

**LEARNING MODES OF THE ELEMENTARY EDUCATION STUDENTS OF THE COLLEGE OF TEACHER EDUCATION**<sup>1,\*</sup> Laura Dane R. Rafanan and <sup>2</sup> Necy Cesaria V. Romo<sup>1</sup>Laboratory Schools, University of Northern Philippines, Philippines<sup>2</sup>College of Teacher Education, University of Northern Philippines, PhilippinesReceived 15<sup>th</sup> August 2020; Accepted 20<sup>th</sup> September 2020; Published online 31<sup>st</sup> October 2020

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**Abstract**

Learning through effective use of study practices can be very rewarding but most of the time it involves one's time, energy and talent. The researchers in this paper revealed the relationship between the profile, the learning modes and the scholastic performance of the 200 Elementary Education students of the College of Teacher Education, University of Northern Philippines who were selected randomly. The instrument for the conduct of the study was the adopted learning modes checklist from Corpuz's Facilitating Learning Book (2011). The data gathered were statistically treated using mean and simple linear correlation. Majority were female, aged between 17-20, Roman Catholic, have parents with bachelor's degree and worked as farmers and housewives, belonged to a family with 3-4 number of children whom most of them were the eldest and can raise an income ranging 4, 999 and below. Many admire Filipino, do not engage in extra-curricular activities, no scholarship grant, join in the different organization but stand out in playing badminton and volleyball. The respondents' scholastic performance was "very good" while the learning modes was described as "satisfactorily". The findings exposed that the profile of the students had an inverse significant effect on the learning modes however it shows that there is no significance between the scholastic performance and learning modes. Useful recommendations were forwarded after the results were revealed.

**Keywords:** Study habits, Facilitating learning, Scholastic performance.

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**INTRODUCTION**

As the saying goes "*It takes two-weeks to break a habit, or to form a new one. If you have good study habits, you will get the most done in the least amount of time.*" All too often, students perform poorly in school simply because they lack good study modes. In many cases, students don't know where to begin, don't fully understand the material, are not motivated by it, or feel that there was too much work given to them with too little time to complete or study it. If their studying skills do not improve, these students will continue to test poorly and not perform to their fullest potential. Some students have problems getting started. Some simply do not understand the information that they are to study. In other instances, it seems that there is just too much to study and not enough time in which to study effectively and remember the materials. A study routine should be developed and follow it exactly, every time. Having an efficient study time will allow one to free up the rest of the day. "*Time is the stuff life is made of,*" use it well. The ability to study effectively can be an important factor to anyone's success. Learning through effective use of study practices can be very rewarding but most of the time it involves one's time, energy and talent. A great degree of interest and effort is required on the part of the learner. Development of study modes consists of a consistent allocation of sufficient time and paying attention to the work at hand. Study modes are established gradually over a period of time, day after day, month after month and year after year. The learner would have a greater chance to succeed in his studies if he is to develop study modes. Study modes are developing in atmosphere that is conducive to teach by cooperative and consistent efforts on the part of learners, the teachers, the parents and others. The inculcation of the study modes is beneficial as the learner will know how to meet and solve his problem and is able to complete his assignments effectively and successfully even without the help of others.

Many of the positive outcomes resulting from studies shows satisfactory working relations and whatever problems you encountered have met successful completion of task assigned. This is due to the adjustment of oneself in general and creates a feeling of self-confidence. On the other hand, having study modes need application of oneself to his studies with expenditures of every effort and does not pace over anything that the teacher and the curriculum offered to him. Being independent and lazy would mean being traitor to himself renunciation of a complete and harmonious development. Performance begins in the classroom. To a degree, one's performance can be discerned by how well a student does in a class. Their success rests on not only in teacher's ability to effectively teach a subject, be it English or something other, but just as importantly, rests also upon their shoulders! Their willingness to study very well will have a bearing in their scholastic performance. It is for this reason that the researchers wanted to determine the respondents' learning modes, scholastic performance, profile, and the relationship between the three variables of the Elementary Education students of the College of Teacher Education, University of Northern Philippines, School Year 2014-2015, in order to alter the desires of the beginners and to indicate some pointers to enhance their study modes if discovered out to be terrible or wishes improvement.

**Theoretical framework**

The following related studies served as guide of the researchers throughout this study. Roberts (2005) found that about a third of children ages 8 to 18 do not concentrate on their homework alone. Instead, they "multitask" by talking on the phone, tuning in to music, observing TV, and IMing companions. It appears that when individuals do parts of things at once they tend to do a more awful work on all of them than in a case when they'd concentrate on one thing at a time. So whilst you multitask as you learn, you're less likely to absorb and retain the data you need to do nicely on that test. Beilock

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(2011) recommends that writing about one's issues in the impending examination ten minutes before the exam reduces negative performance under pressure. It is not merely any writing, in particular, writing about one's concerns that is needed to produce such inoculation effects. DeZure (2011) commends that students benefit from outlines at some point of a lecture due to the fact that outlines give a framework for note taking and from graphic organizers all throughout the review because it facilitates understanding of lecture material. Copies of the instructor's notes assist students as enhancements to their personal notes all through review. Felder (2010) emphasized that learners preferentially take in and process information in unique ways: by reasoning logically and intuitively, looking and listening, reflecting and acting, and analyzing and visualizing. While teaching techniques also differ. Some instructors lead college students to self-discovery; some emphasize memory and others understanding; some gives lectures; a few focuses on principles and others on applications. He added that familiarizing college students with their learning styles can enrich their awareness of their natural strengths, which could lead to their learning needs, if not addressed, it will create scholastic problems. The instructor ought to make clear, however, that mastering patterns provide no indication of what the students are and aren't capable of, nor are they valid excuses for negative scholastic performance. McMullen (2010) revealed in his study that take-home activities have significant impacts on scholastic achievement of learners and therefore recommended that more additional homework should be given as this could be handy for dropping the achievement gap between high achieving and low achieving students.

In the recent study of Christiana (2009) on the Influence of Motivation on Students' Scholastic Performance that students, who are accepted, supported and encouraged by their families stand better chance of performing better in their scholastic pursuit. Where there is a scholastic environment in the home, students tend to study harder and better. The result therefore, supports that family and its structure have a significant role in children's performance at school. They hold that if the family has the resources, supports their children and creates scholastic environment, children reared-up in such families do better in their scholastic performance. It was revealed likewise that students need to be motivated both intrinsically and extrinsically. Both motivations are necessary for a higher scholastic performance and the more motivated the students are the higher the chance they perform well at school. Students' motivation has high positive correlation in their scholastic performance as well as between school's environment. Ahmar (2013) on the Socio-Economic Status and its Relation to Scholastic Achievement of Higher Secondary School Students confirms that gender has no effect in the science achievement of higher secondary school level students. However, the study supports that the scholastic achievement was affected by the socio-economic status of the respondents in which those who belonged to high socio-economic status showed better performance.

## METHODOLOGY

This research made use of a descriptive-correlational method to describe and to analyze the assessment of the 200 Elementary Education students of the University of Northern Philippines on their learning modes and scholastic performance from 2014-2015 who were purposively chosen.

The instrument for the conduct of the study was the adopted learning modes checklist of the Dr. Brenda Corpuz's Facilitating Learning Book (2011). The scholastic performances of the respondents were gathered from the records compiled at the Dean's Office. Ethical considerations were taken throughout the whole process of data gathering, analysis and presentation. Respect for respondents was the top priority during the conduct of the research. Full consent was given to the researchers before the study. Strict confidentiality was ensured throughout the research. Mean was used to determine the respondents' assessment on the learning modes and the scholastic performance. Simple Linear Correlation was utilized to determine the significant relationship between the respondent's profile and learning modes, the profile and the scholastic performance, and the learning modes and the scholastic performance of the respondents. The significance of the correlation coefficients was tested at the .05 probability level.

## RESULTS AND DISCUSSION

### Profile of the Respondents

The data reflects that there is an equal number of students who are at the age bracket of 17-18 and 19-20 with a total of 86 each (43%). Twenty-one (10.5%) of the respondents are at the age bracket of 16 and below and only seven (3.5%) are at the bracket of 21 and above. Majority are female which comprises the 77.5% (155) of the respondents and only 22.5% (45) comprises the male respondents. This implies that females prefer to be engaged in teaching than males and that females dominate the teaching profession. There is a greater number of Roman Catholic respondents which has 171 or 85.5% value. There are thirteen (6.5%) Iglesia ni Cristo, five (2.5) Pentecost, three (1.5%) Born Again, one (0.47%) Seventh Day Adventist, three (1.5%) Baptist and four (2%) Aglipayan. As exposed in the table, a great bulk of the respondents' fathers are Bachelor's Degree holder composing of 32.5 % (65) of the total population and only two (1%) among the respondents' fathers are Master's Degree holder. This implies that the higher the education finished by parents, the higher the chance parents can provide the respondents' needs to their studies. Commonly of the respondents' mother (72 or 36%) are Bachelor's degree holders and almost one fourth didn't finish high school level with 47 or 23.5%. Generally, the father's occupation of the respondents is farming (86 or 43%). Only five (2.5%) is a teacher. This illustrates that fathers prefer to send the respondents to the teaching course for its demand nowadays and with the hope of uplifting the family's economic status. Most of the respondents' mothers are housewife (92 or 46%) and 28 (14%) are teachers. The data explains that mothers prefer to stay at home to provide the respondents' needs holistically. Based on the table, majority of the respondents belong to the bracket 3-4 (104 or 52%) and only three (1.5%) are from the bracket of 9-10. A total of 74 (37%) of the family was able to raise an amount of 4, 999 and below and sixty (30%) are earning the amount of 20, 000 and below. This shows that teaching course is a blend of families from the different economic status. As presented on the table, there are 67 (33.5%) respondents who are the eldest of the family. This shows that a great responsibility is in the hand of the respondents for these respondents are the family's hope of tomorrow. The data shows that 76 (35.5%) of the respondents admire Filipino and 44 (22%) for English. The favorite subject of the respondents reflects on which they excel most on their

classes. Fifty-three (26.5%) of the respondents are student leaders, thirty-three (16.5%) enjoy in the different skills-related activities and few (16 or 8%) engage in the scholastic contests. The data computed reveals that pre-service teachers are multi-talented and considered as jack of all trades. A great bulk (119 or 59.5) of the respondents have no scholarship grants and only 40.5 % (81) have scholarship grants. This indicates that parents pursue the respondents' schooling though only few are given scholarship grants. Majority of the respondents (98 or 49%) stand out in badminton and only 56 or 28% are in to volleyball. This indicates that respondents prefer to play badminton which is an indoor game than playing outdoor games. It can be noted that all of the respondents are members of the Future Teachers Association and Young Minds Educators' Club. It was discovered in the research of Christiana (2009) that students, who are accepted, supported and encouraged by their families stand better chance of performing better in their scholastic pursuit. When there is a scholastic environment in the home, students tend to study harder and better. This study therefore, contributes to the existing evidence that family and structure of the family have a great role in children's performance in their scholastic pursuits. They hold that if the family has the resources, supports their children and creates scholastic environment, children reared-up in such families do better in their scholastic performance.

### Level of scholastic performance of the respondents

**Table 1. Item Mean Rating on the Scholastic Performance of the Respondents**

Elementary Education Students	X	DR
First Year	2.03	Good
Second Year	2.01	Good
Third Year	1.96	Very Good
Fourth Year	1.96	Very Good
Overall	1.99	Very Good

#### LEGEND:

Point Score	Descriptive Rating
1.0	Excellent
1.1 – 1.50	Superior
1.51-2.00	Very Good
2.01-2.50	Good
2.51- 3.00	Passing
3.01-4.00	Conditioned Failure
4.01-5.00	Failure

As seen on the table, the respondents have a "Very Good" scholastic performance with a mean rating of 1.99. The variances of the respondents' grades from the different year level were too closed with each other. This implicates that the respondents are very committed in their studies. Just like a flower which blooms to be better as they grow better on becoming teachers.

### Level of learning modes of the respondents

Table 2 shows the mean rating of the respondents along motivation. The respondents marked most of the items as "Always" while few items were marked as "Sometimes". In contrary, only item number 8 got an answer of "Never". Nevertheless, an overall mean of 7.30 was computed which means "Outstanding". This points out that the Elementary Education students do not seem to have problems in working and keeping on it. The respondents are not easily distracted while working for they keep on mind the importance of what they are doing.

The respondents were also positive towards the different activities given by the teachers in order to learn. It also shows that the respondents do need to attend tutorial classes and that they can learn on their own using different resources in order not to be behind from their classes. Table 3 displays the item mean rating regarding the respondents' organizing and planning of work. It can be noted that almost all the items were answered with "Always" as supported by the overall rating of 7.17 and described as "Outstanding". This entails that the Elementary Education students were well-organize and plan ahead of their work. A list of things to do is made from the most important to least which is a good learning mode wherein the respondents won't forget anything. It makes everything else a little easier and reduces the hassle the respondents might face while working and they make sure to double check their outputs before submitting to avoid mistakes and to get better grade. Roberts (2005) found that about a third of children ages 8 to 18 do not concentrate on their homework alone. Instead, they "multitask" by talking on the phone, tuning in to music, observing TV, and IMing companions. It appears that when individuals do parts of things at once they tend to do a more awful work on all of them than in a case when they'd concentrate on one thing at a time. So whilst you multitask as you learn, you're less likely to absorb and retain the data you need to do nicely on that test. As discussed in table 4, items 1-5 was answered with "Sometimes" while items 6-8 the respondents wrote "Always" with an overall rating of 6.45 (Satisfactorily). This means that the respondents collect resources which are available but don't use them more effectively. They might have preferred to use technology rather than cutting papers and other resources.

In opposing, the respondents always listen well and take an active part in seminars especially when the resource speakers have very interested presentations and solicit the participation of the audience or the participants to make a lively and enjoyable communication. The positive aura and enjoyment during seminars encourage the students to learn from their speakers. Smith (2013) reported that Grade 9 students have higher reading scores in a classroom where teachers had high expectations. It includes encouragement for students to try harder, give their best and submit works on time. In addition, Australian students performed better when teachers discussed their completed works than those students whose teachers rarely gave feedback. Table 5 presents the item mean rating on managing school work stress of the BEED.

The overall data was described as "Satisfactorily" with a mean of 4.64. It shows that students manage anxieties and worries modestly but could improve skills in handling stress more effectively. The focused of the respondents seem not to be firm because the students can be easily distracted and the works are being set aside. Beilock (2011) suggests that writing about one's worries about an upcoming test for ten minutes before taking the test eliminates poor performance under pressure. We have also shown that it is not merely any writing (e.g., writing about one's day), but specifically writing about one's worries that is needed to produce such inoculation effects. As reflected in table 6, item number 7 which is "I underline or highlight key ideas so they stand out" got the highest mean of 8.08 while number 3, "I approach tutors for help", got the lowest with a mean of 3.65 and acquired an overall mean of 6.55 which described as "Satisfactorily". This can only be mean that the note-taking and reading modes of the respondents are adequate but could be improved.

**Table 2. Item Mean Rating on Motivation**

Item	Mean	Descriptive Rating
1. I exert effort to find out why I need to do a particular task.	7.88	Always
2. I reward myself when I work.	6.25	Always
3. I see to it that I give myself regular breaks from work.	7.38	Always
4. I am able to keep my concentration and do not let my mind "drift away".	6.70	Always
5. I have way of dealing with distractions.	6.58	Sometimes
6. I am willing to do the work I do not enjoy because I see it as important.	7.28	Always
7. I seek clarification from the teacher about her expectations and standards.	6.23	Sometimes
8. I go to tutorials to improve my school work.	2.48	Never
9. I study even when there is no quiz/test.	5.38	Sometimes
10. I enjoy working on homework.	6.05	Sometimes
11. I look forward to school days.	7.45	Always
12. Read for learning, not only for grades.	8.20	Always
13. In every school task I do, I always do my best.	8.23	Always
14. I give/so more than what is required.	6.73	Always
15. I listen intently to my teacher's lecture and instructions.	8.05	Always
16. I participate actively in class.	6.70	Always
17. I like homework.	5.93	Sometimes
18. When something is not clear, I ask questions to clarify.	6.78	Always
19. I do not allow myself to be discouraged by my classmates' unfavorable remarks.	7.23	Always
20. My teacher's unfavorable remarks do not turn me off, rather they challenge me to do my best.	7.85	Always
21. I believe that success can be reached by anyone who works hard.	9.53	Always
22. I always feel excited about learning.	7.70	Always
23. I submit course requirements not only for the sake of compliance.	7.98	Always
24. I study not only for grades but more on learning.	8.95	Always
25. I believe that nothing is difficult if we spend hours learning it.	8.98	Always
26. I believe that how much I learn from class depends ultimately on me.	8.43	Always
27. I believe I can cope with my teacher's expectations.	7.08	Always
28. I am always eager to learn new things.	7.98	Always
29. I am very much interested to improve myself.	9.03	Always
30. I read outside my assignments and lessons because it helps me improve myself.	6.75	Always
31. I love to be in the company of people who inspire me to keep on growing.	8.38	Always
32. I avoid people who have no desire to improve themselves.	6.80	Always
33. I see the relevance of my lessons to the realization of my dream in life.	8.18	Always
34. I am willing to give up the satisfaction of an immediate goal for the sake of a more important remote goal.	7.30	Always
OVERALL	7.30	Outstanding

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

**Table 3. Item Mean Rating on Organizing and Planning Work**

Items	Mean	Descriptive Rating
1. I make a weekly timetable for the school work I need to accomplish.	6.00	Sometimes
2. I create a review schedule for examinations.	7.86	Always
3. I plan to get necessary resources and equipment prior to starting work.	7.30	Always
4. I submit all my assignments on time.	7.90	Always
5. I have a place to work where I won't be distributed.	6.63	Sometimes
6. I have time for family commitments and relaxation as well as studying.	8.53	Always
7. I prioritize tasks which should be done first, second and so on.	8.23	Always
8. I plan a list of things to do.	6.75	Always
9. I make a list of valuable references with bibliographic details page numbers of quotes and so on.	5.20	Sometimes
10. I review my work before submitting it.	7.28	Always
OVERALL	7.17	Outstanding

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

**Table 4. Item Mean Rating on Working with others; Utilizing Resources and Feedback**

Items	Mean	Descriptive Rating
1. I discuss work assignments with other students.	6.00	Sometimes
2. I share resources with other students.	6.48	Sometimes
3. I keep cutting from newspapers and magazines which may be of help to me.	4.88	Sometimes
4. I make sure I see TV programs which may be useful.	6.45	Sometimes
5. I read the topic assignment before session.	6.10	Sometimes
6. I ask questions and generally take part in group discussions.	6.80	Always
7. I listen out for key ideas when someone is talking.	7.93	Always
8. When I am listening to someone, I try to anticipate what they will say next.	6.95	Always
OVERALL	6.45	Satisfactory

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

**Table 5. Item Mean Rating on Managing School Work Stress**

Items	Mean	Descriptive Rating
1. I get so worried about assignments that they make me feel ill.	6.00	Sometimes
2. This worry about assignments makes me feel depressed.	5.33	Sometimes
3. I feel miserable about doing assignments.	4.28	Sometimes
4. I let these concerns about the work get on top of me.	4.55	Sometimes
5. When I need to work, others always succeed in persuading me to go out.	4.58	Sometimes
6. I have difficulty in talking to others about my worries.	4.80	Sometimes
7. I ignore my personal fitness through worrying about assignments.	4.10	Sometimes
8. The stress of assignments causes me to get behind and I never seem to catch up.	3.48	Sometimes
OVERALL	4.64	Satisfactorily

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

**Table 6. Item Mean Rating on Note – Taking and Reading**

Items	Mean	Descriptive Rating
1. My notes indicate the main ideas, rather than merely what has been said.	7.35	Always
2. I listen for key ideas when listening to a speaker.	8.00	Always
3. I approach tutors for help.	3.65	Sometimes
4. I organized or file my notes regularly.	6.43	Sometimes
5. I re-write my notes under key ideas, headings, using numbering or lettering schemes.	6.23	Sometimes
6. I have a shorthand technique of my own.	6.53	Sometimes
7. I underline or highlight key ideas so they stand out.	8.08	Always
8. I decide, before reading a book, whether it is vital or background reading.	6.48	Sometimes
9. I go over a book before diving into chapter one.	6.15	Sometimes
10. I check the contents page for relevance before reading a book.	6.60	Sometimes
OVERALL	6.55	Satisfactorily

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

**Table 7. Item Mean Rating on Preparing an Assignment/Project**

Items	Mean	Descriptive Rating
1. I see to it that I understand what is really being asked for in the assignments/project.	8.60	Always
2. I read other references and read about the topic.	7.00	Always
3. I make an outline/plan before doing assignment/project.	6.50	Sometimes
4. I spell-check for spelling mistakes.	7.88	Always
5. My essays have clear introductions.	6.50	Sometimes
6. My essays have a conclusion.	7.88	Always
7. I frequently check back to the title during the writing of an essay.	7.43	Always
8. My essay/research paper has a full set of references and a bibliography.	6.73	Always
9. I review project/assignment before submitting.	7.83	Always
10. I request someone else to look at/ read my project/assignment before submitting it.	6.15	Sometimes
OVERALL	7.25	Outstanding

LEGEND:		
Point Score	Descriptive Rating	Overall Descriptive Rating
6.7 – 10.0	Always	Outstanding
3.4 – 6.6	Sometimes	Satisfactory
0.0 – 3.3	Never	Needs Improvement

The result agrees with that of DeZure (2011) where he commends that students benefit from outlines at some point of a lecture due to the fact that outlines give a framework for note taking and from graphic organizers all throughout the review because it facilitates understanding of lecture material. Copies of the instructor's notes assist students as enhancements to their personal notes all through review. Table 7 reflects the data gathered along the preparation of assignment of the respondents. Item mean rating on preparing an assignment/project is presented in table 7. It displays that the item with the utmost mean (8.60) is number 1, "I see to it that I understand what is really being asked for in the assignments/projects", and statement "I request someone else to look at/read my project/assignment before submitting it" gained the lowest mean of 6.15. Based on overall computation, the result (7.25) is described as "**Outstanding**". This implies that take home activities are well analyzed, studied and clearly presents the ideas it ought to.

The respondents make sure that even it is just an assignment; it should still be given importance for it is part of achieving a higher grade. McMullen (2010) in a study found out that homework assignment has visible impacts on scholastic achievement of students and therefore recommended more additional homework as this could be useful for lowering the achievement gap between high achieving and low achieving students. Generally, the scholastic teaching performance of the respondents is 6.56 and described as "Satisfactorily." Motivation was interpreted as "Outstanding", highest mean rating of 7.30, while Managing School Work Stress was described as "Satisfactorily", lowest mean rating of 4.64. The computed result connotes that the upmost concern of the students is their motivation as their learning modes for it triggers the innermost desire of themselves to excel in class and have a high scholastic performance. Managing school work stress was rated being the lowest since the questions were composed of negatively thoughts. In the recent study of Christiana (2009) which revealed that students need to be motivated both intrinsically and extrinsically. Both ways of motivation are necessary for a better scholastic performance and the more students are motivated the better chance of their scholastic performance. Thus agreeing also with Afolabi and Imhonde (2003), who hold that what counts for the difference in performance of an individual in doing something is usually the level of motivation.

**Table 8. Summary of the Mean Ratings of the Respondents in their Learning Modes**

Learning Modes	Overall	
	X	DR
1. Motivation	7.30	Outstanding
2. Organizing and Planning Work	7.17	Outstanding
3. Working with others, utilizing resources and feedbacks	6.45	Satisfactory
4. Managing School Work Stress	4.64	Satisfactory
5. Note-taking and Reading	6.55	Satisfactory
6. Preparing an Assignment/ Project	7.25	Outstanding
Overall	6.56	Satisfactorily

LEGEND:	
Point Score	Overall Descriptive Rating
6.7 – 10.0	Outstanding
3.4 – 6.6	Satisfactory
0.0 – 3.3	Needs Improvement

**Table 9. Correlation coefficient showing the significant relationship between the profile and scholastic performance of the respondents**

Profile	Scholastic Performance
1. Age	-0.104
2. Sex	*-0.219
3. Religion	0.042
4. Father's Educational Attainment	-0.069
5. Mother's Educational Attainment	-0.077
6. Father's Occupation	-0.097
7. Mother's Occupation	-0.116
8. Number of Children in the Family	-0.182
9. Family Income	-0.070
10. Ordinal Position	-0.070
11. Favorite Subject	*-0.195
12. Extra Curricular Activities	-0.146
13. Scholarship Grant	-0.150
OVERALL	-0.112

LEGEND: \* Significant at .05 Probability Level

### The relationship between profile and scholastic performance and profile and learning modes

As revealed by the computed data in table 9, only respondents' sex and favorite subject has an inverse significant relationship with the scholastic performance. This indicates that how the respondents excel in the classroom depends on the subject they are taking and since teaching is dominated by females, this reflects that females focus more on their studies than the males.

**Table 10. Correlation coefficient showing the significant relationship between the respondents' profile and learning modes**

Profile	Learning Modes Assessment of the Respondents						OVERALL
	Motivation	Organizing and Planning Work	Working with Others; Utilizing Resources and Feedback	Managing School Work Stress	Note-taking and Reading	Preparing an Assignment /Project	
1. Age	-0.1433	*-0.8963	*-0.8595	*-0.8614	*-0.8814	*-0.8825	*-0.7541
2. Sex	0.0254	*-0.6615	*-0.7775	*-0.7099	*-0.7047	*-0.6737	*-0.5837
3. Religion	*-0.3067	*-0.3721	*-0.2808	*-0.4846	*-0.2845	*-0.3393	*-0.3447
4. Father's Educational Attainment	*-0.2443	*-0.9588	*-0.9357	*-0.8811	*-0.9519	*-0.9598	*-0.8219
5. Mother's Educational Attainment	*-0.2496	*-0.9634	*-0.9310	*-0.8335	*-0.9554	*-0.9536	*-0.8144
6. Father's Occupation	*-0.3865	*-0.9124	*-0.8551	*-0.9279	*-0.8718	*-0.8573	*-0.8018
7. Mother's Occupation	*-0.3723	*-0.8965	*-0.8693	*-0.9710	*-0.8627	*-0.8440	*-0.8026
8. Number of Children	*-0.3388	*-0.8904	*-0.8759	*-0.8939	*-0.8713	*-0.8493	*-0.7866
9. Family Income	-0.1320	*-0.9583	*-0.8689	*-0.8261	*-0.9192	*-0.9502	*-0.7758
10. Ordinal Position	*-0.3324	*-0.9190	*-0.8277	*-0.8723	*-0.8672	*-0.8881	*-0.7844
11. Favorite Subject	*-0.3233	*-0.9264	*-0.8733	*-0.9021	*-0.8938	*-0.8840	*-0.8005
12. ECA	-0.0784	*-0.8345	*-0.8610	*-0.8513	*-0.8361	*-0.8336	*-0.7158
13. Scholarship Grant	-0.0372	*-0.8544	*-0.8604	*-0.6858	*-0.8588	*-0.8851	*-0.6969
OVERALL	*-0.2246	*-0.8495	*-0.8212	*-0.8232	*-0.8276	*-0.8308	*-0.7295

LEGEND: \* Significant at .05 Probability Level

The result contradicts to the result of the study of Ahmar (2013) on Socio Economic Status and its Relation to Scholastic Achievement of Higher Secondary School Students which shows that gender does not influence the achievement in science at higher secondary school level. Also, it is found that the scholastic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance. As reflected in table 10, the overall outcome revealed in table 10 that there is an inverse significant relationship between the respondents' profile and learning modes. This clarifies that the respondents' characteristics is reflected on the learning modes they carry out to learn better which also suites their type of living.

### Significant Relationship between the Scholastic Performance and Learning Modes of the Respondents

**Table 11. Correlation coefficient showing the significant relationship between the learning modes and scholastic profile of the respondents**

Learning Modes of the Respondents	Scholastic Performance
1. Motivation	*0.2183
2. Organizing and Planning Work	*-0.1993
3. Working with Others; Utilizing Resources and Feedback	*-0.2202
4. Managing School Work Stress	*0.2055
5. Note-taking and Reading	*0.2175
6. Preparing an Assignment/ Project	*0.2036
OVERALL	0.1622

LEGEND: \* Significant at .05 Probability Level

Generally, Elementary Education students' learning modes has no significant relationship with scholastic performance. Though, the students' learning modes particularly on motivation, managing school work, note-taking and reading and preparing an assignment/project has a significant relationship with scholastic performance while the rest of the learning modes, it results to an inverse relationship with scholastic performance. This signifies that the respondents are able to drive their learning modes in a positive direction where at the end of the track, it's reflected on their scholastic performances. Also, strengthening the other learning modes of the respondents need in order to facilitate quality learning. The result is supported by Christiana (2009) on Influence of Motivation on Students' Scholastic Performance where motivation of students is very important for better output in the scholastic pursuit. Students' motivation has high positive correlation in their scholastic performance. There is significant relationship between school environment and structure and students motivation. It is believed then that schools with better organization, good scholastic environment and qualified teachers will motivate their students more and students from such schools stand the chance of better scholastic performance than schools that do not have such scholastic environment organization and qualified teachers. According to Felipe (2008) on Study habits of grade school learners affect their scholastic performance. The recent result of the National Achievement Test is somewhat alarming that a school is almost in the lowest rank in the division level. There are a lot of factors that somehow affect their scholastic performance. One factor is the study modes of every pupil that plays an important part in every child's learning.

### Conclusion

The researchers found out in this study the relationship between the profile, the learning modes and the scholastic

performance of the Elementary Education students of the College of Teacher Education. After a comprehensive investigation and interpretation of data gathered, it showed that most of the BEEed were female, aged between 17-18 and 19-20, Roman Catholic, have parents' with bachelor's degree but most are farmers and housewives. Most belonged to a family with 3-4 number of children whom most were the eldest and can raise an income ranging 4, 999 and below. Many admired Filipino, do not engaged in extra-curricular activities, no scholarship grant, joined in the different organization but stand out in playing badminton and volleyball. The analyzed data also displayed that the level of scholastic performance of the respondents was Very Good and the level of learning modes among motivation, organizing and planning work, working with others and utilizing resources and feedbacks, managing school work stress, note-taking and reading and preparing an assignment/project was Satisfactorily. Ramirez (1987), in her study aimed to identify the nature and method of adjustment with either good or poor scholastic performance. She reported that the study habits and attitudes, family relations, emotional stability, mode and leadership maybe considered as predictive factors in scholastic achievement. It was also learned that there is an inverse significant relationship between the profile and learning modes however there is no significant relationship between the students' scholastic performance and learning modes. The same with the study of Felipe (2008) on Study habits of grade school learners affect their scholastic performance. The recent result of the National Achievement Test is somewhat alarming that a school is almost in the lowest rank in the division level. There are a lot of factors that somehow affect their scholastic performance. One factor is the study modes of every pupil that plays an important part in every child's learning.

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