Learning Styles of Grade 7 TLE Students

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Abstract

This study focused on the learning styles of Grade 7 students in Bauan, Batangas. It aimed to determine the learning styles of students as well as the consideration of Technology and Livelihood Education (TLE) teachers in terms of delivery of the lesson, performance task, and assessment. The descriptive method of research was utilized using a standardized questionnaire. The data collected were tabulated, analyzed, and interpreted. Weighted mean, ranking, and mann-whitney u tests were utilized as statistical tools in analyzing the data gathered. The study revealed that all learning styles were present and based on the results, the teachers should emphasize activities and lectures to have success in class. It was assessed by the respondents that consideration of TLE teachers was applied to a great extent. The TLE teacher has a great extent of consideration in terms of the delivery of the lesson by guiding the students, especially in doing tasks. Also, TLE teacher considerations were applied to a great extent by asking students to use the knowledge they acquired from the lesson and apply it to the given task in terms of performance. Furthermore, the most applied to a great extent is that TLE teachers ask the students about their understanding of the lesson. Moreover, the comparison of responses revealed on the delivery of lessons, performance tasks, and assessment are not significantly related. It was then recommended that schools may employ the proposed activities to address the learning styles of Grade 7 TLE students. Finally, further studies may be conducted on the learning styles of other grade levels.

Keywords: Learning Style, Grade 7 Students, TLE Teachers, Learning Activities