

Learning Styles of Grade 1 Learners in the Public Schools: An Input to Proposed Intervention Measures

Jomar S. Asuncion

Polytechnic College of La Union, Agoo, La Union, Philippines

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Email of Corresponding Author: jomarasuncion@proton.me

Abstract

This study examined the learning styles of Grade 1 learners in the public elementary schools of Tubao District, Division of La Union, and developed intervention measures to enhance these learning styles. Anchored on the view that learning styles provide a framework for understanding learners' preferences to support differentiated instructional planning, the study employed a descriptive research design. Data were collected using researcher-constructed questionnaires administered to 25 Grade 1 teachers and 100 parents selected through quota sampling. The instrument was validated through pre-testing and demonstrated high internal consistency reliability (Cronbach's alpha = 0.89). Frequency counts, percentages, weighted means, and rankings were used to analyze the data. The findings revealed that the learners' learning styles were overall highly manifested, with visual and mathematical learning styles showing the highest levels of manifestation. Home environment and family support emerged as the most influential factors affecting learning styles, followed by teachers' instructional strategies and the availability of learning resources. Learning styles were found to contribute greatly to learners' holistic development, particularly cognitive development. The proposed enhancement measures, especially the use of varied instructional materials and differentiated instruction, were considered highly applicable. The study concludes that recognizing and addressing diverse learning styles through learner-centered instructional practices, strengthened home-school partnerships, and teacher professional development can support the holistic development of Grade 1 learners. The study aligns with Sustainable Development Goal 4 (Quality Education) by promoting inclusive, equitable, and learner-centered educational practices. Its findings contribute to educational, institutional, and socio-economic sustainability by providing evidence that supports responsive instruction, effective resource utilization, and improved learning opportunities for young learners.

Keywords: Differentiated Instruction, Grade 1 Learners, Holistic Development, Learning Styles, Learner-Centered Education, Public Elementary Schools, Quality Education (SDG 4), Tubao District

1. Introduction

The transition to Grade 1 marks a critical stage in children's academic development as they move from emergent literacy and numeracy experiences to formal classroom instruction. During this period, learners exhibit diverse ways of acquiring, processing, and expressing knowledge, highlighting the importance of recognizing individual learning styles in creating inclusive and learner-centered educational environments. This study examines the learning styles of Grade 1 learners in the public elementary schools of Tubao District, Division of La Union, to provide empirical evidence that supports differentiated instruction, learner-responsive interventions, and the holistic development of young learners.

1.1 Background of the Learning Styles of Grade 1 Learners in Public Elementary Schools

The early years of formal schooling establish the foundation for future learning and academic success. As learners enter Grade 1, they demonstrate varied learning preferences that influence how they acquire, process, and express knowledge (Rad & Redes, 2022). These differences have become increasingly important in educational practice as schools strive to provide meaningful and inclusive learning experiences that address individual learner characteristics (Mahoney et al., 2021). Although learning styles remain a subject of scholarly discussion, they are widely recognized as a useful framework for understanding learners' preferences and strengths to support instructional planning rather than as a rigid basis for matching teaching methods (Emma, 2024). In early childhood education, these preferences encompass mathematical reasoning, language development, visual and auditory processing, physical engagement, interpersonal interaction, and intrapersonal reflection, providing opportunities for differentiated instruction that accommodates learner diversity (Thaariq, 2025). Studies also highlight that strengthening spatial ability and mathematical thinking during the early years contributes to later STEM learning and academic success, underscoring the importance of recognizing mathematical learning preferences among young learners (Mohiuddin, 2022).

1.2 Themes and Insights on the Learning Styles of Grade 1 Learners

Contemporary literature emphasizes learner-centered and differentiated instruction as effective approaches for addressing diverse learning preferences. Research on multiple intelligences further suggests that recognizing learners' diverse cognitive strengths supports educational and cognitive development, reinforcing the value of varied instructional approaches in the early grades (Aguayo et al., 2021). In Philippine public schools, the Department of Education promotes instructional practices that recognize individual learner differences (Bunga et al., 2025). However, classroom implementation remains challenging because instructional practices do not always reflect these policy directions, resulting in a continuing gap between policy and practice (Bautista et al., 2021). Studies further indicate that teachers in the early grades often experience difficulties in identifying and addressing multiple learning styles, with classroom instruction remaining largely teacher-centered and focused primarily on auditory and visual learning (Temam, 2022). These challenges are compounded by limited instructional materials, inadequate resources, and classroom conditions that restrict the effective implementation of differentiated instruction (Lavania & Nor, 2020). Research also suggests that recognizing learning preferences during the early years enhances learner engagement, knowledge retention, and positive attitudes toward learning while reducing the risk of later academic difficulties (Flake & Gabriel, 2023). Responsive learning experiences likewise contribute to the development of metacognitive awareness and self-regulation, which support lifelong learning (Marulis et al., 2020).

1.3 Local, National, and Global Context of the Learning Styles of Grade 1 Learners in Philippine Public Elementary Schools

The importance of understanding learning styles is particularly evident in Philippine public schools, where increasingly diverse classrooms and limited resources require teachers to respond effectively to varying learner needs (Lazaga, 2025). Despite national efforts to promote learner-centered education, empirical studies focusing on Grade 1 learners remain limited, particularly in the Ilocos Region. Existing Philippine research has largely concentrated on secondary and higher education, leaving the early grades relatively underexplored. Learners' experiences are further influenced by socioeconomic conditions and home literacy environments (Dulay, 2025). International evidence also indicates that preschool children's learning environments vary according to their learning styles and sensory behaviors, emphasizing the importance of creating responsive and inclusive classroom environments from the early years (Lersilp et al., 2024). Demographic characteristics such as age, gender, parental educational attainment, family income, sibling position, and type of school may also influence the development and expression of learning preferences (von Suchodoletz et al., 2023). Understanding these contextual factors is essential for developing instructional practices that respond to local educational realities.

1.4 Theoretical and Conceptual Basis of Learning Styles among Grade 1 Learners

The study is anchored on the view that learning styles provide a valuable framework for understanding learners' preferences and strengths to guide differentiated instructional planning rather than prescribing fixed teaching methods (Emma, 2024). Learning preferences across mathematical, language, visual, auditory, physical, interpersonal, and intrapersonal domains support the design of learner-centered educational experiences that recognize the diversity of young learners (Thaariq, 2025).

1.5 Research Gaps and Rationale for Examining the Learning Styles of Grade 1 Learners in Tubao District, Division of La Union

Despite growing recognition of learner diversity, limited empirical evidence exists regarding the learning styles of Grade 1 learners in Philippine public schools, particularly in the Ilocos Region. Few studies have examined the relationship between demographic and contextual factors and learning styles or explored how learning styles relate to learners' holistic development within the Philippine public-school setting. To address these gaps, this study examines the demographic profile and learning styles of Grade 1 learners in the public elementary schools of Tubao District, Division of La Union. It further investigates the factors associated with learning styles, their implications for holistic development, and the applicability of intervention measures designed to enhance learning experiences. The findings are intended to strengthen learner-centered instruction and provide evidence for developing responsive educational interventions.

1.6 Alignment of the Study on Learning Styles of Grade 1 Learners with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education by supporting inclusive, equitable, and learner-centered education through a better understanding of the diverse learning styles of Grade 1 learners. The findings may contribute to improving differentiated instruction, instructional resources, and classroom practices that promote quality learning opportunities for all learners.

1.7 Importance of the Study on Learning Styles of Grade 1 Learners to Multidisciplinary Sustainability

The study contributes to educational sustainability by providing evidence that supports inclusive and developmentally appropriate teaching practices. It also promotes socio-economic sustainability by informing interventions that enhance learning outcomes regardless of learners' demographic and socioeconomic backgrounds. Furthermore, the findings support institutional sustainability by assisting school leaders, teachers, and curriculum planners in strengthening instructional practices, professional development initiatives, and resource allocation to foster learner-centered and equitable basic education.

2. Material and methods

2.1 Research Design

The study employed a descriptive research design to examine the learning styles of Grade 1 learners in the public elementary schools of Tubao District, Division of La Union. This design was appropriate because it systematically described, organized, and interpreted existing conditions without manipulating the variables under investigation, thereby generating empirical evidence for educational planning and intervention (Siedlecki, 2020). Specifically, the study described the learners' demographic profile, assessed the manifestation of learning styles across mathematical, language, visual, auditory, physical, interpersonal, and intrapersonal domains, examined the factors influencing these learning styles and their contribution to learners' holistic development, evaluated the applicability of proposed enhancement measures, and used the findings as the basis for developing intervention measures responsive to learners' developmental needs (Siedlecki, 2020).

2.2 Locale of the Study

The study was conducted during the school year 2025–2026 in the public elementary schools of Tubao District, Division of La Union. Located in the Municipality of Tubao, a fourth-class municipality in Region I, the district serves learners from diverse socioeconomic and educational backgrounds, making it an appropriate setting for examining the learning styles of Grade 1 learners within the Philippine public basic education system.

2.3 Respondents of the Study

The respondents consisted of 25 Grade 1 teachers and 100 parents of Grade 1 learners enrolled in the participating public elementary schools. Grade 1 teachers provided information on learners' classroom behaviors and learning characteristics, while parents supplied data on the learners' demographic profile.

2.4 Sample and Sampling Procedure

Parent respondents were selected through quota sampling to ensure adequate representation from the participating public elementary schools in Tubao District. This sampling approach enabled the inclusion of respondents from all participating schools and ensured sufficient representation for the study.

2.5 Research Instrument

The researcher utilized a constructed questionnaire as the primary data-gathering instrument. Two sets of questionnaires were prepared: one for parents and another for Grade 1 teachers. The parent questionnaire gathered information on learners' age, gender, parents' educational attainment, family monthly income, sibling position, and type of school enrolled in. The teacher questionnaire assessed the manifestation of learners' learning styles across mathematical, language, visual, auditory, physical, interpersonal, and intrapersonal domains, the factors affecting these learning styles, their influence on learners' holistic development, and the applicability of measures to enhance learning styles. The questionnaire items on learning styles were developed from the studies reviewed in the research and other relevant references. To establish validity, the instrument was pre-tested among five Grade 1 teachers and five parents from public elementary schools in Pugo District who were not included in the actual study. The pre-test evaluated the instrument's content, format, and language using Google Forms. Internal consistency reliability was determined through Cronbach's alpha, yielding a coefficient of 0.89, which indicated high reliability. Suggestions from the proposal defense were incorporated with the guidance of the thesis adviser before the final instrument was administered.

2.6 Data Gathering Procedure

Before data collection, the researcher secured permission from the School Division Superintendent of La Union with the endorsement of the Dean of the Graduate School of Polytechnic College of La Union, Dr. Rogelio E. Tangalin. The questionnaires were distributed and retrieved through various multimedia platforms, including Messenger and Facebook, while some were personally administered and collected with the assistance of fellow teachers, the District Supervisor, and school heads.

2.7 Data Analysis Techniques

The collected data were organized, tallied, and systematically analyzed. Frequency counts and percentages were used to describe the demographic profile of the learners, while weighted means and rankings summarized the levels of manifestation of learning styles, the extent of the factors affecting learning styles, the effects of learning styles on learners' holistic development, and the applicability of enhancement measures. Descriptive rating scales were used to interpret the weighted mean results for each variable, and all statistical computations were performed using the Microstat computer program.

2.8 Ethical Considerations

The study adhered to the research ethics guidelines of the Polytechnic College of La Union. Prior to data collection, the researcher obtained the necessary approvals and permissions from the appropriate authorities. Participation was voluntary, and informed consent was secured from all respondents after they were informed of the study's objectives, procedures, and their right to decline participation or withdraw at any stage without prejudice. The principles of anonymity and confidentiality were strictly observed. No personally identifiable information was disclosed, and all data were treated confidentially, used solely for research purposes, and reported only in aggregate form. Access to the collected information was limited to the researcher. To uphold academic integrity, all sources were properly acknowledged through appropriate citation and referencing, and the completed manuscript underwent plagiarism screening to ensure originality and compliance with institutional research ethics and intellectual property policies.

3. Results and Discussion

3.1 Learning Styles of Grade 1 Learners in Public Elementary Schools

3.1.1 Demographic Profile of Grade 1 Learners

The findings revealed that most Grade 1 learners were six years old, with a relatively balanced distribution between male and female learners. Most parents had attained at least a high school education, while the largest proportion were college-level or college graduates. The majority of families belonged to the low-income bracket, most learners were either the eldest or youngest among siblings, and the majority were enrolled in regular public elementary schools. These findings indicate that the respondents represented learners from diverse demographic and socioeconomic backgrounds, providing a suitable basis for examining variations in learning styles within the context of public elementary education.

3.1.2 Level of Manifestation of the Learning Styles of Grade 1 Learners

The overall learning styles of Grade 1 learners were highly manifested. Visual learning emerged as the most highly manifested learning style, followed by mathematical, language, interpersonal, and auditory learning styles. Physical and intrapersonal learning styles were moderately manifested. The results suggest that Grade 1 learners predominantly favor visual and mathematical approaches to learning while demonstrating comparatively lower preferences for physical and intrapersonal learning experiences. This highlights the importance of providing instructional activities that accommodate multiple learning preferences while strengthening less manifested learning styles.

3.1.3 Factors Affecting the Learning Styles of Grade 1 Learners

The factors influencing learning styles affected learners to a great extent. Home environment and family support exerted the greatest influence, followed by teachers' instructional strategies, availability of learning materials and resources, peer interaction, learners' personal interests, school facilities, and cultural background and community values. These findings emphasize the significant role of both the home and school environments in shaping learners' learning preferences. The strong influence of family support and instructional practices underscores the need for collaborative efforts between parents and teachers in providing responsive learning experiences.

3.1.4 Effect of Learning Styles on the Holistic Development of Grade 1 Learners

Learning styles influenced the holistic development of Grade 1 learners to a great extent. Cognitive development showed the strongest effect, followed by social, emotional, moral, physical, language, and creative development. The findings indicate that learning styles contribute to multiple dimensions of learner development, with the greatest impact observed in cognitive growth. This reinforces the importance of addressing diverse learning preferences to support the overall development of young learners.

3.1.5 Applicability of Measures to Enhance the Learning Styles of Grade 1 Learners

The proposed measures for enhancing learning styles were generally rated as highly applicable. The use of varied instructional materials and differentiated instruction received the highest ratings, while the integration of multiple intelligences, technology integration, collaborative learning, hands-on activities, individualized learning plans, and parent involvement were likewise considered highly applicable. These findings suggest that teachers and parents recognize the value of employing diverse instructional strategies to address learners' varied learning preferences. The strong support for differentiated instruction and varied instructional materials highlights their importance in creating inclusive and learner-centered classroom environments.

3.2 Proposed Intervention Measures for Enhancing the Learning Styles of Grade 1 Learners

Based on the findings, the study proposed intervention measures that include the development of multimodal instructional materials, implementation of differentiated instruction, integration of multiple intelligences, strengthening of home-school partnerships, and continuous professional development for teachers. These interventions directly respond to the identified learning preferences and influencing factors of Grade 1 learners. Collectively, they aim to promote learner-centered instruction, strengthen collaboration between schools and families, improve teachers' instructional competencies, and provide learning experiences that support the holistic development of learners in the public elementary schools of Tubao District, Division of La Union.

4. Conclusion & Recommendations

This study described the learning styles of Grade 1 learners in the public elementary schools of Tubao District, Division of La Union and developed intervention measures to enhance these learning styles. The findings revealed that most learners were six years old, with a relatively balanced gender distribution and predominantly from low-income families. Overall, the learners' learning styles were highly manifested, with visual and mathematical learning styles showing the highest levels. Home environment and family support emerged as the most influential factors affecting learning styles, while learning styles were found to contribute greatly to learners' holistic development, particularly cognitive development. The proposed enhancement measures, especially the use of varied instructional materials and differentiated instruction, were considered highly applicable, emphasizing the importance of learner-centered approaches that promote the holistic development of Grade 1 learners.

Based on the findings, teachers are encouraged to utilize varied instructional materials, implement differentiated instruction, integrate multiple intelligences, and provide learning experiences that address diverse learning styles. Schools should strengthen home-school partnerships, support continuous professional development for teachers, provide adequate learning resources, and create supportive learning environments that foster learner diversity. These intervention measures may be adopted to improve instructional practices and enhance the holistic development of Grade 1 learners in similar public elementary school settings.

The study was limited to the public elementary schools of Tubao District, Division of La Union, which may limit the generalizability of the findings to other contexts. It relied on teachers' and parents' perceptions rather than direct observation or assessment of learners and did not examine the relationship between learning styles and academic performance. Future studies may expand the research to other districts or regions, incorporate multiple data collection methods, and investigate the relationship between learning styles and learners' academic achievement.

Compliance with ethical standards

This study was conducted in accordance with the research ethics guidelines of the Polytechnic College of La Union. Prior to data collection, the necessary approvals and permissions were obtained from the appropriate authorities. Participation was voluntary, and informed consent was secured from all respondents after they were informed of the objectives, procedures, and their right to decline participation or withdraw at any stage without prejudice. The principles of anonymity and confidentiality were strictly observed, and all data were used solely for research purposes and reported only in aggregate form. The study likewise adhered to accepted standards of academic integrity through proper citation, referencing, and plagiarism screening.

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