VARK: Teaching Strategies Used by Teachers for Learning Style and Performance of Students in Filipino

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ABSTRACT

This study aims to determine "VARK: Teaching Strategies Used by Teachers for Learning Style and Performance of Students in Filipino." The respondents of this study consist of two hundred (200) selected students from the tenth grade of Pedro Guevara Memorial National High School in the academic year 2022-2023. Random sampling was used to obtain the total number of students. The research design used in this study is a descriptive method. The study revealed that the teaching strategies used by teachers based on Visual, Aural, Reading and Writing, and Kinesthetic have received highly agreeable remarks and very high literal explanations. According to the results, the teaching strategies used have helped the students in their learning. It also revealed that the level of proficiency in learning based on Reading has an interpreted equivalent of Highly Proficient and has a very satisfactory literal explanation. Meanwhile, in Writing, it has an interpreted equivalent of Proficient and has a somewhat satisfactory literal explanation. It is noticeable that the marks obtained by the students are high based on their performance in the activities. The results of the students' performance in Filipino have an interpreted equivalent of Highly Proficient and have a very satisfactory literal explanation. The marks obtained by the students in their Filipino performance are also high.

It also showed whether there is a significant correlation between VARK: Teaching strategies used by teachers and students' learning proficiency in Filipino. The result indicated that "There is no significant correlation between VARK: Teaching Strategies Used by Teachers and Learning Proficiency of Students in Filipino." It also showed whether there is a significant correlation between the teaching strategies used by teachers and the performance of students in Filipino. The result indicated that "There is no significant correlation between VARK: Teaching Strategies Used by Teachers and the Performance of Students in Filipino."

Based on the hypothesis that "There is no significant correlation between VARK: Teaching Strategies Used by Teachers and Learning Proficiency of Students in Filipino," it is accepted since the results showed no significant correlation.

And it was also proven that "There is no significant correlation between VARK: Teaching Strategies Used by Teachers and Performance of Students in Filipino." It is accepted since the results showed no significant correlation.

Based on the findings and conclusions of the study, the researcher suggests that teachers should continue to use teaching strategies in teaching Filipino to further enhance the skills of the students. Students should be continuously guided in the ways of learning Filipino to address their learning gaps. The teaching of different strategies should be expanded and studied further to achieve the goal of learning.

Keywords: Teaching Strategies; Learning Style; Performance

Introduction

A teacher is one of the most respected professions, accompanied by being an excellent role model, shaping weaknesses, nurturing strengths in students, and having a heartfelt commitment to their sworn vocation. A good and excellent teacher always finds or creates time for innovation to improve the performance of students. They are prepared for all the needs to achieve the quality of education for their students. Additionally, students' eagerness to learn is heightened by the teacher's inherent artistry and creativity in teaching through various learning skills.

At any level of education, especially in the field of teaching, it cannot be denied that a teacher is one of the most critical components in a school. The future of students depends on the fate of their teachers, and they also help develop our country. The relationship between teachers and students is essential; it helps motivate and encourage students to study towards successfully achieving the teaching objectives.

This is one of the biggest challenges faced by a teacher who aims to improve the teaching and learning of young students. In fact, in DepEd Order No. 2, s. 2015 (2015), the "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)" in the Department of Education, it is stated that the second of the four Key Result Areas (KRA) is student diversity, assessment, and reporting. The aim of this second KRA is to strengthen the culture of student-centered learning through the use of various strategies that are appropriate for the language, socio-economic, and religious context. In implementing this goal, not only the teacher

but also our department and government are serious about helping teachers change the quality of education to keep up with the challenges of globalization competition (K to 12 Curriculum (2012).

Meanwhile, because this principle is focused on the diversity of each student, this curriculum change has become a huge challenge for teachers who teach the Filipino subject. Due to the varying learning styles of each student, this change also focuses on changing the way teachers teach, especially in the Filipino subject.

The old teaching methods have been replaced by modern strategies that are believed to stimulate the interest of students in learning by utilizing their visual, auditory, reading, writing, and even their kinesthetic abilities.

This study aims to address the following questions:
1. What is the level of strategy used by teachers in teaching Filipino based on:
    1.1 Visual;
    1.2 Aural;
    1.3 Reading and writing; and
    1.4 Kinesthetic?
2. What is the level of students' learning skills based on:
    2.1 Reading;
    2.2 Writing?
3. What is the level of performance of students in Filipino based on Grades?
4. Is there a significant relationship between VARK: Teaching Strategies Used by Teachers in Teaching and the Learning Skills of Students in Filipino?
5. Is there a significant relationship between VARK: Teaching Strategies Used by Teachers in Teaching and the Performance of Students in Filipino?

Review of Related Literature

According to Boma (2019), modern methods, strategies, and techniques are in accordance with the current times. This is proof that education and the learning of students are not limited to the four corners of the classroom. It does not also stop in one period but instead grows according to the direction of its environment.

According to Mabilin (2012), reading is one of the five macro language skills that is most commonly used in processing knowledge, especially in discovering and analyzing ideas that are necessary in academia. Through reading, meanings and recognition are given to the knowledge that is written by the author. In this task, any written work of the author is processed and given meaning in the mind. Reading these works can provide new knowledge to students.

Perkins (2015) believes that reading is important for students as it helps them to engage with a changing world filled with new knowledge. In other words, reading adds to the knowledge of students and helps them learn about modern times. Modern knowledge can be acquired through reading, whether it be in books, magazines, internet blogs, or other modern means of sharing information. For young people who enjoy playing computer games, reading can be a way for them to acquire knowledge about modern times. Computer use is not just for entertainment, but it can also be a way for them to exercise their reading skills. Reading truly shapes the minds of students as it makes their minds more active in adding to the knowledge they have learned.

According to Interno (2013) from Bernales' book, writing is the process of transferring to paper or using any device that can be used to express the words, symbols, and illustrations of a person. Unity, coherence, emphasis, and proper statement are necessary. The sequence of ideas must also be clear, reasonable, and orderly. And writing must be done carefully because any mistake can be seen by the reader. Finally, one must have sufficient knowledge of language, grammar, and rhetoric. There must be a thorough understanding of writing mechanisms such as spelling, punctuation, capitalization, italics, numbering, and abbreviations.

Redondo (2022) stated that Kellogg once said, "writing is thinking and writing is the twin of the mind. The quality of writing cannot be achieved without quality thinking. It also symbolizes and proves that things have happened. Through written records, we learn the history of our ancestors. Writing also enables us to create things that contribute to progress, change, and the rise of a new and modern world."

In Badayos' book (2012), the performance of the students can be seen in how they do something or participate in any activity. Based on their performance, their strengths can be identified. Performance is an understanding based on the relationship with the structure of the subject. It is contained in the understanding and connection of learning

from each other, where students facilitate the ability to remember the tools better in achieving new knowledge in a learning situation.

According to Cherry (2019), visual learners learn through looking. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all useful tools for visual learners in studying. Visual learners prefer this type of learning and would rather see the information presented visually than in written form. Consider the following: The importance of art, beauty, and aesthetics, recalling information in your mind helps you remember better, you need to see.

According to Cherry (2019), aural (or auditory) learners learn best by receiving information through hearing. They have a tendency to excel in lectures and are skilled at listening to what is being said to them. Some ways to determine if you are an aural learner include: creating songs to help remember information, reading aloud to better remember information, preferring to listen to lectures in class rather than read from a textbook, and preferring to listen to a recording of lectures or a podcast instead of reviewing class notes.

Cherry (2019) also adds that students who are verbal (or linguistic) learners prefer to acquire information through reading and writing, which are presented as words and text. One can be a student in reading and writing. Read the following questions and consider if they may be suitable. Enjoy writing, reading meanings, and making presentations. See reading textbooks as an excellent way to learn new information. Take many notes during class and while reading textbooks. Prefer teachers to use overheads and handouts.

Meanwhile, according to Cherry (2019), kinesthetic (or tactile) learners learn through touching and doing. Hands-on experience is important for kinesthetic learners. To determine if you are a kinesthetic learner, you should be skilled in activities such as painting, cooking, mechanics, sports, and woodworking. You enjoy doing tasks that involve direct manipulation of objects and materials. You need to practice doing something in order to learn it, and it's difficult for you to sit still for long periods of time.

Thus, valuing the differences among each student is crucial, and it is important to identify each individual's abilities and learning styles. To achieve this, the use of the VARK model (Visual, Auditory, Reading/Writing, Kinesthetic) is one of the modern and most effective systems in learning according to LeClair (2014). He believes that when a person discovers their own learning style, it becomes more effective in utilizing their hidden knowledge, especially in learning the Filipino subject where looking, listening, reading, writing, and movement are all necessary to develop in this subject.

According to Kendra (2021), learning styles are a popular concept in psychology and education aimed at identifying how people learn best. She added that the VARK model of learning styles suggests that there are four main types of learners. The four main types are: Visual learners - learners who learn best through seeing. Visual aids such as charts, diagrams, drawings, handouts, and videos are useful study tools for visual learners. Those who prefer this type of learning would rather see the presented information in a visual form than in written form; Auditory Learners - learners who learn best through hearing information. They are likely to do well with lectures and good at remembering things that are said to them; Reading and Writing Learners - learners who prefer to receive information presented as words. Text-based study materials are preferred by these learners; Kinesthetic Learners - learners who learn best through hands-on activities. Hands-on experiences are important for kinesthetic learners.

According to Teach.Com (2020), VARK is an acronym that refers to the four different learning styles: Visual, Auditory, Reading/Writing, and Kinesthetic. The VARK model recognizes the differences in how students learn and process information, and this is also referred to as a "learning style." Gambill (2017) also believes that many teachers have used the VARK model for their students, so it is not new to encounter a student who is vocal about their preferred learning style and can express their true feelings that they will not learn in any other way. While the terms "learning style" and "preferred learning style" are used interchangeably in literature, it is essential to help students understand the difference in their beliefs if their learning style is lifelong and will not learn in any other way.

Methodology

The researcher used a descriptive method of research using a survey questionnaire as an instrument in gathering the necessary data to determine the common knowledge of respondents on learning styles.

The respondents in this study consist of (200) two hundred selected grade ten students from Pedro Guevara Memorial National High School for the academic year 2022-2023. The researcher used random sampling to obtain

the total number of students to be included in the study. These students were selected based on the researcher's belief that they are the ones who are more likely to respond to the needs of the study.

The researcher needed to read, gather data, and prepare useful tools for any study. Some steps were taken by the researcher to ensure the study was well-planned and successful. From the beginning, the researcher observed some issues faced by the students or paid attention to the needs of the students, which led to this topic.

In the section on survey administration, the researcher first created a survey that was validated to ensure a smooth distribution flow. Secondly, the researcher waited for the signal from the advising teacher in the research. Thirdly, a letter was created to request permission from the school principal and supervisor to allow the study. Fourthly, permission was sought from the teachers and students to conduct the researcher's prepared work. Fifthly, the teacher used various teaching methods in literature (VARK). Sixthly, the researcher provided verbal and written exercises to the students, along with the survey, which was collected after the respondents answered them. Seventhly, the data collected was arranged in a table, analyzed, and interpreted by the researcher. Lastly, the significant information gathered was placed in the appropriate section in the thesis and interpreted according to the gathered data and results.

The questionnaire created by the researcher measured the respondents' needs. The contents of the questionnaire were answered by the students. The first part consisted of a Likert Scale:

4.20 - 5.00 Strongly Agree
3.40 - 4.19 Agree
2.60 - 3.39 Disagree
1.80 - 2.59 Strongly Disagree
1.00 - 1.79 Strongly Disagree

Accompanying this were the rubrics and exams used by the students in their performance.

The table below shows the statistical tools to be used in the study. The statistical methods used are appropriate for the research conducted by the researcher.

Table 1. Presentation of Statistical Tools Used in the Study.

Problem	Formula
1. What is the level of strategy used by teachers in teaching Filipino based on: 1.1 Visual; 1.2 Aural; 1.3 Reading and writing; and 1.4 Kinesthetic?	Mean and Standard Deviation
2. What is the level of students' learning skills based on: 2.1 Reading; 2.2 Writing?	Frequency and Percentage
3. What is the level of performance of students in Filipino based on grades?	Frequency and Percentage
4. Is there a significant relationship between VARK: Teaching Strategies Used by Teachers in Teaching and the Learning Skills of Students in Filipino?	Pearson r
5. Is there a significant relationship between VARK: Teaching Strategies Used by Teachers in Teaching and the Performance of Students in Filipino?	Pearson r

Result and Discussion

Table 2. Level of strategies used by teachers in teaching Filipino based on Visual.

Statements	Mean	SD	Interpretation
Learning through watching is more effective than through reading.	4.33	0.72	strongly agree
People remember faces and objects better than their names.	4.34	0.77	strongly agree
Correct spelling is learned better when it is written on the board or paper.	4.30	0.70	strongly agree
I was able to study in a place where no one disturbed me.	4.55	0.59	strongly agree
Things that I read are remembered more clearly.	4.36	0.70	strongly agree
Total:	4.37	0.70	strongly agree

Table 2 shows the level of strategies used by the teacher in teaching Filipino based on Visual. The results indicate a very high level of use, with a mean score of (M=4.55, SD=0.59) for "I can study in a place where no one

disturbs me" and a clearer memory of what I have read with (M=4.36, SD=0.70). Despite the very high level of use, the statement with the lowest score was "I learned the correct spelling of words when it is written on the board or paper" with (M=4.30, SD=0.70).

The overall mean score of 4.37 and standard deviation of 0.70 show that the level of strategy used by the teacher in teaching Filipino based on Visual is highly agreed upon and with a very high literal explanation. Based on the results, the use of Visual in teaching is highly agreed upon by the students.

Table 3. Level of strategies used by teachers in teaching Filipino based on Aural.

Statements	Mean	SD	Interpretation
Many learn while listening to music.	4.23	0.78	strongly agree
I like to speak and express my thoughts.	4.18	0.70	agree
Listens with enjoyment when discussing a lesson.	4.23	0.75	strongly agree
Talking to myself while studying.	4.21	0.87	strongly agree
I can study better when the surroundings are quiet.	4.60	0.59	strongly agree
Total:	4.29	0.76	strongly agree

Table 3 shows the Level of Strategy used by teachers in teaching Filipino based on Aural. The level of strategy used by teachers in teaching Filipino based on Aural has a literal interpretation of a very high level of usage, and in the perspective of the respondents, "more learning occurs when the environment is quiet" obtained (M=4.60, SD=0.59) and "much is learned while listening to music" and "listening with enjoyment during discussion of the lesson" has (M=4.23, SD=0.78, 0.75) respectively. Although a high level of usage was observed, the statement with the lowest score "I want to speak and express my thoughts" obtained (M = 4.18, SD = 0.70).

The overall mean is 4.29, standard deviation is 0.76, and it is shown that the level of strategy used by teachers in teaching Filipino based on Aural has a comment of strongly agree and a literal interpretation of very high. The results showed that the aural strategy helped in the learning of the students.

Table 4. Level of strategies used by teachers in teaching Filipino based on Reading and Writing.

Statement	Mean	SD	Interpretation
Repeatedly reading lessons helps in learning.	4.38	0.65	strongly agree
Lessons are better understood when the reader reads the instructions compared to someone else reading it for them.	4.32	0.73	strongly agree
Copying written lessons brings satisfaction.	4.17	0.81	agree
Lessons are easily remembered when written.	4.37	0.72	strongly agree
Learning is achieved through searching for words in the dictionary.	3.93	0.79	agree
Total:	4.23	0.76	strongly agree

Table 4 shows the level of teaching strategies used by Filipino teachers in Reading and Writing. The results indicate a very high level of literal explanation and, according to respondents' perspective, repeated reading of lessons helps in learning (M=4.38, SD=0.65), and students easily remember lessons when written (M=4.37, SD=0.72). Although a very high level of use was observed, the statement with the lowest score is that students learn to look up words in the dictionary (M=3.93, SD=0.79).

The total mean is 4.23, with a standard deviation of 0.76, indicating that the level of teaching strategies used by Filipino teachers in Reading and Writing has a highly agreeable comment and a very high level of literal explanation.

Table 5. Level of strategies used by teachers in teaching Filipino based on Kinesthetic.

Statement	Mean	SD	Interpretation
I learn better while walking.	3.88	0.94	agree
I understand the lesson better when it is being demonstrated.	4.31	0.69	strongly agree
I feel happy when I dance while studying.	3.79	0.88	agree
I learn easily when I use my hands repeatedly in activities.	4.12	0.73	agree
I understand the story better when it is being acted out.	4.28	0.72	strongly agree
Total:	4.07	0.82	agree

Table 5 shows the level of teaching strategies used by Filipino teachers in Kinesthetic-based instruction. The results indicate a very high level of use, and according to respondents' perspective, understanding of the lesson

improves when it is demonstrated (M=4.31, SD=0.69), and understanding of the story improves when it is acted out (M=4.28, SD=0.72). Although a high level of use was observed, the statement with the lowest score is that one feels happy when dancing while studying (M=3.79, SD=0.88).

The total mean is 4.07, with a standard deviation of 0.82, indicating that the level of teaching strategies used by Filipino teachers in Kinesthetic-based instruction has a highly agreeable comment and a high level of literal explanation. The child's ability to use kinesthetic strategies is developed.

Table 6. Level of skill in learning based on Reading.

Grades	Frequency	Percent	Interpretation
48 - 50	0	0.00	Excellent
43 - 47	172	86.00	Outstanding
33 - 42	28	14.00	Very Satisfactory
28 - 32	0	0.00	Satisfactory
8 - 27	0	0.00	Fair
3 - 7	0	0.00	Fair
0 - 2	0	0.00	Poor
Total	200	100	
Weighted Mean	44.51		
Highest Grade	42		
Lowest Grade	47		Very Satisfactory
Standard Deviation	1.63		

Table 6 shows the level of learning proficiency based on Reading. Out of the total of 202 respondents, the score range of "43 to 47" obtained the highest number of one hundred and seventy-two (172) or 86.00% of the total respondents and has a corresponding interpretation of Excellent. While the score range of "33 to 42" obtained the lowest number of twenty-eight (28) or 14.00% of the total respondents and has a corresponding interpretation of Proficient. The results indicate that the performance of students in reading tasks is high.

The overall (Weighted Mean=44.51, SD=1.63) and (lowest score=42, highest score=47) reveal that the level of learning proficiency based on Reading is interpreted as Excellent and has a literal interpretation of Very Satisfactory.

Table 7. Level of skill in learning based on Writing.

Grades	Frequency	Percent	Interpretation
48 - 50	0	0.00	Excellent
43 - 47	0	0.00	Outstanding
33 - 42	200	100.00	Very Satisfactory
28 - 32	0	0.00	Satisfactory
8 - 27	0	0.00	Fair
3 - 7	0	0.00	Fair
0 - 2	0	0.00	Poor
Total	200	100	
Weighted Mean	40.12		
Lowest Grade	37		Moderately Satisfying
Highest Grade	42		
Standard Deviation	1.45		

Table seven shows the level of proficiency in learning based on Writing. Out of two hundred respondents, the score range of "33 to 42" received the highest number of two hundred (200) or 100.00% of the total respondents and has an equivalent assessment of Proficient.

The overall (Weighted Mean=40.12, SD=1.45) and (lowest score = 37, highest score = 42) indicate that the level of proficiency in learning based on Writing is equivalent to Proficient and has a literal interpretation of Moderately Satisfying.

Table 8. Level of Performance of Students in Filipino based on Grades.

Grades	Frequency	Percent	Interpretation
96 - 100	0	0.00	Excellent
86 - 95	200	100.00	Outstanding
66 - 85	0	0.00	Very Satisfactory
55 - 65	0	0.00	Satisfactory
15 - 54	0	0.00	Fair
5 - 14	0	0.00	Fair
0 - 4	0	0.00	Poor
Total	200	100	
Weighted Mean		90.76	
Lowest Grade		89	Very Satisfactory
Highest Grade		93	
Standard Deviation		1.26	

Table 8 shows the level of performance of students in the subject Filipino. Out of the total two hundred respondents, the score range "86 to 95" obtained the highest count of two hundred (200) or 100.00% of the total respondents and has a corresponding interpretation of Excellent.

The overall weighted mean is 90.76 with a standard deviation of 1.26, and the lowest score is 89 while the highest score is 93. This indicates that the level of performance of students in Filipino is rated as Excellent and has a literal explanation of Very Satisfactory.

Table 9. Meaningful correlation of VARK as a teaching strategy used by the teacher in teaching students' learning skills in Filipino.

Teaching Strategy	Learning Skills	R-value	Proof of Correlation	Analysis
Visual		-0.038	very low correlation	not significant
Aural	Reading	0.0759	very low correlation	not significant
Reading and Writing		0.0764	very low correlation	not significant
Kinesthetic		-0.011	very low correlation	not significant
Visual		-0.065	very low correlation	not significant
Aural	Writing	0.1039	very low correlation	not significant
Reading and writing		-0.068	very low correlation	not significant
Kinesthetic		-0.083	very low correlation	not significant

Legend:

Scale	Evidence of Relationship
±0.00	No correlation, no relationship
±0.01-±0.20	Very low correlation, almost no relationship
±0.21-±0.40	Low correlation, certain but shallow relationship
±0.41-±0.70	Moderate correlation, significant relationship
±0.71-±0.90	High correlation, remarkable relationship
±0.91-±0.99	Very high correlation, convincing relationship
±1.00	Perfect correlation, fully related

Table 9 shows the significant relationship of VARK as a teaching strategy used by the teacher in teaching learning skills of Filipino students. The data were analyzed using statistical methods resulting in a true value for the R-value. It shows that the true value for Reading and Writing has a very low correlation and has a low support true p-value, and the analysis is not significant.

Based on the gathered data and a significance level of 0.05, it also shows that the null hypothesis "There is no significant relationship of VARK as a teaching strategy used by the teacher in teaching learning skills of Filipino students" is accepted since the results show that there is no significant relationship.

Table 10. Significant relationship of VARK as a teaching strategy used by teachers in teaching Filipino students' performance.

Teaching Strategy		R-value	Proof of Correlation	Analysis
Visual		-0.178	very low correlation	not significant
Aural	Performance	0.0038	very low correlation	not significant
Reading and writing		-0.069	very low correlation	not significant
Kinesthetic		-0.288	very low correlation	not significant

Legend:

Scale	Evidence of Relationship
±0.00	No correlation, no relationship
±0.01-±0.20	Very low correlation, almost no relationship
±0.21-±0.40	Low correlation, certain but shallow relationship
±0.41-±0.70	Moderate correlation, significant relationship
±0.71-±0.90	High correlation, remarkable relationship
±0.91-±0.99	Very high correlation, convincing relationship
±1.00	Perfect correlation, fully related

Table ten shows a significant relationship between VARK as a teaching strategy used by teachers in teaching Filipino students' performance. The data was subjected to statistical methods that resulted in a true value for the R-value. It indicates that the true value for performance has a very low to low correlation and has a low level of significant true p-value. The analysis is not significant.

Based on the gathered data, at a significance level of 0.05, it also shows that the null hypothesis "There is no significant relationship of VARK as a teaching strategy used by teachers in teaching Filipino students' performance" is partially accepted.

CONCLUSION

Based on the results of this study, the following conclusions were drawn:

Based on the hypothesis in the first chapter, it was proven that there is no significant relationship between VARK: Teaching Strategies Used by Teachers for Students' Learning Skills in Filipino, which is partially accepted, as the results showed no significant relationship.

And it was proven that there is no significant relationship between VARK: Teaching Strategies Used by Teachers in Teaching Performance of Students in Filipino, which is accepted, as the results showed no significant relationship.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the researcher suggests the following recommendations:
1. Teachers should continue to use teaching strategies in teaching Filipino to further develop the students' abilities.
2. Students should be continuously guided on how to learn Filipino to address their learning gaps.
3. The teaching of various strategies should be further expanded and studied to achieve the goals of learning.

4. Attention should also be given to the level of tasks and activities given to students to further develop their abilities.

5. For future researchers, this study can be improved to consider other strategies for effective teaching of Filipino.

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