



RESEARCH ARTICLE

LEARNING PREFERENCES AND ACADEMIC PERFORMANCE OF WORKING COLLEGE STUDENTS IN BATANGAS STATE UNIVERSITY – MALVAR CAMPUS

***Dr. Loida F. Tungao**

Batangas State University-Malvar Campus

ARTICLE INFO

Article History:

Received 26th May, 2016
Received in revised form
15th June, 2016
Accepted 26th July, 2016
Published online 31st August, 2016

Key words:

Learning Preferences,
Academic Performance,
Working College Students.

ABSTRACT

The study was primarily designed to assess the learning preferences and the academic performance of the working college students of Batangas State University – Malvar Campus. Specifically, the researcher first identified the profile of the respondents in terms of sex, year level, college/department, parents' educational attainment, monthly family income, college/department and type of work. In addition, the respondents' General Weighted Average from the previous semester was obtained to describe their academic performance. Likewise, their learning preferences were assessed along diverging, converging, assimilating and accommodating learning. On the other hand, significant differences on the respondents learning preferences were tested when grouped according to their profile as well as the significant relationship that existed between their learning preference and their academic performance. This has an end view of stipulating the implication of the findings of the study to the administrators of Batangas State University. The researcher utilized a total of 150 college working students coming from the different colleges of the university. The descriptive method of research was employed so as to fulfill the objective of the study. A self-constructed questionnaire which gone thorough validation served as the main tool in data gathering. Statistical treatments applied the gathered data include frequency and percentage, rank, weighted mean, T-test and Chi – square. Based on the results, majority of the respondents were females, with 4 – 6 siblings, with monthly family income of 5, 000.00 and below, their parents were mostly high school graduates, in the fourth year already and they are working as crew in restaurants and fast food chains. In addition, the working student – respondents assessed that they preferred diverging, converging, assimilating and accommodating learning styles. Meanwhile, it was found that most of the working – student respondents obtained very satisfactory academic performance. On the other hand, there were no significant relationships noted between the learning preferences of the respondents such as diverging, converging, assimilating and accommodating when correlated with their academic performance. As to the test for difference, there was significant difference observed when the learning preferences of the respondents was compared according to their sex. On the contrary, when the learning preferences were compared according to the respondents' year level, college/department, parents' educational attainment, monthly family income, college/department and type of work, significant differences were noted. Moreover, the analysis of data disclosed that the most common problems encountered by the working students were time management, having no time to join school – clubs, having less time with classmates and friends and to attend to extra – curricular activities and having less time to study and pass their assignments. Based on the findings and conclusions of the study, the following recommendations are hereby given: the administration of the university may find ways on how they can employ their students inside the campus so that they will no longer work outside the school. They can do this by hiring more student assistants who can work for the university. They may provide as well more scholarship programs that can help unprivileged students to continue college education without having the need to work; the teachers may consider the learning preferences of the working students. They may create or design activities which are suited the preferred learning of styles of the respondents; given the reality that there are students who really depend on their work so that they can continue college education; the College of Arts and Sciences may provide the students seminar on time management as this was found to be the greatest problem of the working students. Through this, the college working students may know how to balance their time between school and work; the parents of these working students are encouraged to provide their children financial needs so that these students could focus with their studies; the different colleges where these working student – respondents belong may consider the schedule of the students. The students should be given chance and freedom to choose the schedule fitted to them provided that they will have proof of working.

Copyright©2016, Dr. Loida F. Tungao. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Loida F. Tungao. 2016. "Learning preferences and academic performance of working college students in Batangas State University – Malvar Campus", *International Journal of Current Research*, 8, (08), 37497-37508.

INTRODUCTION

Education in the Philippines is prioritized and given an utmost importance. In fact it is considered as an investment in the family.

***Corresponding author: Dr. Loida F. Tungao**
Batangas State University-Malvar Campus

Parents believe that education is indispensable, a national legacy which should be passed from one generation to the next. As much as education is given a priority many students are unable to finish education because they do not have enough resources that will enable them to go to college. They are forced to work because of higher commodity prices and tuition fees. According to latest data from the Commission on Higher

Education (CHED), about 216,000 or 8 percent college students in the country are currently juggling school and work ([http //www.gov.ph.ched](http://www.gov.ph.ched)). It is important to remember the significant amount of opportunity available for college graduates. The global economy is becoming increasingly more competitive, and in order to give an individual the best chance for a well-paying job, it is best to understand the importance of college education. Attending college provides students with the knowledge and experience they are unable to receive from their previous education and finding a way to fund a higher education that can pay off in a huge way in the years to come. Today's college students face a complex set of dilemmas about whether to attend, where to attend, how to pay, how much to work, how many jobs to take, how to balance these competing priorities while in school.

Although the colleges and universities of today carry a heavy price tag, it is of great importance not to let that discourage students from obtaining a college education. It is not a surprise to find working college students especially in colleges and universities. They get employment from a variety of industries, mainly from food service, to sales and entertainment, aside from usual jobs such as student assistants. Due to financial obstacles, a lot of college students try to juggle school and work, causing a lot of problems for them, ranging from difficulties in time management, a decline in school performance, health problems and to personal and social problems, working students faces a lot of challenges and difficulties trying to balance both. A 2010 survey from the Commission on Higher Education (CHED) results, only half of the working student populations are able to graduate from college and attain their pursued degree. ([http//www.gov.ph](http://www.gov.ph)). Majority of working students are having difficult time to balance their jobs and studies. They are working enough hours that hurt their quality of education. Despite their efforts, the pressure to balance work and school is just too much for many working students. Most students just give up on their studies because of the pressures.

Studying while working is not easy. There a lot of factors that can hamper even the most determined individual. Working college student is not for the chicken-hearted ones but only for those who are willing to sacrifice and exert effort. They have so many responsibilities at work and at home that having additional demands on their time can be overwhelming. The additional homework, projects and schoolwork could be a great burden. To do well in school, a student must have excellent juggling skills and a strong support from family members and academic community. As reported by some researchers that the more time a student devotes to employment, the less he or she has for either academic or social activities (Fjortoft, 1995). This may leave the students with less time on the impact to college success. Moreover, one of the most valued elements of the educative process is the learner. Every teacher must remember that the young learners of today will be our leaders in this shrinking global community. Hence, there is a need to direct these future leaders to function conscientiously and successfully in our diverse, and multicultural world. The most commendable way of doing this is to understand and value the uniqueness of learners in their view of the world, their learning styles and

preferences for processing facts and information. Teachers who are committed to respect the diversity of learners need to be aware of how they perform in order to achieve the holistic development of the students (Paez, 2015). The aforementioned realities drove the interest of the researcher to conduct a study which will determine the learning preferences and the academic performance of the working college students. The researcher as one of the deans of the different colleges in Batangas State University – Malvar Campus, she has observed that there are number of working students under her college. She noticed that these working students find it difficult to cope with their studies. Thus as a head of the department, she sees the importance of conducting a study like this so that working students will be properly guided for them to make it up to graduation. These study would bring also enlightenment to all people concerned about the situation of working college students.

Statement of the Problem

This study aimed to assess the learning preferences and the academic performance of the working college students in Batangas State University – Malvar Campus. Specifically, this sought to answer the following questions.

1. What is the profile of the respondents in terms of:
 - sex;
 - year level;
 - college/department;
 - parents educational attainment;
 - monthly family income;
 - college/department;and
 - type of work?
2. How may the academic performance of the working – student respondents be described?
3. How the respondents assess their learning styles along the following aspects?
 - Accommodating
 - Diverging
 - Assimilating
 - Converging
4. Is there a significant difference on the learning styles of the respondents when grouped according to their profile variables?
5. Is there a significant relationship between the academic performance of the respondents and their learning style?
6. What are the common problems encountered by the working students?
7. What is the implication of the findings of the study to the administrators of Batangas State University Malvar – Campus?

Scope, Limitation and Delimitation of the Study

The study was carried out to assess the learning preferences and the academic performance of the college working students of Batangas State University – Malvar Campus. Specifically,

the researcher determined the profile of the respondents such assex, year level, college/department, parents educational attainment, monthly family income, college/department and type of work. In addition, the respondents' General Weighted Average from the previous semester was obtained to describe their academic performance. Likewise, their learning preferences were assessed along diverging, converging, assimilating and accomodating learning. On the other hand, significant diffrences on the respondents learning preferences were tested when gruoped according to their profile as well as the significant relationship that existed between their learning preference and their academic performance. This has an end view of stipulating the implication of the findings of the study to the admnistrators of Batangas State University. The researcher used a total of 150 working college students coming from the diffrent colleges of the university. The descriptive method of research was employed with a self-constructed questionnaire which gone thorough validation served as the main tool in data gathering. Statistical treatments applied to the gathered data included frequency and percentage, rank, weighted mean, T-test and Chi – square. More so, the reseacher delimited the study to the selcted working college students only in Batangas State University Malvar – Campus. Other working students from othe BatStateU campuses as well as other private and public univeristies and colleges in Batangas were not part of this research.

Conceptual Framework

The researchers aimed to conduct a study which dealt with the learning preference and academic performance of the working college students in Batangas State University – Malvar Campus. The problem was measured through assessing their learning preference along converging, diverging, assimilating and accommodating styles which were assumed to have relation to their academic performance.

Conceptual Paradigm

The figure below illustrates the research paradigm of the study.

In addition the researchers formulated implications regarding this matter. Psychologists and learning specialists believe that individuals have a tendency to both perceive and process information differently. The characteristics, cognitive, affective, and psychological behaviours serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. According to the learning specialists, effective learning is most likely to happen when both strengths and weaknesses are considered. It is important to help individual recognize his strong points in order to perform well in their academic endeavours. In line with the above concepts, the researcher developed the research paradigm of the study. The first box shows the profile of the respondents in terms ofsex, year level, college/department, parents' educational attainment, monthly family income, college/department and type of work. The academic performance of the respondents was also determined along with theirassessment on their learning preferences along diverging, converging, assimilating and accommodating learning styles. The common problems encountered by the respondents were also assessed. The researchers used self-constructed questionnaire to answer the problems posed in this study.

On the other hand, the second box leads to the process made in the study. This investigated the relationship between the learning preferences of the respondents and their academic performance and the differences on their learning preferences when grouped according to profile variables. Statistical treatment was used to answer the hypothesis of the study. The last box labeled as output indicates acquired implication of the findings of the study to the administrators of Batangas State University. This explained thoroughly the possible implications of what were revealed after the study was conducted.

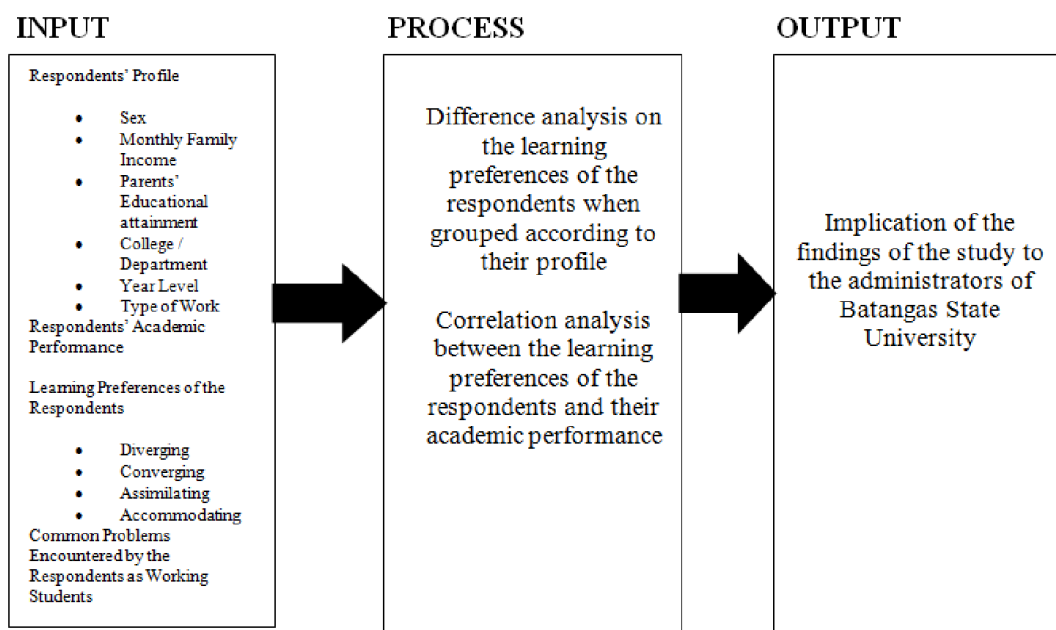


Figure 1. Research Paradigm of the Study

The hypotheses tested in this study are stated in its null form which is as follows:

There is no significant relationship between the learning preference of the respondents and their academic performance. There is no significant difference on the learning preferences of the respondents when grouped according to their profile variables.

MATERIAL AND MOTHEDS

This study was descriptive method of research includes all studies that aim to present facts concerning the nature and status of anything including survey and correlation. The researcher aimed to find out the relation of the learning preferences to the academic performance of the working students. One hundred fifty (150) respondents were chosen through non-probability sampling, which according to Calderon (2011) is the way of determining the target population or those to be involved in the study. The respondents were purposive chosen on the basis of their knowledge of the information needed. The process is continued until the desired sample size is obtained. The researcher used a self-constructed questionnaire and was composed of four parts. The first part intended to gather profile of the respondents, the second part covered the learning preferences of the working students along converging, diverging, assimilating and accommodating styles, the third part covered that general weighted average of the students, and the last part covered the respondents' assessment on the common problems encountered by them as working students. The verbal interpretation and mean rangers were following.

Mean Ranges	Verbal Interpretation
3.25 – 4.00	Always / Highly Preferred
2.50 – 3.24	Often / Preferred
1.50– 2.49	Seldom / Fairly Preferred
1.00 – 1.49	Never / Disagree / Not preferred

RESULTS AND DISCUSSION

Profile of the Respondents

Sex

Table 1. Frequency Distribution of the Respondents as to Sex

Sex	Frequency	Percentage
Male	72	48
Female	78	52
TOTAL	150	100

It can be seen in table 2 that most of the respondents were females with the highest frequency of 78 or 52 percent. The remaining 72 or 48 percent were males. Although, it is common that female students are willing to work while studying, it can be noted as well that there was a little difference on the number of male and female respondents. This indicates regardless of their sex they opted to work just to finish college education.

Number of Siblings

Table 2. Profile of Respondents in terms of Number of Siblings

Number of Siblings	Frequency	Percentage
7 and above	21	14
4 – 6	72	48
1 – 3	45	30
Only child	12	8
TOTAL	150	100

It can be seen in Table 2 that most of the respondents had 4 – 6 siblings with the highest frequency 72 or 48 percent. It was followed by those respondents with 1-3 siblings which gained the frequency of 45 or 30 percent. The least number of respondents with 12 or 8 percent were those who did not have any sibling because they were the only child in the family. This only shows that most of the college working students are having 4 – siblings in which according to them this made them difficult to be a full – time students since they are many in the family who are studying. Though their parents are trying their best to support them, still it is not enough so instead of quitting they decided to work while continuing their studies.

Monthly Family Income

Table 3. Profile of the Respondents in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
20,100.00 and above	17	11
15,100.00 – 20,000.00	33	22
10,100.00 - 15,000.00	32	21
5,100.00 – 10,000.00	26	18
5,000.00 and Below	42	28
TOTAL	150	100

It can be gleaned in Table 3 that majority of the respondents belonged to a family with monthly income of 5,000.00 and below with the highest frequency of 42 or 28 percent. This was followed by those with monthly income 15, 100.00 – 20, 000.00 and 10,100.00 – 15,000.00 with the frequencies of 33 and 32 or 22 and 21 percent respectively. The lowest frequency of 17 or 11 percent was obtained by those respondents with monthly family income of 20, 100 and above. It can be deduced from the results that most of the college working students in BatStateU – Malvar belonged to a family with family income of as low as 5,000.00 per month. Perhaps, this could be the reason why they could not afford to be a full – time students like the others. In an interview with the student – respondents, they said that although they are studying in a public university still there are fees to be paid which their families could not provide most of the time because of financial constraints.

Parents' Educational Attainment

As depicted in Table 4, majority of the respondents' parents were high school graduate which obtained the highest frequency of 84 or 56 percent. This was followed by those respondents whose parents were college graduate with the frequency 35 or 22 percent. Those who were vocational or technical graduates obtained a frequency of 31 or 21 percent. None of the respondents had parents who earned Doctorate or Master's Degree.

Table 4. Profile of the Respondents in terms of Parents' Educational Attainment

Parents' Educational Attainment	Frequency	Percentage
Doctorate Graduate	0	0
Master Graduate	0	0
College Graduate	35	23
Vocational/Technical	31	21
High School Graduate	84	56
TOTAL	150	100

The finding shows that the parents of the college working students in BatStateU – Malvar were mostly high school graduates. This further supports that they belonged to families with low income since high school graduates could not get high paying jobs which force these students to work for them to finish their college studies.

Year level

Table 5. Profile of the Respondents in terms of Year Level

Year Level	Frequency	Percentage
Fifth Year	5	3
Fourth Year	63	42
Third Year	42	28
Second Year	34	23
First Year	6	4
TOTAL	150	100

It can be observed in Table 5 that out of 150 respondents, 63 or 42 percent of them were already fourth year. It was followed by the third year students with the frequency of 42 or 28 percent. The third highest frequency was obtained by those who were second year with 34 or 23 percent. The least number of respondents was obtained by first year and fifth year levels with 5 and 6 frequencies or 4 and 3 percentages respectively.

It can be inferred from the results that the working students of BatStateU – Malvar were mostly fourth year, third year and second year. May be, this happened since the students during these year levels are already adjusted in their college lives unlike when they were first year. They are also being pushed by their strong determination to finish their studies knowing that they are already in higher levels. The few respondents in the fifth year levels can also be noted in the findings. These were those who became irregular students as they could not enroll all their subjects before because they were working so instead of completing the program on time they exceeded another year.

Type of Work

Table 6. Profile of the Respondents in terms of Type of Work

Type of Work	Frequency	Percentage
House Helper	9	6
Crew	90	60
Clerk	12	8
Security Guard	15	10
Farm Helper	3	2
Mall Worker	10	7
Vendor	4	2
Factory Worker	5	3
Farm Helper	4	2
Others:(tutor, entertainer, driver, machine operator)	11	7
TOTAL	150	100

The data in Table 6 showed that most of the respondents with the highest frequency of 90 or 60 percent are crew. It was followed by 15 or 10 percent who are working as security guards while the 11 or 7 percent others are working as tutor, entertainer, driver and machine operator. The frequency of 12 or 8 percent are doing clerical works while 10 or 7 percent was obtained by those who are working in the malls. The lowest number of respondents with the frequency of 4 or 3 percent are those who are engaged in farm works. The findings indicate that the working students of BatStateU – Malvar are crew. This happened since the almost all fastfood chains like Jolibee, McDonalds, Greenwhich, KFC, Chowking, Mang Inasals and others prioritize the students most especially those who are financially incapable to continue their studies. Some of these companies offered scholarships as well to deserving students as part of the corporate social responsibility. This implies that the school must continue to strengthen its linkages to these companies which offer good educational programs to the students.

College or Department

Table 7. Profile of the Respondents in terms of College/Department

College/ Department	Frequency	Percentage
CAS	46	31
CTE	11	7
CABEIHM	39	26
CIT	17	11
CECS	37	25
TOTAL	150	100

As disclosed in Table 7, majority of the respondents were from CAS department with highest frequency of 46 or 31 percent. The next department was the CABEIHM with the second highest frequency of 39 or 26 percent. This was followed by CECS with 37 or 25 percent. The lowest among the departments was the CTE with 17 or 11 percent only. This shows that among the departments, CAS, CABEIHM and CECS have notable number of working students. This implies that the colleges with many or working students should extend help to these students for them to cope with their studies because researches showed that little percentage of these working students were to make it until graduation.

Academic Performance of the Respondents

Table 8. Academic Performance of the Respondents

Academic Performance	Frequency	Percentage
1.5 – 92-94 (Very Good)	14	9
1.75 – 89-91 (Good)	9	6
2.00 – 86-88 (Meritorious)	25	17
2.25 – 83-85 (Very Satisfactory)	48	32
2.50 – 80-82 (Satisfactory)	34	23
2.75 – 77-79 (Fairly Satisfactory)	13	9
3.00 – 75-76 (Passing)	6	4
4.00 – 74 and below (Conditional Failure)	1	1
TOTAL	150	100

As disclosed in Table 8, most of the respondents got a very satisfactory grade of 2.25 (83-85) with the highest frequency of 48 or 32 percent. It was followed by the respondents who

got a a satisfactory grade of 2.50 (80-82). In addition, there were 25 or 17 percent respondents who obtained a meritorious grade of 2.00 (86-88). The second lowest frequency was obtained by those who got a passing grade of 3.00 (75 -76) with 6 or 4 percent. Lastly, there was one among the 150 respondents who obtained a conditional failure grade of 4.00 (74 and below). The results disclosed that the respondents who are the working students in BatStateU – Malvar obtained a very satisfactory grade of 2.00 which means that although they are working they can cope with their studies. However, it can also be noted that none among the working students obtained a grade higher than 2.00 and there were students who obtained a passing grade only and a conditional failure grade. This implies that the university must find time to study the situation to help these students excel academically eventhough they are working. This was further justified by Eledia and Gonzales (2005) the result of their studies concluded that majority of their respondents who were not lucky to gain supports on financial matters on their study experienced difficulty on their academic performance in school. On the other hand, those who were fortunate students who had their support on their financial matters performed well on their studies.

Respondents' Assesment on their Learning Preferences

The series of tables present the assessments of the respondents on their learning preferences The assessments on the learning preferennces revolved along diverging, assimilating, accommodating and converging.

Diverging Learning Preference

It can be noticed in Table 9 that the respondents often view concrete situations from many different points of view with the highest weighted mean of 3.33. This only shows that the respondents being a working student perceives learning situations in many different angles. Perhaps, this could be that they learn things in school in many different ways. They said that they prefer to learn looking at different perspectives instead of focusing with one only. This implies that these students needs to be exposed with different situations for them to learn better. In addition, the respondents assessed that they often listen with an open mind and receive personalized feedbacks with second weighted mean of 2.29.

This only indicates that the working students know how to listen and take feedbacks constrictively. As students, being open – minded is very important for it will help them internalize a lot of information coming from the teachers or even the other significant people around them. Similarly, the respondents assessed that they often like to generate wide range of ideas, fond of brainstorming sessions and like to gather information. These got the same weighted mean of 3.27. This denotes that the respondents though they are working students are inquisitive and prefer to learn by getting sufficient and relevant information. On the other hand, the respondents assessed that they often participate in classroom discussion, internet discussion or forum with others but this got a quite low weighted mean of 2.87. This only shows that students are very open with different means on how they will learn and how they can gain information. However, the low weighted mean probably indicates that as much as the students prefer to do these activities they cannot do it because they are using their spare time in their part time jobs. Moreover, the respondents assessed that they often have broad cultural interests but this got a low weighted mean of 2.67. These students are nationalistic in nature however the low weighted mean probably suggests that they become 21st century learners not the traditional ones because they are exposed in the world since they are working at the same time teenagers like them are very much hooked to technology. In general, the respondents preferred diverging learning as revealed by the composite mean of 3.16. It can be deduced from the findings that these respondents do not exceedingly exhibit the characteristics of being a diverger learner. Probably, this is because these students are working students and as much as they would like to do things innovatively they cannot fully do it because they are dividing their time to their work and their studies. This was proved by Lupdag (2008) that there are diverse ways for a student to learn something. This may be influenced by some factors like their developmental differences, interests, learning aptitude, learning style, and other reasons influencing their attitude towards learning.

Assimilating Learning Preference

As illustrated in Table 10, the respondents assessed that often they are good at understanding a wide range of information and organizing it into logical formats.

Table 9. Assessment of the Respondents in Terms of Diverging Learning Preference

Item Statements	Weighted Mean	Verbal Interpretation
1.I view concrete situations from many different points of view.	3.33	Often
2.I observe rather than take actions.	3.16	Often
3.I like to generate wide range of ideas.	3.27	Often
4.I am fond of brainstorming sessions.	3.27	Often
5.I like to gather facts and information.	3.27	Often
6.I have broad cultural interests.	2.67	Often
7.I have imaginative ability and feelings sensitivity.	3.11	Often
8.I prefer working in groups to gather information.	3.09	Often
9.I listen with an open mind and receive personalized feedbacks.	3.29	Often
10.I have great interest in social services and communication arts topics.	3.03	Often
11.I can look at things from different perspective.	3.06	Often
12.I am good at sharing information .	2.93	Often
13.I am using imagination to solve problems.	3.02	Often
14.I participate in classroom studies, internet discussion or forum with others discussion.	2.87	Often
15.I develop my thinking and doing skills by organizing information.	3.16	Often
Composite Mean	3.16	Preferred

This got a highest weighted mean of 3.45. This shows that perhaps the working students could understand wide range of information because they are exposed to variety of situations. They always have chances to mingle or socialize with other people unlike those fulltime students who are not working.

mean of 2.81. It was observed by the researchers that these respondents are not fond of socializing with other people. They do not give much interest to the lives of other people rather they are much focused on themselves, in their studies and their work.

Table 10. Assessment of the Respondents in Terms of Assimilating Learning Preference

Item Statements	Weighted Mean	Verbal Interpretation
1. I can understand wide range of subjects.	2.98	Often
2. I am less focused on people and more interested in abstract concepts and ideas.	2.81	Often
3. I value a theory for its logical soundness over practical value.	2.85	Often
4. I prefer lectures, readings and analytical models.	3.00	Often
5. I spend time to think things through.	2.97	Often
6. I ask probing questions when learning new subjects.	2.98	Often
7. I am logical and rational.	2.99	Often
8. I require good clear explanation rather than practical opportunity.	3.16	Often
9. I like to know the right answers before trying something new.	3.17	Often
10. I am interested with sciences, information science and research.	2.63	Often
11. I getting more involved with others.	3.13	Often
12. I see ideas and concepts as more important than people.	3.08	Often
13. I respond best to clear explanations.	2.98	Often
14. I am good at understanding a wide range of information and organizing it into logical formats.	3.45	Always
15. I am giving myself time to think things through.	3.02	Often
Composite Mean	3.01	Preferred

Table 11. Assessment of the Respondents in Terms of Accommodating Learning Style

Item Statements	Weighted Mean	Verbal Interpretation
1.I find practical uses for ideas and theories.	2.29	Sometimes
2.I solve problems and make decisions based on finding solutions to questions or problems.	3.10	Often
3.I prefer technical tasks and problems.	1.93	Sometimes
4.I like better doing experiments with new ideas.	3.07	Often
5.I can simulate/ create activities.	3.03	Often
6.I can work with practical applications.	3.03	Often
7.I am less concerned with people and interpersonal aspects.	2.34	Sometimes
8.I give much consideration on efforts.	3.15	Often
9.I take the new information and try it out outright to see if it works.	3.03	Often
10.I love to study technology - related subjects.	2.90	Sometimes
11.I am hands – on in my assigned task.	2.57	Often
12.I rely on intuition rather than logic.	2.69	Often
13.I approach situations with an open mind.	3.32	Often
14.I love working with and motivating others.	3.01	Often
15.I have the tendency to act in haste.	2.76	Often
Composite Mean	2.82	Preferred

Additionally, the respondents often like to know the right answers before trying something new with the second highest mean score of 3.17. This denotes that the workings students are fond of knowing the exact answers than making other possible answers. This is true since students like them would always want to be précised for they don't have much time to discover many things around them. Meanwhile, the respondents assessed that they often require good clear explanation rather than practical opportunity. This gained a weighted mean of 3.16. This only shows that working students learn best when enough and concrete explanation are provided to them. This further indicates that these students do not rely on practical experiences in learning things at school. Nevertheless, the student – respondents learn best in class because they often value a theory for its logical soundness over practical value with the weighted mean of 2.85. This finding further justifies that the working students are more logical than practical. Furthermore, the respondents assessed that they learn in class because they are often less focused on people and more interested in abstract concepts and ideas with the weighted

In summary, the respondents preferred assimilating learning style as revealed by the composite mean of 3.01. It can be inferred that the working students are somehow assimilators because they are logical and they always require concise explanation. This can be commonly observed to the working students as they can easily adapt or adjust to different situations. The study of Bacalangeo (2011) supports that working students predominantly possess assimilating characteristics as they prefer to be logical.

Accommodating Learning Preferences

The data in Table 11 disclosed that the respondents often approach situations with an open mind. This got the highest weighted mean of 3.32. This means that the respondents are open minded may be because of their experiences in their lives most especially that they are working so that they can continue their studies. According to them, having an open mind help them to accept the reality that they have roles to perform as students and as workers. Similarly, the respondents assessed

that they best learn in class when they often give much consideration on efforts with the weighted mean of 3.17. Since these types of learners are more practical and they value action, it can be inferred that the working students value efforts because they are the type of students who exerted efforts just to get higher grades because they are working while studying. In addition, the respondents learn best because they often take the new information and try it out outright to see if it works with the weighted mean of 3.15. The accommodator type of learner is impulsive that once they see new things they would like to try it right away. On the other hand, this is good for the working students because they are able to discover many things which enhance their learning. Meanwhile, the respondents best learn in class because they often solve problems and make decisions based on finding solutions to questions or problems with the weighted mean of 3.27. It can be deduced from the findings that the working students make sure that when they make decisions or solve problems they are very certain with those solutions. Meaning, they do not make instant decision unless they are not sure of its bases. On the contrary, the respondents assessed that they just sometimes find practical uses for ideas and theories. This got a second low weighted mean of 2.29. This only shows that working students don't rely much on concepts and theories which further justify that they are practical persons. Moreover, the respondents assessed that they sometimes prefer technical tasks and problems with the lowest weighted mean of 1.93. The lowest weighted mean suggests that they are not that technical students this may be due to the fact that they do not want to do technical tasks or handle technical problems. As a whole, student – respondents preferred accommodating learning style as proved by its weighted mean of 2.82. The working students – respondents can be considered as accommodator because they approach situations with an open mind and they are attracted to new challenges and experiences, and they are able to carry out plans. Because of these characteristics, they are able to balance their work and their studies. This was supported by Mamaed (2006) when he revealed that students who are working are open – minded can perform academically even they spend a lot of time in work.

weighted mean of 3.35. The working students make sure that every action they will make will have positive or good results. They would like to be very certain in what they are doing because for them they could not afford to make mistakes as they are always battling with their time being a student and a worker at the same time. Additionally, the respondents assessed that they often love trying new and challenging experiences with the weighted mean of 3.24. The respondents always seek thrill by trying new and challenging experiences. One of these thrills and challenging experiences is their decision to work while studying. According to the students, they learn from being adventurous and this makes them cope in their studies because they learn a lot of things. Meanwhile, the respondents learn primarily from “hands – on” experiences with the weighted mean of 3.21. It can be said that the respondents as working students learn better from actual situations. According to them, they learn best when they are exposed to actual work or real – life situations.

Similarly, the respondents assessed that often they can carry out plans with the weighted mean of 3.20. It can be inferred that working students are good in planning and actualizing their plans. These students as well feel satisfied when they are able to fulfill their plans in life. On the other hand, the respondents assessed that often they can easily adapt to any immediate circumstances with low weighted mean of 2.90. This only shows that working students find it little difficult to adapt to immediate circumstance. For instance, they find difficulty in adjusting to their schedules whenever there are changes because there is a need to consider their work and their schedule in school as well. Furthermore, the respondents assessed that often they rely more heavily on people to obtain information than on their own technical analysis but this got a lowest weighted mean of 2.64. The low weighted mean suggests that working students are not that reliant to experts and to other people to gain additional information. According to these students, they look for information by themselves and they do not rely more heavily from other people. All in all, the student - respondents preferred diverging learning as evident in the composite mean of 3.08.

Table 12. Assessment of the Respondents in Terms of Converging Learning Preference

Item Statements	Weighted Mean	Verbal Interpretation
1. I learn primarily from “hands – on” experiences.	3.21	Often
2. I can carry out plans.	3.20	Often
3. I love trying new and challenging experiences.	3.24	Often
4. I tend to act on intuition rather than on logical analysis.	3.06	Often
5. I rely more heavily on people to obtain information than on my own technical analysis.	2.85	Often
6. I prefer to work with group of people to get tasks or assignments done.	3.15	Often
7. I can easily adapt to any immediate circumstances.	2.90	Often
8. I am interested in actions and results.	3.35	Often
9. I set objectives and strictly follow schedules.	3.11	Often
10. I join school and community organizations.	2.95	Often
11. I am less concerned with others and interpersonal relationship.	2.97	Often
12. I am learning to find solutions through practical issues.	3.00	Often
13. I prefer technical tasks.	2.93	Often
14. I look for opportunities to experiment with new ideas.	3.18	Often
15. I use simulations and work with practical applications.	3.17	Often
Composite Mean	3.08	Preferred

Converging Learning Preference

As shown in Table 12, the respondents learn best because they are often interested in actions and results with the highest

It can be inferred that being a converger type of learner contribute to the academic achievement of the working students. They are more likely to cope in their studies because they prefer converging style of learning which make them

highly motivated to study. This was further justified by Cauley (2008) that the person with convergent thinking is good at bringing material from a variety of sources to bear on a problem, in such a way as to produce the correct answer.

Significant Difference of the Learning Preference of the Respondents when Grouped According to their Profile

As to the difference analysis, when the sex of the respondents was considered in testing the difference of their assessments, it obtained a computed value of 5.32 which happened to be greater than the tabular value of 5.02 which led to the rejection of the null hypothesis. Thus, there was significant difference on the learning preferences of the respondents when grouped according to their sexes. This shows that male and female working students have different learning preferences. It is a given reality that females like to study than males and females have a more positive perceptions towards education compared to males. On the other hand, when testing was done on the learning preference of the respondents considering their number of siblings, the researcher got a computed value of 5.09 which was lesser than the tabular value of 11.14. This accepted the null hypothesis which means that there was no significant difference on the learning preferences of the respondents when number of siblings was considered. This only indicates that whether the working students had few or many siblings their learning preference remain the same.

testing was done on the learning preference of the respondents considering their parents' educational attainment, the researcher got a computed value of 1.50 which was lesser than the tabular value of 11.14. This accepted the null hypothesis which means that there was no significant difference on the learning preferences of the respondents when their parents' educational attainment was considered. It can be said that whether the working students' parents are high school graduate, college graduate or masters' graduate, this will not make their learning preference different from one another. When the learning preferences of the respondents was compared considering their college or department, it obtained a computed value of 1.11 which was lesser than the tabular value of 11.14. Thus the null hypothesis was accepted which means that no significant differences existed on the learning preferences of the respondents considering the aforementioned profile. It only indicates that the working from different colleges namely, CAS, CABEIM, CTE, CIT and CTE have almost the same learning preference because they are all working students. Moreover, when the learning preferences was compared according to the year level of the respondents, the researcher obtained a computed value of 2.56 which was lesser than the tabular value of 9.35. Thus, the null hypothesis was rejected and the comparison on the respondents was found to have no differences. Meaning, whether the working students are freshmen or in the higher years already they are just having similar learning preferences.

Table 13. Significant Difference of the Learning Styles of the Respondents when Grouped According to their Profile

Learning Preference and Profile	Computed Value	Tabular Value	Degrees of Freedom	Decision	Interpretation
Sex	5.32	5.02	1	Reject H_0	Significant
No. of Siblings	5.09	11.14	4	Accept H_0	Not significant
Monthly Income	1.04	11.14	4	Accept H_0	Not significant
Type of work	1.56	12.83	5	Accept H_0	Not significant
Parents' Educational Attainment	1.50	11.14	4	Accept H_0	Not significant
Department	1.11	11.14	4	Accept H_0	Not significant
Year Level	2.56	9.35	3	Accept H_0	Not significant

Table 14. Significant Relationship between the Academic Performance of the Respondents and their Learning Preference

Learning Preference and Academic Performance	Computed Value	Tabular Value	Decision	Interpretation
Diverging	0.14	± 1.96	Accept H_0	Not significant
Converging	0.10		Accept H_0	Not significant
Accommodating	0.18		Accept H_0	Not significant
Assimilating	0.16		Accept H_0	Not significant

Meanwhile, when testing was done on the learning preference of the respondents considering their monthly income, the researcher got a computed value of 1.04 which was lesser than the tabular value of 11.14. This accepted the null hypothesis which means that there was no significant difference on the learning preferences of the respondents when their family monthly income was considered. This only proves that working students with higher or lower income have almost similar learning preferences. Likewise, when the learning preferences of the respondents was compared considering their type of work, it obtained a computed value of 1.56 which was lesser than the tabular value of 12.83. Thus the null hypothesis was accepted which means that no significant differences existed on the learning preferences of the respondents considering the aforementioned profile. This only confirms that the learning preferences of the working students did not differ though they had different jobs. Similarly, when

Significant Relationship between the Academic Performance and the Learning Preference of the Respondents

The relationship between the respondents' learning preference and their academic performance was tested using Pearson Product Moment Correlation Coefficient. This is shown in Table 14. The data in Table 14 revealed that when the diverging learning preference of the respondents was correlated to their academic performance, the computed value of 0.14 is lesser than ± 1.96 at 0.05 level of significance. Thus the null hypothesis was accepted, therefore, it can be concluded that there was no significant correlation that existed between the variables. It can be inferred based on the results that the diverging learning preference of the working students does not affect their academic performance. Even though the working students prefer diverging learning in which they view

concrete situations from many perspectives and adapt by observation rather than by action this won't affect their academic performance. This was parallel with the findings of Florence (2007) that learning styles of divergers were not related to the achievement of the students. Similarly, the data showed that there was no significant correlation existed when the the converging learning preference of the respondents was correlated with their academic performance. This happened since the computed value of 0.10 is lesser than ± 1.96 at 0.05 level of significance and the null hypothesis was rejected. It can be inferred based on the results that the converging learning preference of the working students does not affect their academic performance. Although these students prefer to be concise, logical and practical, all these could affect their academic performance. This may be because what really affects their performance is the situation that they have being a working student. This was supported by De Chavez (2005) that the converger - students are more logical and practical but this would not indicate their academic performance.

Meanwhile, the results showed that there was no significant relationship existed when the the accommodating learning preference of the respondents was correlated with their academic performance. This was proved by the computed value of 0.18 is lesser than ± 1.96 at 0.05 level of significance and the null hypothesis was rejected. It can be deduced that the accommodating learning preference of the working students does not affect their academic performance. The accommodating learning preference of the working students is not related to their academic standing. Perhaps, getting higher or lower grades is not dependent on the learning preference of the students. The said finding was congruent with the findings of Costales (2006) that most of the students in both high and low performing groups were categorized as accommodator type of learner. Meaning, though working students are high performing or not can be an accommodator.

accepted, therefore, it can be concluded that there was no significant correlation that existed between the variables. It can be inferred based on the results that the assimilating learning preference of the working students does not affect their academic performance. Though these working students are assimilators the grades that they obtained were not related to it since some of them perform better academically and others do not. This was different from the findings of Singson (2006) when he disclosed that assimilators students perform well in the class.

Common Problems Encountered by the Working Student – Respondents

It can be seen in Table 1 that majority of the respondents encountered problem on time management. This obtained a highest frequency of 68 and ranked first. It can be inferred that the respondents as working students find difficulty in managing their time. In an interview with them, they said that they hardly meet deadlines of their projects and requirements in school because after school or before school they immediately go to their respective work. In addition, the respondents encountered problem on having no time to join school – clubs which obtained a frequency of 63 which made it second in the rank. Though the schools offer different clubs that could cater and enhance the talents of the students, these working students could not afford to join because their vacant time is used to report in their respective jobs. Meanwhile, the respondents encountered problem on having less time with classmates and friend with the frequency of 61 and ranked third. These working students find little or no time with their classmates and friends because they need to priorities their work after school. Thus, they become less sociable and they do not have good dealings with their classmates. Fourth in the rank with the frequency of 60 was the students' problem on attending extra –curricular activities.

Table 15. Common Problems Encountered by the Working Student – Respondents

As a working student, I encountered problem on...	Frequency	Rank
1. Skipping class	38	19
2. Having no time to join school clubs.	63	2
3. Time management	68	1
4. Submitting my projects on time	43	15
5. Attending class regularly.	40	18
6. Coping with class schedules.	45	13
7. Attending to school's extra – curricular activities.	60	4
8. Participating or attending to professor's remedial activities/classes.	52	7
9. Less time for studying and doing assignment	59	5
10. Keeping up with professor's lectures	42	16
11. Poor study habits	41	17
12. Missed quizzes and major exams	31	20
13. Getting low grades due to lack of preparation.	51	8
14. Budgeting and saving money.	50	9
15. Socializing with family	53	6
16. Less time with classmates and friends	61	3
17. No or less time to join community or social clubs	47	11
18. Poor interpersonal relations with professors	44	14
19. Diminished since of belonging in campus.	48	10
20. Health issues.	46	12

Lastly, the results divulged that when the assimilating learning preference of the respondents was correlated to their academic performance, the computed value of 0.16 is lesser than ± 1.96 at 0.05 level of significance. Thus the null hypothesis was

Attending to extra – curricular activities were perceived by the working students to be one of their main concerned because they could not make themselves to some school activities due to their situation.

Another problem that the respondents experienced which gained a frequency of 59 and ranked fifth was that they have less time to study and pass their assignments. Most of the time, they missed assignments and failed to get high grade or even failed on their test because they lack time to study. This implies that students must also consider giving much or balancing their time between their studies and work. The teachers may also give consideration of allowing and encouraging these students to submit their home works. On the other hand, the respondents rated skipping classes to be one of the least problems they encountered being working students. This gained a frequency of 38 and ranked 19th. This only signifies that working students make sure that they will not miss their classes even though they are busy in their work. Most of them are saying that what they are doing will be useless if they will escape classes because their main goal in life is to finish education. Lastly, the respondents considered missed quizzes and major exams as the least rated problem as this obtained a lowest frequency of 31. This only shows that the working students see to that they take quizzes and major exams. According to them, their teachers are considerate enough that when they missed exams due to their work special examinations were given to them.

Implication of the Findings of the Study to the Administrators Batangas State University – Malvar Campus

The primary purpose of this research was to assess the learning preference and the academic performance of the working college students in Batangas State University. After the conduct of the study, researcher found that the working college students preferred diverging, converging, assimilating and accommodating type of learning. However, the learning preference of the respondents is not related to the academic performance of the students. With regards, to the problems encountered, time management was found to the greatest problem encountered by the working students. In line with the aforementioned results, the university administrators may provide the students with opportunities to work in the school. They may hire more student assistants who are deserving and can be part of the workforce of the university. In addition, the scholarship office of the university may continue to give scholarship to deserving students so that they may no longer work just to continue their studies. The different colleges of the university may give ample considerations to the students by allowing them to choose schedules fitted for them. Moreover, the teachers may consider also the learning preference of the working students although it was found not related to the students' academic performance. The guidance of the teachers may enhance the preference of the students to learn and eventually may lead to excellent academic performance. Activities which are fitted for the learning preference of the student should be made and considered as well.

Conclusions

The following were the conclusions of the study based on the gathered, analyzed and interpreted data.

- Majority of the respondents were females, with 4 – 6 siblings, with monthly family income of 5, 000.00 and below, their parents were mostly high school graduates, in the fourth year already and they are working as crew in restaurants and fast food chains.
- The working student – respondents assessed that they preferred diverging, converging, assimilating and accommodating learning styles.
- Most of the working – student respondents obtained very satisfactory academic performance.
- There were no significant relationships noted between the learning preferences of the respondents such as diverging, converging, assimilating and accommodating when correlated with their academic performance.
- There was significant difference observed when the learning preferences of the respondents was compared according to their sex. On the contrary, when the learning preferences were compared according to the respondents' year level, college/department, parents' educational attainment, monthly family income, college/department and type of work, significant differences were noted.
- The most common problems encountered by the working students were time management, having no time to join school – clubs, having less time with classmates and friends, attending extra –curricular activities and having less time to study and pass their assignments.
- An implication of the findings of the study to the Batangas State University – Malvar Campus and the working students was offered.

Recommendation

From the findings and conclusions of the study, the researchers humbly offered the following recommendations:

- The administration of the university may find ways on how they can employ their students inside the campus so that they will no longer work outside the school. They can do this by hiring more student assistants who can work for the university. They may provide provide as well more scholarship programs that can help unprivileged students to continue college education without having the need to work.
- The teachers may consider the learning preferences of the working students. They may create or design activities which are suited the preferred learning of styles of the respondents.
- Given the reality that there are students who really depend on their work so that they can continue college education, the College of Arts and Sciences may provide the students seminar on time management as this was found to be the greatest problem of the working students. Through this, the college working students may know how to balance their time between school and work.
- The parents of these working students are encouraged to provide their children financial needs so that these students could focus with their studies.
- The different colleges where these working student – respondents belong may consider the schedule of the students. The students should be given chance and freedom

to choose the schedule fitted to them provided that they will have proof of working.

- Lastly, it is recommended that similar studies be conducted in order to back-up the findings of the present undertaking.

REFERENCES

- Bacalangco, Cherryl. 2011. *“Students’ Learning Styles and Academic Achievement in Mathematics.”* Unpublished Master’s Thesis. University of Iloilo, PHINMA Education Network
- Calderon, Jose F. 2011. Research Design. Methods of Research and Thesis Writing. Cacho Hermanos Inc. National Bookstore Manila.
- Cauley, Kathleen M. 2009. Educational Psychology 23rded. McGraw Hill, New York City.
- Costales, Sheila Marie P. *“Learning Styles, Motivations, and Study habits of High and Low Performing Secondary Students: Implications to Educational Management.”* Unpublished Master’s Thesis. Institute of Graduate Studies, Central Luzon State University, Nueva Ecija. 2006
- Data on College Working Students. Accessed on: August 15, 2016 from <http://www.ched.gov.ph>
- De Chavez, S. 2005. *“Study Attitudes and Learning Styles of Selected of the Working Basic Education Students: Basis for A Proposed Enhancement Plan.”* Unpublished Master’s Thesis. Bataan Peninsula State University. Bataan
- Fiortoft, Jeffrey M. 1995. In Collection Decisions: How Students Actually Make them and How They Could. 2nd Edition. Boston:BeaconPress.Cambridge, MA:Harvard University Press.
- Florence, Monta A. 2007. *“Learning Styles and the Predictors of Achievement in College Algebra.”* Unpublished Doctoral Dissertation. De La Salle University, Manila.
- Lupdag, Anselmo D. 2008. Educational Psychology. Adriana Publishing Co. Quezon, City Manila.
- Mamaed, Teresita F. 2006. *“Problems Encountered and Coping Techniques of Senior High School Students as Influenced by Parental Employment”.* Unpublished Master’s Thesis. The College of the Republic, Nueva, Ecija.
- Paez, Ana Ruby M. 2015. Principles of Teaching I. Adriana Publishing Co. Quezon City, Manila
- Singson, Zenaida S.D. 2000. *“Relationship between High School Students’ Learning Styles and their Academic Performance in Science in Navotas National High School.”* Unpublished Master’s Thesis. Governor Andres Pascual College – Graduate School, Navotas, Metro Manila.
