Original Article

The Relationship Between Learning Style and Academic Performance of Bachelor of Secondary Education Major in Filipino Students

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Abstract. This study investigated the relationship between learning styles and academic performance of students enrolled in the Bachelor of Secondary Education (BSED) major in Filipino at Tagoloan Community College during the Academic Year 2024–2025. A descriptive–correlational research design was employed, involving 175 students selected through stratified random sampling from a total population of 318 students. Data were collected using a validated researcher-made questionnaire that measured students' learning styles across visual, auditory, and kinesthetic modalities, while academic performance was assessed using students' General Weighted Average (GWA). Results revealed that students exhibited a very high level of learning style preference across all three modalities, with kinesthetic learning style obtaining the highest mean (M = 3.32, SD = 0.57), followed by visual (M = 3.31, SD = 0.49) and auditory (M = 3.25, SD = 0.49). In terms of academic performance, the respondents demonstrated very high to high academic performance, with 45% obtaining a GWA between 1.00–1.49 and 53% falling within 1.50–1.99. Correlation analysis revealed a significant negative relationship between overall learning styles and GWA (ρ = −0.275, p = 0.008), indicating that stronger alignment with preferred learning styles is associated with better academic performance. Among the modalities, the kinesthetic learning style showed the strongest relationship with GWA (ρ = −0.298, p = 0.004), followed by the visual learning style (ρ = −0.241, p = 0.015), while the auditory learning style showed no significant relationship (ρ = −0.121, p = 0.108). The findings highlight the importance of integrating kinesthetic and visual instructional strategies to enhance students' academic performance and to support effective teaching practices in Filipino teacher education programs.

Keywords: Academic performance; Auditory learner; BSED Filipino students; Kinesthetic learner; Learning style; Visual learner.

The learning process is a crucial aspect of every student's academic success. However, students do not learn in the same way. Each individual possesses a unique learning style that reflects their preferred way of receiving, processing, and retaining information. A lack of understanding of these learning styles may lead to low comprehension, decreased interest, and poor academic performance. For this reason, examining learning styles is essential for developing effective teaching strategies that address the diverse needs of learners (Magulod, 2019). Studies have shown that visual learning strategies are effective in enhancing students' comprehension of lessons. Visual materials such as diagrams, charts, images, and written texts support clearer understanding and

better retention of information (Bearneza, 2023). In the same way, Gilakjani (2012) emphasized that auditory learning plays a vital role in language learning, as students who prefer this style learn more effectively through listening, discussions, lectures, and oral explanations.

Learning styles significantly influence how students absorb, process, and recall information. According to Alabi's explanation of learning preferences, as cited in the related literature, students perform better when instructional strategies align with their dominant learning styles. Supporting this idea, Rosdiana et al. (2022) found that integrating visual, auditory, and kinesthetic (VAK) approaches enhances students' interest, motivation, and learning outcomes. Similarly, Ramadian et al. (2019) reported that the VAK instructional model effectively improves students' academic performance, particularly in language-related tasks. In the Philippine context, Magulod (2019) highlighted that Filipino university students exhibit varied learning styles, and these differences significantly influence academic performance. Despite this diversity, instruction often remains lecture-based, which may limit student engagement and comprehension. This instructional gap emphasizes the need to explore learning-style–responsive teaching strategies, especially in teacher education programs.

This study is anchored on the VAK Learning Style Model developed by Barbe in 1979, which categorizes learners as visual, auditory, or kinesthetic. The model emphasizes that when teaching strategies align with learners' preferred styles, learning becomes more effective and meaningful. Passarelli and Kolb (2023) further reinforced this view by emphasizing experiential and active learning as key contributors to deeper understanding and academic success.

The conceptual framework of this study illustrates the relationship between learning styles (visual, auditory, and kinesthetic) as independent variables and academic performance, measured through the General Weighted Average (GWA), as the dependent variable. Previous studies support this framework. Bearneza (2023) confirmed that visual instructional materials positively affect academic performance, while Gilakjani (2012) described auditory learning as essential for developing listening and communication skills. Moreover, Abrenica and Casuncad (2022) and Mallillin et al. (2021) emphasized that kinesthetic and whole-brain teaching strategies significantly improve academic engagement and performance. Finally, Roble et al. (2025) emphasized that aligning teaching strategies with students' learning styles in teacher education programs enhances academic engagement and achievement. These findings collectively support the need to investigate the relationship between learning styles and academic performance among Bachelor of Secondary Education major in Filipino students at Tagoloan Community College.

This study aimed to examine the relationship between learning styles and the academic performance of Bachelor of Secondary Education (BSED) majors in Filipino students at Tagoloan Community College. Specifically, it sought to answer the following questions:

1. What is the level of learning style of BSED Filipino students in terms of:
   1.1. visual learning style,
   1.2. auditory learning style, and
   1.3. kinesthetic learning style?

2. What is the level of academic performance of BSED Filipino students based on their General Weighted Average (GWA)?

3. Is there a significant relationship between the learning styles (visual, auditory, and kinesthetic) and the academic performance of BSED Filipino students?

Methodology
Research Design
This study utilized a descriptive–correlational research design to examine the relationship between learning styles (visual, auditory, and kinesthetic) and academic performance among students enrolled in the Bachelor of Secondary Education (BSED) major in Filipino at Tagoloan Community College during the Academic Year 2024–2025. The study is descriptive because it aimed to determine and describe the prevailing learning styles of BSED Filipino students. Specifically, it measured the level of visual, auditory, and kinesthetic learning preferences using means and standard deviations to present their distributions and characteristics within the program.

The study is correlational because it sought to determine whether there is a statistically significant relationship between students' learning style scores and their academic performance, measured by their General Weighted Average (GWA). No manipulation of variables was involved. Instead, naturally occurring data were collected and analyzed to determine the strength and direction of association between the independent variables (learning styles) and the dependent variable (academic performance). The design does not establish causation but determines whether relationships exist within the specific context of BSED Filipino students.

Participants and Sampling Technique
The participants of this study were officially enrolled students in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College during the Academic Year 2024–2025. The total population from the first year to the third year was 318 students, based on official records obtained from the Office of the Registrar. To ensure proportional representation across year levels, the study employed stratified random sampling. Each year level served as a stratum, and respondents were randomly selected proportionally from each group.

Using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error, the recommended sample size for a population of 318 was 175 students. This final sample size of 175 respondents was proportionally allocated according to the number of students per year level to ensure balanced representation. This sampling approach enhanced the reliability of the findings and ensured that the conclusions accurately reflected the characteristics of the BSED Filipino student population.

Research Instrument
The primary instrument used in this study was a researcher-made questionnaire designed to measure students' learning styles and collect academic performance data.

Structure of the Instrument
Part A: Learning Styles Questionnaire. This section measured students' learning styles across three dimensions: Visual (10 items), Auditory (10 items), and Kinesthetic (10 items). Responses were measured using a four-point Likert scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree. This section generated numerical scores for each learning style dimension.

Part B: Academic Performance (GWA). Academic performance was measured using the students' official General Weighted Average (GWA) for the Second Semester of Academic Year 2024–2025. For validity and data integrity, GWA was not based solely on self-reporting. With written informed consent from each participant, official GWA records were obtained directly from the Office of the Registrar. The researchers submitted a formal request endorsed by the Program Chair. The Registrar provided the official GWA corresponding to each consenting student using a coded identification system to protect anonymity. This procedure ensured that the academic performance data were accurate and not fabricated.

Content Validation
The researcher-made instrument underwent content validation by three experts with the following qualifications: a PhD holder in Education specializing in Curriculum and Instruction, a senior faculty member in Filipino with at least ten (10) years of teaching experience, and a research professor with expertise in educational measurement and evaluation. The validators evaluated the instrument for clarity, relevance, alignment with the VAK framework, and appropriateness for Filipino BSED students. Revisions were made in accordance with their recommendations before pilot testing.

Pilot Testing
The revised questionnaire was pilot-tested among 30 BSED students who were not part of the final sample. The purpose was to assess item clarity and internal consistency. Data from the pilot test were analyzed using Cronbach's Alpha. The instrument demonstrated excellent reliability, with an overall Cronbach's alpha coefficient of 0.958, indicating very high internal consistency ($\alpha \geq 0.90$). Item-deleted reliability coefficients ranged from 0.955 to 0.960, confirming that all items contributed meaningfully to the construct measured.

Data Gathering Procedure
The researchers first secured approval from the College of Education and formally requested the total population

data from the Office of the Registrar. After determining the sample through stratified random sampling, selected students were invited to participate. An online questionnaire was distributed via Google Forms. The first section of the form contained the Informed Consent Form, which explained: the purpose of the study, voluntary participation, confidentiality assurance, and data privacy compliance. Participants who consented were assigned a unique code.

A separate consent form was signed, allowing the researchers to access their official GWA from the Registrar. After completing the survey, the researchers submitted the coded list of consenting participants to the Registrar. The Registrar then provided the official GWA corresponding to each code. No names were included in the dataset used for analysis. All collected data were stored securely in password-protected files accessible only to the researchers.

Data Analysis Procedure

The level of students' visual, auditory, and kinesthetic learning styles was measured using mean and standard deviation to determine the central tendency and variability of responses. Students' academic performance, based on their official General Weighted Average (GWA), was analyzed using mean and frequency distribution to describe overall academic standing. The relationship between learning style scores and academic performance was analyzed using the Pearson Product–Moment Correlation Coefficient (r). This statistical test determined the strength and direction of association between each learning style dimension and GWA. Statistical significance was tested at the 0.05 level.

Ethical Considerations

This study strictly adhered to ethical research standards and complied with the Data Privacy Act of 2012 (Republic Act No. 10173). Participation was voluntary. Respondents were informed of their right to withdraw at any time without penalty. Informed consent was obtained prior to data collection. No personally identifiable information was included in the final dataset. Academic records were accessed only with written consent and through official institutional channels. Data were coded, securely stored, and used exclusively for research purposes. All electronic files were password-protected, and access was limited to the researchers. Data will be disposed of after the prescribed retention period.

Results and Discussion

Based on Table 1, the overall mean score for the visual learning style of students enrolled in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College (TCC) is 3.31 with a standard deviation of 0.49. This corresponds to the verbal description "Strongly Agree" and is interpreted as a very high level of visual learning style. The result indicates that BSED Filipino students demonstrate a strong preference for visual approaches to learning, particularly those involving written and structured materials.

Table 1. *Level of Learning Style of Respondents Based on Visual Learning Style*

Statement	Mean	SD	Description	Interpretation
1. I prefer learning through pictures, charts, and diagrams.	3.34	0.68	Strongly Agree	Very High Level of Learning Style
2. I understand lessons more easily when there is a visual presentation.	3.53	0.63	Strongly Agree	Very High Level of Learning Style
3. I remember information better when it is written.	3.54	0.59	Strongly Agree	Very High Level of Learning Style
4. The use of colors or highlighters is important to me.	3.31	0.69	Strongly Agree	Very High Level of Learning Style
5. I prefer watching videos or presentations rather than just listening.	3.01	0.87	Agree	High Level of Learning Style
6. I learn more effectively using flashcards or graphic organizers.	3.10	0.68	Agree	High Level of Learning Style
7. Visual aids are important to me when studying.	3.50	0.61	Strongly Agree	Very High Level of Learning Style
8. I prefer reading instructions rather than listening to them.	3.17	0.82	Agree	High Level of Learning Style
9. I often visualize concepts in my mind.	3.38	0.64	Strongly Agree	Very High Level of Learning Style
10. I enjoy writing or drawing while studying.	3.21	0.72	Agree	High Level of Learning Style
Overall	**3.31**	**0.49**	**Strongly Agree**	**Very High Level of Learning Style**

Among the indicators, the statement "I remember information better when it is written" obtained the highest mean score (M = 3.54, SD = 0.59). This finding suggests that students process and retain information more effectively when lessons are presented in written form. In the context of BSED Filipino, where subjects involve literary analysis, grammar rules, textual interpretation, and lesson planning, written texts play a central role in comprehension and mastery.

This finding is supported by recent literature emphasizing the instructional value of written materials. Rosdiana et al. (2022) found that structured visual inputs such as written explanations and organized textual presentations significantly enhance comprehension and retention among language learners. Similarly, Passarelli and Kolb (2023) highlighted that learners achieve a deeper understanding when instructional materials include structured written reflections and guided textual engagement. In language education, written input strengthens cognitive processing by allowing learners to review, analyze, and internalize information at their own pace.

Moreover, research in reading and literacy development consistently affirms that exposure to written texts enhances academic performance, particularly in language-related disciplines. Studies on higher education learners indicate that reading-based instruction improves analytical thinking and conceptual understanding, which are essential skills in teacher education programs. This suggests that the strong preference for written materials among BSED Filipino students is pedagogically aligned with the demands of their program.

Conversely, the statement "I prefer watching videos or presentations rather than just listening" yielded the lowest mean (M = 3.01, SD = 0.87). Although still interpreted as a high level of visual learning style, this result implies that multimedia-based visuals, such as videos, are not the primary visual learning preference of the students. Instead, they appear to favor static and text-based materials such as written notes, diagrams, and graphic organizers. This preference may be influenced by the academic nature of Filipino courses, which require close reading, textual interpretation, and structured written outputs rather than passive viewing.

The findings clearly show that visual learning style, particularly through written text, plays a significant role in the learning process of BSED Filipino students at TCC. These results provide valuable guidance for instructors in designing instructional strategies that emphasize organized written materials, structured notes, annotated readings, charts, and graphic organizers. While Bearneza (2023) emphasized the importance of aligning instruction with dominant learning styles, the present findings further suggest that written text itself functions as a powerful instructional tool that enhances comprehension and academic performance beyond mere preference alignment. The results underscore the importance of strengthening text-based instructional approaches in the BSED Filipino program while integrating complementary visual supports that promote deeper engagement and retention.

As shown in Table 2, the overall mean score for the auditory learning style of students enrolled in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College (TCC) is 3.25, with a standard deviation of 0.49. This corresponds to the verbal description "Strongly Agree" and is interpreted as a very high level of auditory learning style. The result indicates that BSED Filipino students demonstrate a strong preference for learning through listening, discussion, and oral expression.

Table 2. *Level of Learning Style of Respondents Based on Auditory Learning Style*

	Statement	Mean	SD	Description	Interpretation
1.	I learn better when someone explains the lesson aloud.	3.44	0.63	Strongly Agree	Very High Level of Learning Style
2.	Class discussions and dialogues are important to me.	3.55	0.59	Strongly Agree	Very High Level of Learning Style
3.	I easily remember what the teacher says.	3.18	0.67	Agree	High Level of Learning Style
4.	I prefer repeating lessons aloud.	3.28	0.71	Strongly Agree	Very High Level of Learning Style
5.	I prefer listening to audio recordings rather than reading.	2.78	0.85	Agree	High Level of Learning Style
6.	Reading aloud helps me learn better.	3.13	0.82	Agree	High Level of Learning Style
7.	I enjoy listening to class discussions.	3.34	0.68	Strongly Agree	Very High Level of Learning Style
8.	I understand lectures more easily than written materials.	3.10	0.74	Agree	High Level of Learning Style
9.	Group discussions are important to me.	3.31	0.72	Strongly Agree	Very High Level of Learning Style
10.	I prefer explaining what I learned orally.	3.39	0.68	Strongly Agree	Very High Level of Learning Style
Overall		**3.25**	**0.49**	**Strongly Agree**	**Very High Level of Learning Style**

Among the indicators, the statement "Class discussions and dialogues are important to me" obtained the highest mean score (M = 3.55, SD = 0.59). This finding suggests that students benefit greatly from interactive learning environments, such as class discussions, recitations, and open exchanges of ideas. In the context of TCC, which is located in Barangay Baluarte, Tagoloan, Misamis Oriental, this preference may be associated with the strong oral and communicative culture embedded in the teaching and learning of the Filipino language. As noted by Moneva,

Arnado, and Buot (2020), alignment between students' learning styles and instructional approaches positively influences self-motivation and engagement in learning.

Conversely, the statement "I prefer listening to audio recordings rather than reading" recorded the lowest mean (M = 2.78, SD = 0.85). Although still interpreted as a high level of auditory learning style, this result indicates that students are less inclined to rely on pre-recorded audio materials. This may be due to limited access to audio resources, internet connectivity issues, or a stronger preference for live teacher explanations and in-class discussions over recorded lectures. Chung, Subramaniam, and Dass (2020) emphasized that students' readiness for audio-based learning is often affected by digital accessibility and resource availability.

The findings confirm that auditory learning style plays a significant role in the learning process of BSED Filipino students at TCC. These results suggest that teachers should design more interactive and participatory instructional strategies, such as discussions, oral presentations, group work, and recitations, to better accommodate students who learn effectively through listening and verbal interaction. As emphasized by Magulod (2019), instructional strategies that consider students' learning preferences improve academic engagement and performance. Similarly, Roble et al. (2025) highlighted that understanding students' dominant learning styles significantly influences academic performance, particularly in language-related programs such as Filipino education.

As shown in Table 3, the overall mean score for the kinesthetic learning style of students enrolled in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College is 3.32, with a standard deviation of 0.57. This corresponds to the verbal description "Strongly Agree" and is interpreted as a very high level of kinesthetic learning style. The result indicates that BSED Filipino students demonstrate a strong preference for learning through physical activity, hands-on experiences, and active engagement.

Table 3. *Level of Learning Style of Respondents Based on Kinesthetic Learning Style*

	Statement	Mean	SD	Description	Interpretation
1.	I learn better when I actively participate in activities.	3.43	0.67	Strongly Agree	Very High Level of Learning Style
2.	I understand lessons better when there are hands-on activities.	3.46	0.64	Strongly Agree	Very High Level of Learning Style
3.	I prefer group work and practical tasks over lectures.	3.31	0.76	Strongly Agree	Very High Level of Learning Style
4.	I often move while studying.	3.02	0.79	Agree	High Level of Learning Style
5.	I learn faster when I do tasks rather than just read.	3.44	0.70	Strongly Agree	Very High Level of Learning Style
6.	I enjoy working on projects more than just listening.	3.22	0.73	Agree	High Level of Learning Style
7.	I prefer using materials and tools while studying.	3.32	0.71	Strongly Agree	Very High Level of Learning Style
8.	I remember things better when I actually do them.	3.44	0.67	Strongly Agree	Very High Level of Learning Style
9.	Experimentation is important to my learning.	3.33	0.67	Strongly Agree	Very High Level of Learning Style
10.	I think more effectively while moving or experimenting.	3.21	0.77	Agree	High Level of Learning Style
Overall		**3.32**	**0.57**	**Strongly Agree**	**Very High Level of Learning Style**

Among the indicators, the statement "I understand lessons better when there are hands-on activities" obtained the highest mean (M = 3.46, SD = 0.64). This finding suggests that students develop a deeper understanding when they actively participate in practical tasks rather than passively receive information. In teacher education programs such as BSED Filipino, this preference is pedagogically significant because students are trained not only to understand theoretical concepts in language and literature but also to apply them through teaching demonstrations, lesson planning, microteaching, role-playing, and performance-based assessments.

This result aligns with the principles of experiential learning. Passarelli and Kolb (2023) emphasized that learning becomes more meaningful when learners actively engage in experience-based tasks that connect theory to practice. Similarly, contemporary instructional research highlights that performance-based and activity-centered approaches enhance comprehension, retention, and skill development, particularly in professional education programs.

In contrast, the statement "I often move while studying" recorded the lowest mean (M = 3.02, SD = 0.79). Although still interpreted as a high level of kinesthetic learning style, this suggests that while students value active participation, constant physical movement during individual study may not be their primary preference. This distinction indicates that kinesthetic learning among BSED Filipino students may be more task-oriented and application-based rather than purely movement-driven. Mallillin et al. (2021) noted that kinesthetic learning is

most effective when structured around purposeful activities rather than unstructured physical movement.

The findings emphasize the importance of integrating experiential and application-based strategies in the BSED Filipino program. Teachers are encouraged to incorporate hands-on activities, such as simulations, collaborative projects, dramatizations of literary texts, interactive grammar exercises, and contextualized language tasks. These approaches not only align with students' kinesthetic preferences but also strengthen pedagogical competence, which is essential for future Filipino educators. The results highlight that kinesthetic learning plays a significant role in shaping the academic experiences of BSED Filipino students. Rather than being influenced by geographical factors, this preference is more closely associated with the nature of teacher education, which inherently requires active engagement, demonstration, and practical application of knowledge.

As shown in Table 4, the overall mean learning style score of students enrolled in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College (TCC) is 3.29 with a standard deviation of 0.47. This corresponds to the verbal description "Strongly Agree" and is interpreted as a very high level of learning style, indicating that students exhibit a strong preference and engagement across the three learning styles: visual, auditory, and kinesthetic.

Table 4. *Summary of the Level of Learning Style of Respondents Based on Learning Style Variables*

Variables	Mean	SD	Verbal Description	Interpretation
Visual Learning Style	3.31	0.49	Strongly Agree	Very High Level of Learning Style
Auditory Learning Style	3.25	0.49	Strongly Agree	Very High Level of Learning Style
Kinesthetic Learning Style	3.32	0.57	Strongly Agree	Very High Level of Learning Style
Overall	**3.29**	**0.47**	**Strongly Agree**	**Very High Level of Learning Style**

Among the three learning styles, the kinesthetic learning style obtained the highest mean score (M = 3.32, SD = 0.57), interpreted as Strongly Agree with a very high level of learning style. This finding suggests that students learn most effectively when they are actively involved in the learning process through hands-on activities, group work, experiments, and other practical tasks. This preference may be influenced by the learning context of TCC, where students are closely connected to community-based and experiential learning activities both inside and outside the classroom. This finding is supported by Quiño (2022), who emphasized that active teaching strategies significantly improve academic performance in subjects that require concrete application of knowledge. In contrast, the auditory learning style obtained the lowest mean (M = 3.25, SD = 0.49); however, it still falls within the verbal description "Strongly Agree" and is interpreted as a very high level of learning style. Despite having a slightly lower mean compared to the other styles, this result indicates that listening to discussions, lectures, and oral explanations remains an important component of students' learning experiences.

The results demonstrate that BSED Filipino students at TCC possess multimodal learning preferences, meaning that they learn more effectively when visual, auditory, and kinesthetic approaches are integrated in instruction. These findings provide valuable guidance for teachers and curriculum planners in designing lessons and activities that are inclusive, integrative, and responsive to diverse learning needs. By adopting a multimodal approach, educators can further enhance students' academic performance and better prepare them as future Filipino teachers. Consistent with the findings of Roble et al. (2025), aligning learning activities with students' dominant learning styles in teacher education programs increases engagement and improves academic outcomes.

Table 5. *General Weighted Average (GWA) of the Students*

GWA Range	Frequency	Percentage	Verbal Description	Interpretation
1.00–1.49	79	45%	Very High Academic Performance	Excellent
1.50–1.99	94	53%	High Academic Performance	Moderately Proficient
2.00–2.49	2	1%	Moderate Academic Performance	Proficient

Table 5 presents the academic performance levels of students enrolled in the Bachelor of Secondary Education major in Filipino at Tagoloan Community College, based on their official General Weighted Average (GWA). The data include 175 respondents drawn from a total population of 318 students and classify academic performance into three levels: very high, high, and moderate. A substantial proportion of respondents demonstrated very high academic performance, with 45% obtaining a GWA of 1.00 to 1.49, which is interpreted as Excellent. This finding indicates a strong level of academic competence among BSED Filipino students. Research in teacher education

consistently shows that high academic performance is often associated with strong academic motivation, effective study strategies, and supportive instructional environments. Magulod (2019) emphasized that academic achievement among Filipino university students is influenced by engagement and adaptive learning behaviors. Similarly, Rosdiana et al. (2022) found that students exposed to varied and responsive instructional approaches tend to demonstrate higher levels of academic performance. These studies support the implication that structured learning environments and aligned instructional strategies contribute to students' academic excellence.

In addition, 53% of respondents obtained a GWA between 1.50 and 1.99, which is interpreted as High academic performance or Moderately Proficient. This indicates that more than half of the students consistently perform above average in their academic requirements. Literature suggests that moderate-to-high academic performance is often linked to students' persistence, time management skills, and adaptability to instructional methods. Passarelli and Kolb (2023) highlighted that students who actively engage in experiential and reflective learning processes demonstrate sustained academic achievement. Moreover, Mallillin et al. (2021) reported that learner engagement and structured academic support systems significantly influence consistent performance in higher education settings. These findings reinforce the interpretation that BSED Filipino students maintain commendable academic standing through their engagement and adaptability in the program.

Only 1% of the respondents recorded a GWA between 2.00 and 2.49, interpreted as Moderate academic performance or Proficient. Although this represents the smallest proportion, it does not necessarily indicate academic deficiency. Instead, it reflects that students remain within acceptable performance standards while possibly encountering academic or personal challenges. Studies in higher education suggest that variations in academic performance may be influenced by contextual factors such as workload, socioeconomic responsibilities, or access to academic resources. Abrenica and Casuncad (2022) emphasized that external stressors and learning environment conditions can affect students' academic outcomes, even when instructional quality is adequate. This supports the interpretation that moderate performance may result from multifaceted influences rather than a lack of ability.

The findings reveal that the majority of BSED Filipino students demonstrate high to very high academic performance, indicating strong academic preparation within the program. Research in teacher education underscores that pre-service teachers who exhibit high academic achievement are more likely to develop instructional competence and professional confidence (Passarelli & Kolb, 2023). Furthermore, strong academic performance in language-related programs contributes to improved literacy, critical thinking, and pedagogical readiness, which are essential competencies for future Filipino educators. These results suggest that the academic environment within the BSED Filipino program effectively supports student achievement. The findings provide evidence-based insights for faculty members and curriculum planners to sustain and further enhance instructional strategies that promote high academic standards while continuing to support students who may require additional academic reinforcement.

Table 6. *Relationship Between Students' Learning Styles and Their General Weighted Average (GWA)*

Variables	ρ (Spearman's rho)	p-value	Interpretation
Visual Learning Style and GWA	-0.241	0.015	Significant Relationship
Auditory Learning Style and GWA	-0.121	0.108	Not Significant
Kinesthetic Learning Style and GWA	-0.298	0.004	Significant Relationship
Overall Learning Style and GWA	**-0.275**	**0.008**	**Significant Relationship**

Table 6 presents the relationship between students' learning styles, visual, auditory, and kinesthetic, and their academic performance as measured by their General Weighted Average (GWA). Spearman's rho was used to determine the strength and direction of association between the ranked variables. The results show that the kinesthetic learning style has the strongest and most significant relationship with GWA ($\rho = -0.298$, $p = 0.004$). The negative coefficient indicates that as kinesthetic learning preference increases, GWA decreases numerically, which corresponds to better academic performance since lower GWA values indicate higher achievement. This suggests that students who engage more in hands-on, experiential, and activity-based learning tend to perform better academically.

This finding is supported by Passarelli and Kolb (2023), who emphasized that experiential learning enhances deeper cognitive processing and long-term retention. Similarly, Rosdiana et al. (2022) found that integrating active

and participatory strategies significantly improves student achievement in higher education settings. In teacher education programs, experiential approaches such as teaching demonstrations, simulations, and performance-based assessments strengthen both conceptual understanding and applied competence. Mallillin et al. (2021) further noted that activity-centered learning positively predicts academic success when aligned with students' learning preferences. These studies reinforce the implication that kinesthetic engagement contributes meaningfully to improved academic performance.

The visual learning style also demonstrated a significant negative relationship with GWA (ρ = -0.241, p = 0.015). This indicates that students who strongly prefer visual materials such as written texts, diagrams, charts, and structured notes tend to achieve better academic results. Research consistently affirms the importance of structured visual input in enhancing comprehension and academic outcomes. Bearneza (2023) reported that visual instructional materials significantly improve academic performance in concept-heavy subjects. Additionally, studies on literacy and cognitive processing highlight that written and organized visual content facilitates analytical thinking and retention, particularly in language-based disciplines (Magulod, 2019). These findings support the interpretation that visual learning strategies positively contribute to students' academic achievement.

In contrast, the auditory learning style did not show a statistically significant relationship with GWA (ρ = -0.121, p = 0.108). This suggests that preference for listening-based instruction alone may not substantially influence academic performance. Research indicates that while discussion and lecture are valuable components of instruction, their effectiveness increases when integrated with visual and experiential strategies. Montenegro and Cascolan (2020) emphasized that auditory-based learning yields stronger outcomes when reinforced with multimodal instructional approaches. Likewise, contemporary learning research suggests that reliance solely on lecture-based instruction may limit engagement and retention among diverse learners (Rosdiana et al., 2022). This explains why auditory preference alone did not significantly predict GWA in this study.

When combined, the overall learning style demonstrated a significant negative relationship with academic performance (ρ = -0.275, p = 0.008). This confirms that alignment between students' learning preferences and their learning strategies is associated with improved academic outcomes. Roble et al. (2025) highlighted that understanding students' learning styles enhances instructional alignment, thereby strengthening academic engagement and achievement. Similarly, Moneva, Arnado, and Buot (2020) emphasized that congruence between learning preferences and instructional approaches improves motivation, persistence, and academic performance in higher education.

The findings indicate that kinesthetic and visual learning styles significantly contribute to improved academic performance among BSED Filipino students, while auditory learning preference alone does not significantly predict achievement. These results provide empirical support for incorporating experiential and visually structured instructional strategies in teacher education programs to enhance academic success.

Conclusion

This study provides empirical evidence that learning style alignment plays a meaningful role in the academic performance of the Bachelor of Secondary Education major in Filipino students. While the respondents exhibited high preferences across visual, auditory, and kinesthetic modalities, the most significant finding lies not merely in the presence of multimodal tendencies but in the differential impact of these learning styles on academic achievement. Kinesthetic learning style emerged as the strongest predictor of improved academic performance, followed by visual learning style, whereas auditory learning style did not demonstrate a statistically significant relationship with GWA. This distinction highlights that not all preferred learning modalities equally contribute to measurable academic outcomes.

The dominance of kinesthetic learning and its significant association with academic success suggest that teacher education programs, particularly in language-focused disciplines such as Filipino, benefit substantially from experiential, participatory, and performance-based instructional approaches. The findings reinforce the pedagogical value of teaching demonstrations, simulations, collaborative tasks, and applied language activities as core strategies rather than supplementary techniques. Moreover, the significant role of visual learning underscores the importance of structured written materials, textual analysis, and organized instructional supports in strengthening comprehension and retention.

Importantly, the study advances new insights within the context of teacher education. Rather than simply affirming that students have varied learning styles, the results indicate that experiential and visually structured strategies may be more influential in enhancing academic performance than lecture-driven approaches alone. This finding contributes to the ongoing discourse on instructional effectiveness in higher education by suggesting that multimodal teaching must move beyond balanced exposure toward strategic prioritization of modalities that yield stronger academic outcomes.

The high level of academic performance observed among respondents further suggests that BSED Filipino students exhibit strong adaptability and engagement when instructional approaches align with their active, visual learning preferences. This alignment has implications for curriculum enhancement, instructional design, and faculty development within teacher education institutions.

This study contributes to knowledge generation by providing localized empirical evidence to refine instructional practices in Filipino teacher education. It proposes a shift toward more structured experiential and visually reinforced pedagogies, not merely as preferred methods but as evidence-based strategies that improve academic performance. Future research may further explore intervention-based designs to test the effectiveness of kinesthetic-visual integrated instructional models in strengthening both academic outcomes and pedagogical competence among pre-service teachers.

Contributions of Authors

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