Silverman Index of Learning Style Questionnaire, the Sensing learning style is preferred by most of the respondents. Most of the First Year AB Psychology students of De La Salle University-Dasmariñas were sensing learners. It follows that the respondents were mostly like learning facts and often like solving problems by well-established methods and as much as possible avoid materials that has not yet been covered in the discussion proper inside the class.

The respondents got a mean GPA of 1.94. Using the Absolute Grading System of the university, the obtained mean GPA is interpreted as passed.





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There is no significant relationship that exists between the academic performance and the learning style of the First Year AB Psychology students of the school year 2005-2006.

### **Recommendations:**

The foremost recommendation of the researchers is that the concept of learning style be made known to the students. This will help the students to be informed and perhaps consider this factor to improve their study habits to achieve a higher grade point average.

This study also recommends for the authorized person to create a Learning Style Inventory that would cater to the Filipino setting. It can also be recommended that the proposed creation of Philippines' Learning Style Inventory be simplified for the students to avoid ambiguity.

The researchers recommend that if the developed local Learning Style Inventory is already tested, curriculum developers and educators can use the results to venture into meeting the needs within the learners, thus they can create a better learning environment and system that will be most comfortable for the learners.

The study also recommends for the future researchers to research and examine other factors that may bring extraneous effect to the presented variables. In short, research about other factors that may affect both the academic performances and the learning style itself be conducted.



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