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Family Economic Condition, Students' Learning Environment, Learning Styles, and its Influence on Students Learning Outcome: A Sequential Explanatory Mixed Method Research

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Abstract

The focus of this research is to find out if family economic condition, learning style, and learning environment affect the learning outcomes of the students in Noveleta Senior High School and craft a school program proposal that researchers construct from the results of this Study. Sixty (60) respondents from students of Noveleta Senior High School were selected to answer the survey conducted by the researchers, and ten (10) respondents were chosen to take

part in the interview. This Study used a sequential explanatory research method. The researchers conducted a survey for the respondents to answer the questions provided in the form. Using a Google form, the data were coded in Excel to ensure the quality of data analysis. The researchers used the results of the survey to be the basis of the creation of interview questionnaires that will be used by the researchers.

Keywords: Family Economic Conditions, Learning Environment, Learning Styles

Introduction

Economic conditions refer to the family's income and financial situation. One of the factors that can affect students' learning outcomes is their family's economic situation. One of the elements that help students achieve their objectives is the state of the economy. A student's family's economic conditions play a role in their education. According to Gibson-Davis (2018), households with children are particularly troubled by low net wealth. McDonald *et al.* (2020) stated that parents who are poor report more depressive symptoms, such as feeling hopeless and depressed, than parents whose salaries are higher. Numerous investigations have been conducted into the efficiency of instruction and learning in raising student performance. A learning environment is made up of the physical environment (classrooms), the educational activities that take place there during school hours, and the behavior of the students that may or may not have an impact on these activities (Hansen *et al.*, 2018).

Depending on how they feel most comfortable gathering and processing knowledge, each student has a unique learning style. Some students prefer to study by doing tiny tasks assigned by lecturers in order to retain the material. The author also observed students who were so eager to learn through practice methods that work became their favorite place to learn. On the other hand, there were also some students who enjoyed learning by listening to what the lecturer had to say and were very disturbed when someone made noise when the lesson was explained. One of the factors influencing learning outcomes is learning style, and using instructional materials and methods that are fit for learning types can help students retain information. Magulod (2019) ^[17] asserts that learning style is a preferred method of carrying out activities, thinking, processing, and understanding information. The Study's findings demonstrate that when learning outcomes are evaluated, learning that understands and maximizes learning types receives higher ratings. Student learning results are influenced by learning styles. If students can grasp the lesson's topic clearly, they will learn new material effectively. A good understanding of the lesson and learning style will help determine which of them, by understanding their own learning patterns, students and lecturers may work together to adapt the way they teach. This creates a fantastic chance for the students to learn in the most effective way possible.

The most impactful factor for the student is their learning outcome. When a student's learning outcome is affected, their learning may also be compromised; they may not be able to acquire the knowledge they need or reach the high achievement they want. Students who don't believe they can learn will have poor learning outcomes because they don't believe they can learn, which makes them pessimistic and causes the learning results to be insufficient. In order to be useful in a dynamic, difficult, and competitive environment, humans must be able to gather, choose, manage, and follow up on that information. Teachers should be aware that everyone has the potential to learn from learning activities. According to Dayagbil *et al.* (2021), to increase the amount of information, students can understand in teaching and learning activities, it is necessary to teach them

the best and most innovative ways to learn and comprehend new information. Thornberg *et al.* (2019) stated that when in class, students often just take notes, and the teacher explains too much. In the process of teaching, the teacher only provides definitions, concepts, and formulas, then has the class practice the questions, which causes students to not understand the material and gives them fewer opportunities to solve problems or ask questions. To encourage active participation from the students, the teaching and learning activities should be carried out in an engaging, uplifted, joyous, and motivating manner.

Therefore, the conducted Study's aim is to know the family economic status, learning environment, learning styles, and learning outcomes of Noveleta Senior High School students. The researchers decided to conduct this Study to find out if the family's economic status, learning environment, and learning style affect the student's learning outcomes. However, a previous study was conducted on what would be the effect of the student's learning outcomes on the family's economic status, the student's learning environment, and their learning styles (Usman & Syawalina, 2021) ^[18].

Objective of the Study:

This Study aims to find out if the family's economic condition, learning environment, and learning style have a relationship and if it affects the student's learning outcome. Specifically, this Study sought to (1) determine the students' level of family economic condition, learning environment, and learning styles of the students in terms; (2) identify significant relationships between and among the variables; and (3) explain how they interact with each other.

Materials and Methods

The researchers used mixed method research which combines aspects of both qualitative and quantitative research to address your research issue. The researchers used this type of research to gather quantitative and qualitative types of research in one Study. Also, to gather intelligible quantitative results. After gathering the quantitative research, the researchers will conduct an interview to gather qualitative data.

The researchers used an explanatory sequential research design. According to Creswell and Plano Clark (2011), the process of collecting data involves first gathering quantitative data, then qualitative data to support or further explain the quantitative conclusions. The use of this strategy is justified by the fact that although quantitative data and results provide a fundamental overview of the research problem, more analysis, particularly through the gathering of qualitative data, is necessary to clarify, extend, or refine the overall picture (Subedi, 2016) ^[2]. The researchers used this research design to investigate if the Family's Economic conditions, Learning Environment, and Learning Styles affect Students' Learning Outcomes. First, the researchers conducted a survey questionnaire to collect quantitative data. After collecting quantitative data, the researchers will interpret and analyze the data collected. The researchers will conduct a questionnaire to collect data for qualitative research to fulfill the data needed in the conducted Study.

The researchers used a questionnaire as a data gathering procedure containing closed-ended questions to collect data for quantitative research. Undoubtedly, one of the most crucial sources of information for every research study is the

questionnaire. Yet the most important thing is that the researcher should make sure the questionnaire is "valid, reliable, and unambiguous" when constructing it (Ahmed & Bidin, 2013). The researchers adapted a survey questionnaire from the paper of Adzido *et al.* (2016) ^[4]. It contains closed-ended questions for the variable of the research Family economic conditions. For the next variable, which is the learning environment, the researcher also adapted a survey questionnaire from the paper of Mcghee *et al.* (2017). For the variable learning styles, the researchers also adapted a survey questionnaire from the paper of O'Brien (1985). Lastly, for the student's learning outcomes, the researcher adapted a survey questionnaire from the paper of Peter Fieger. The researcher's steps of collecting the data quantitative data, step (1) questionnaire.

The researchers used simple random techniques to select sixty (60) respondents for quantitative research and ten (10) respondents for qualitative research. The simple random technique is the process of choosing a sample in order to ensure any potential sample of the same size has an equal chance of being chosen (Lin *et al.*, 1997). This requires that the selection process be fully random, giving every member of the population an equal chance of being chosen. The researchers conducted a survey using G-Form to collect sixty (60) responses for quantitative data. After collecting quantitative data, the researchers will then interpret and analyze the data gathered. The researchers conducted a questionnaire for qualitative research; the researchers will select ten (10) respondents. The researcher's respondents are the students of Noveleta Senior High School with different strands, HUMSS, ABM, ICT, and TOURISM.

To explain and understand the characteristics of a particular data collection, the researchers employed descriptive statistics, which provide succinct descriptions of the sample and the data measurements (Bhandari, 2023) ^[9]. The researchers used this research tool to summarize all the data gathered from a large population of this Study from Novelata Senior High School. The mean, median, and mode are the most widely used descriptive statistics and are utilized at almost all math and statistics levels. The data set's figures may be added together, and the mean or average can be calculated by dividing the total number of values by the number of figures (Bhandari, 2023) ^[9]. The researchers used this statistical tool for them to easily summarize and interpret the coded data. For qualitative research, the tools that the researchers will use are. A technique for evaluating qualitative data called thematic analysis comprises scanning through a data collection to find, examine, and document recurring data, but it also includes interpretation when selecting codes and developing themes. Individual or group interviews are recorded, and the transcripts are often written verbatim word for word. An interview is a conversation used to gather information. Both interviewer and the interviewee take part in research interviews and respond to the interviewer's inquiries. The interviews can be conducted over the phone or in person. The researchers will use thematic analysis for qualitative data. The thematic analysis includes creating thematic interlace and thematic account; after collecting the data gathered, the researchers will transcribe it and will familiarize the data. After that, the researchers will search for data that has a similar answer to create a theme. The researchers will do it again to have more themes.

Results and Discussion

Table 1: The level of Family Economic Condition of students

Family Economic Conditions	Mean	Rank	Interpretation
My academic achievement is impacted by family income level.	3.65	3	High
My monthly allowance increases as my family's income rises.	3.57	4	High
My GPA (general average) improves when my family's income also rises.	3.13	6	Average
Despite being wealthy, my parents are unable to completely fund for my school expenses.	2.68	7	Average
I always perform better in my GPA (general average) whether I have money or not.	3.93	1	High
External help is more difficult to get than family financial aid.	3.38	5	Average
I prefer financial help from family than financial support from others.	3.77	2	High
General Average	3.45		High

Table 1 shows the Family Economic Conditions of the Noveleta Senior High School Students. The highest ranking with a high interpretation is "whether money or no money, I always perform better in my GPA (general average)" (M=3.93). However, the results also revealed the Average interpretation, which is lowest in ranking with the question of "my parents being rich but not ready to fully pay for my educational expenses" (M=2.68). This table revealed a High interpretation of Family Economic Condition (M=3.44). The respondents of the Study from Noveleta Senior High School perform well despite their family's economic condition for their GPA (general average). However, some of the respondents' parents are always ready to fulfill the educational expenses regardless of their family's economic condition. This means that despite Family Economic Conditions, it doesn't affect much on how students perform in their Studies. Although having a better family income may improve academic achievement, responsible and conscientious students shouldn't use having a low family income as an excuse for producing subpar work. (Adzido *et al*, 2016)^[4]. It is said that when the family's economic status is high, it affects the student's education so that they get the needs they need to achieve high academic performance. As stated by respondent number (1), "My family's financial situation does not affect my learning because I have not experienced that we are in a tight situation" As stated by Respondent (3), "doesn't really have any effect on my studies because either way, I can still learn and do my tasks as a student." As stated by Respondent (5), "Actually, Families' economic conditions don't really affect the learning outcomes of students. But there are some notable hindrances when it comes to that; for example, having the need to buy school supplies, etc., most definitely will affect my learning outcome because sometimes I can't afford expensive school projects. But when it comes to learning outcomes, it is up to the student's capabilities and persistence. for instance, my experience is that we don't have money for my school books. It is really expensive, and I need those books right away. Then it really becomes a problem because classes are already starting, and I don't have the books that the teachers are discussing, and it really makes it hard for students to cooperate and be attentive in

class. But then again, it does not affect my learning outcome of mine because I find ways to somehow learn without books, like taking down notes or even printing the lesson itself. so, in conclusion, the family's economic condition does not affect my learning outcomes of mine. The responses revealed support for the high interpretation of the question, "Whether money or no money, I always perform better in my GPA (general average)." This indicates that students can perform well despite family economic conditions. Below is an average interpretation, and the researchers get the responses of the students to support the question, "My parents are rich but are not ready to fully pay for my educational expenses. The responses show this is not likely the situation of the effects of hard times of their studies. This statement contradicts the existing Study of Yusuf & Al-madhab (2020). It has been determined that there is a significant relationship between financial issues and academic performance, indicating that students with financial problems have an impact on their academic performance. The students find it hard to study because of a lack of material or daily income, which causes them to have a hard time in their studies. As stated by Respondent (2), "My family's economic condition affects the resources available for me as a student and troubles me when I don't have enough materials to work with or usable tools, making the project or task considerably harder and more taxing than it should be." As stated by Respondent (6) "It's hard given that my sibling and I are both studying at college and my sister at junior high the expenses are so high. Sometimes I can't go to school because I'm short on my fare, which causes my absence in school and it affects my grade in a bad way." As stated by Respondent (7), "The family's economic condition affects me because my family only has a daily income, so sometimes I can't buy my study projects, because they can't provide because the daily income is low." While the interpretation of the question "whether money or no money I always perform better in my GPA (general average)" is high. Some respondents think of other ways. They stated that lack of materials or shortage of resources and the lack of income makes studying hard for them. This statement supports the claim of Yusuf & Al-madhab (2020), who said that Students from low-income homes whose parents couldn't afford to afford any allowance find it difficult to pay for necessities like rent, food, and academic materials. Respondents are having a hard time studying because of family problems that are caused mainly by their family's economic conditions. As stated by Respondent (6), "The family's economic conditions affect my studies by having mental breakdowns. And the mental breakdowns I experience due to family conditions affect my grades. My family's issues have caused me to experience situations that can divert my attention and prevent me from performing well in school." As stated by Respondent (9), "Since I have experience living in different households with different economic conditions, I can now say that I am here in a household that is relatively well-off, the one that will prioritize my needs for schools, I now have my own space to do my school work, not like before when I had so many distractions, it's really difficult, especially for me who has a short attention span" While the interpretation of the question "whether money or no money I always perform better in my GPA (general average)" is high. Some respondents think of other ways. They claimed that their financial situation causes them mental breakdowns, which makes it difficult for

them to focus on their studies. This statement supports the claim of Yusuf & Al-madhab (2020), who said that a Lack of resources could cause financial difficulties, which can impact a student's academic performance.

Table 2: The level of Learning Environment of the students

Learning Environment	Mean	Ranking	Interpretation
This class is a place where people can talk about their thoughts, views, and beliefs freely and openly.	4.05	2	High
Every student had a pleasant experience and easy access to physical environment.	3.97	3	High
In this class, grades are awarded in a manner that is both fair and unbiased.	3.97	3	High
The teacher emphasizes the importance of respecting one another to all of the children.	4.15	1	High
This course teacher considers student differences.	3.88	4	High
The instructor treats students equally.	3.88	4	High
The instructor sometimes says offensive things about persons who are different.	3.28	6	Average
Every student is encouraged by the instructor to participate equally in this class.	4.05	2	High
The instructor is considerate of how challenging the course material is for the students.	3.62	5	High
Comments that are inappropriate are not permitted in this class.	3.97	3	High
General Average	3.49		High

Table 2 shows the Learning Environment of the Noveleta Senior High School. The highest ranking with high interpretation is "The instructor encourages mutual respect among all students(M=4.15)". However, the results also revealed an average interpretation "Sometimes the instructor makes inappropriate comments about people who are different (M=3.28)." This table revealed a high interpretation of the Learning Environment (M=3.49). Some of the respondents of the Noveleta Senior High School responses reveal that their teacher always says to treat others with respect even if there is a difference between them. However, the responses of the students in "Sometimes my instructor makes inappropriate comments" affects them if they hear inappropriate comments because students being talked with a comment that is not good makes them also feel uncomfortable. Everything in the background that influences learning and academic success is a part of the learning environment. From this perspective, it is clear that the family environment, campus environment, and community environment are all potential influences on the learning process (Usman *et al.*, 2020). Encouragement to perform better, the responses of the respondents are similar in that they are being encouraged by their instructor. As stated, Respondent (1) "They encourage us by saying that if we get into honor we get a free tablet." As stated by Respondent (5) "I think the instructor encourages their students by showing their instructor's determination to their students to immediately help them with the tasks they need to do." As stated by Respondent (8) "They are the inspiration of the students on what they need to learn, they are the main

motivators to push the students to make their dream come true." As stated by Respondent (9) "They will tell you the good things they have achieved so that their students can study well and use it to perform better." These responses gathered by the researchers support the results revealed by the conducted survey of the researchers, as they reveal a high interpretation of the question, "The instructors encourage mutual respect among all students." This indicates that students can perform well in their learning if they are encouraged to respect others. Hattie (2009) found that increasing pupils' academic eagerness is crucial. Uncomfortable Emotion, the response of respondents says that they feel uncomfortable when they hear a comment from their instructor that is inappropriate. As stated by Respondent (2), "Insensitive jokes, sometimes they make students uncomfortable with their jokes and make them feel down about themselves." As stated by Respondent (4), "Inappropriate comments that I have heard are, "I'm disappointed in you" As stated by Respondent (8) "Sometimes it's unavoidable that they have a shortcoming, so when they get angry quickly, and someone makes them angry, they are told something bad" Above shows an average interpretation, and the researchers get the responses of the students to support the question, "Sometimes the instructor makes inappropriate comments about people who are different." And the responses of the respondents say that they feel uncomfortable when they hear a comment that is inappropriate. While there are clear advantages for student learning and performance, there are also possible benefits for student behavior in the classroom. In fact, Sorcinelli (1991) notes that in classes, when active learning is used effectively, students feel more responsibility for attending class and perceive they pay more attention in class when they are prepared. They also feel more accountable for their own learning.

Table 3: The level of Visual Learning Style of the students

Visual	Mean	Ranking	Interpretation
Drawing is something I find pleasure in, and my notes are filled with various sketches and directional symbols.	1.95	5	Average
My information retention improves when I jot down notes.	2.42	1	High
Whenever someone gives me directions to a new place, I tend to forget them easily if i don't write down directions.	2.03	3	Average
To recall a phone number or any new information, I find it useful to create an image in my mind of it.	2.12	2	Average
During an exam, I am able to visualize the page of the textbook and pinpoint the location of the answer.	2.02	4	Average
General Average	3.01		High

Table 3 shows the Visual Learning Styles of the Noveleta Senior High Students. The results revealed the High interpretation of "I remember something better if I write it down" (M=2.42). However, the lowest ranking with an average interpretation is "I enjoy doodling, and even my notes have lots of pictures and arrows in them" (M=1.95). This table revealed a High interpretation of Visual Learning

Styles (M=3.01). The respondents of this Study can better understand something or the lessons if they write it down. This means that they need a hard copy for them to remember the lessons. However, some of them don't enjoy doodling and having a lot of pictures in their notes. This research supports Bay Atlantic University's previous Study from 2022, which claims that visual learning makes it easier for pupils to comprehend ideas since it influences their cognitive capacities and stimulates imagery. The Study's assertion will be supported by research that demonstrates how much more quickly humans process images than words. The respondents learn more when there are visual presentations. The respondents need to see the lesson for them to understand it more and to understand how to do the task given. As stated by Respondent (1), "It affects me in a good way, like through visuals, I learn more and understand better how to do something because, in visuals, this is the style that is shown first to do something that I can follow, and I can do it easily" As stated by Respondent (6) "For me, I can understand the lessons when the teachers provide visual aids rather than just listening to lessons" These responses gathered by the researchers support the results revealed by the conducted survey of the researchers as it reveals a HIGH interpretation in question "I remember better if I write it down" This indicates that the respondents are more likely to see how to learn something. It supports the claim of Roell's (2019) statement that people with visual learning styles must first see something to learn it. It is possible for this "seeing" to appear as visual perception, photographic memory, color/tone, brightness/contrast, and other visual data.

Table 4: The level of Auditory Learning Style of the students

Auditory	Mean	Ranking	Interpretation
I am not satisfied with the appearance of my written work.	2.1	3	Average
Using my finger as a guide while reading helps me to stay on track.	2.12	2	Average
I find it difficult to read papers that have tiny font size, uneven photocopies or low-quality prints.	1.95	5	Average
If someone explains something to me, I can accomplish it without having to read it to myself.	2.15	1	Average
Rather than remembering what I see or read, I tend to recall things I hear.	2	4	Average
General Average	2.06		Average

Table 4 shows the Auditory Learning Styles of the Noveleta Senior High School Students. The results revealed a High ranking with an Average interpretation for the question, "I understand how to do something if someone tells me, rather than having to read the same thing to me" (M=2.15). However, the results revealed the lowest ranking with an Average interpretation in "papers with very small print, blotchy dittos or poor copies are tough on me" (M=1.95). This table revealed an Average interpretation of Auditory Learning Styles (M=2.06). Some of the respondents of this Study can understand something if someone tells them how to do it. It means that they may need an instructor for them to have a better understanding of the task. However, they don't want a very small print and blotchy dittos; they prefer standard-size prints. Also, according to Kanar's (1995) argument, auditory learners enjoy speaking and listening, have similar personalities, and find it challenging to adhere

to written directions. They must hear a justification and pay attention to comprehend and take in. They do this by listening and replicating incoming information. They are skilled storytellers and address issues in a "talk" manner. The respondents wanted to hear how to do something for them to better understand the task that needs to be done. The respondents find the kinesthetic learning style helpful to their studies. As stated by Respondent (5), "For me, including all three different learning styles is a key component of ways to teach people new things. But for me, kinesthetic works so much better because you can just learn by doing it, and you will really understand the intricacy and the techniques in the said activity, in my experience riding a bike. It is so much easier for me to learn how to ride a bike, and it is trying it out for yourself. To understand how to balance yourself, how to manage your hand-eye coordination, and looking at where you're going, it is easier to do it than see someone do it or listen to tutorials on how to do it." As stated by Respondent (10), "Yes, it affects my way of studying. The more I can see the visuals, the more things I can learn. Also, when I listen to the discussion, I can understand the explanations if there's a tutorial, manual, or step-by-step method of something. I can learn it quickly. After all, I always follow directions." The gathered responses by the researchers support the results of the conducted survey of the researchers as it reveals a HIGH interpretation of the question, "I learn best when I am shown how to do something and I have the opportunity to do it" This shows that the respondents learn best when they show how to do something or try how to do something instead of just telling them how to do something. This statement supports the claim of Rita and Siwi (2018), who said that kinesthetic learners learn best with a "hands-on" approach. He also stated that kinesthetic learners enjoy interacting with the real world.

Table 5: Kinesthetic Learning Style

Kinesthetic	Mean	Ranking	Interpretation
I like to simply get started doing rather than reading instructions.	1.7	4	Average
I learn best when I am given the chance to do something after being taught how to do it.	2.38	1	High
I don't like to study at a desk.	1.65	5	Low
Instead of using a step-by-step technique, I like to use a more trial-and-error approach to solving difficulties.	1.93	3	Average
It's helpful for me to see someone else do something before I follow instructions.	2.05	2	Average
General Average	1.94		Average

The highest ranking with a high interpretation is "I learn best when I am shown how to do something, and I have the opportunity to do it" (M=2.38). However, the results also revealed the Average interpretation, which is lowest in ranking with the question of "Studying at a desk is not for me." (M=1.65). This table revealed an Average interpretation of Kinesthetic Learning Style (M=1.94). Some of the student respondents from Noveleta Senior High School learn best when they show how to do something and to do something on their own to learn. However, some of the respondents don't prefer studying at their desks. This means that the kinesthetic learning style doesn't fit well with the

students of Noveleta Senior High School. Kinesthetic learners learn best through an active, "hands-on" approach (Rita & Siwi, 2018). These students like interacting with the real world. The majority of the time, kinesthetic learners struggle to remain on task and are easily distracted. The students learn best when they're shown how to do something (1) Do it yourself. The respondents find the kinesthetic learning style helpful to their studies. As stated by Respondent (5), "For me, including all three different learning styles is a key component of ways to teach people new things. But for me, kinesthetic works so much better because you can just learn by doing it, and you will really understand the intricacy and the techniques in the said activity, in my experience riding a bike. It is so much easier for me to learn how to ride a bike, and it is trying it out for yourself. To understand how to balance yourself, how to manage your hand-eye coordination, and looking at where you're going, it is easier to do it than see someone do it or

listen to tutorials on how to do it." As stated by Respondent (10), "Yes, it affects my way of studying. The more I can see the visuals, the more things I can learn. Also, when I listen to the discussion, I can understand the explanations if there's a tutorial, manual, or step-by-step method of something. I can learn it quickly. After all, I always follow directions" The gathered responses by the researchers support the results of the conducted survey of the researchers as it reveals a HIGH interpretation of the question. "I learn best when I am shown how to do something, and I have the opportunity to do it" This shows that the respondents learn best when they show how to do something or try how to do something instead of just telling them how to do something. This statement supports the claim of Rita and Siwi (2018), Who said that kinesthetic learners learn best with a "hands-on" approach. He also stated that kinesthetic learners enjoy interacting with the real world.

Table 6: Level of Students Learning Outcomes

Students Learning Outcome	Mean	Ranking	Interpretation
The instructors were well-versed in the topic matter.	4.03	7	High
My teachers gave me the chance to ask questions	4.28	2	Very high
The respect shown to me by my teachers was admirable.	4.3	1	Very high
I was aware of the method of evaluation that would be used on me.	4.07	6	High
I believe that the assessment I underwent was an impartial evaluation of my abilities.	4.18	4	High
My evaluations were conducted at appropriate intervals.	3.97	8	High
The training I received enhanced my ability to solve problems.	4.13	5	High
The training I received was instrumental in enhancing my skills to collaborate effectively with my team.	4.2	3	High
The training I received helped me enhance my abilities in written communication.	4.2	3	High
General Average	4.15		High

Table 6 shows the Student's Learning outcomes at Noveleta Senior High School. The highest ranking with a very high interpretation is "My instructor treated me with respect"(M=4.3). Also, the lowest ranking with a high interpretation is "I was assessed at appropriate intervals"(M=3.97). This table revealed a high interpretation of Students' Learning Outcomes (M=4.15). Some of the respondents of the Noveleta Senior High School responses show that their teacher treated them with respect so that they always performed better. When the teacher gives tasks to students, then the students always do the task to bring back the respect that the teacher gave to them, and because of that outcome of learning, students want is being received. Also, some of the responses revealed that they were assessed if they had important things to be solved. According to Kyoshiba (2009), a student's educational achievement and outcome are significantly influenced by the sort of school that they attended

Table 7: Is there a significant relationship between Family Economic Condition and Students Learning Outcomes

Variables	N	M	1	2
Family Economic Condition	60	3.45		
Student Learning Outcomes	60	4.15	.271*	

Table 7 shows the Correlation Coefficient between Family Economic Conditions and Students' Learning Outcomes. Family Economic condition has a significant relationship with Learning Outcomes ($r(58) = .271, p < 0.001$). The Family's Economic Condition does have an effect on the student's performance in their studies. (Majority of) the students from Noveleta Senior High-school suffer from

being financially unstable, which has a negative effect on their performance and learning outcomes in school. The results of this Study support the claim of Gobera (2018) that at all educational levels, pupils' academic success is influenced by factors such as family education and socio-economic background. Students who come from families where both parents have college degrees typically perform at the top levels.

Table 8: Is there a significant relationship between Students' Learning Environment and Student Learning Outcomes

Variables	N	M	1	2
Students Learning Environment	60	3.49		
Student Learning Outcomes	60	4.15	.584**	

Table 8 shows the correlation coefficient for Learning Environment and Students' Learning Outcomes. Learning Environment has a significant relationship with Students' Learning Outcomes ($r(58) = .584, p < 0.001$). Learning outcomes are being affected by the Learning Environment. It shows that the academic performance of the students of the Noveleta Senior High School is being affected. Suppose their environment has many barriers, just like noise. Their focus on learning is disturbed because of the noises they hear around them. This Study supports the existing Study of Ella Hendrix (2019); according to her, a variety of factors, or the environment, can affect learning results, including sitting, light, noise, and even color. Students' motivation, engagement, and overall capacity to study have all been shown to rise in classrooms with positive learning environments. It will help the analysis of this Study.

Table 9: Is there a significant relationship between Visual Learning styles and Students Learning Outcomes

Variables	N	M	1	2
Visual Learning Style	60	3.01		
Student Learning Outcomes	60	4.15	-.178	

Table 9 shows the Correlation Coefficient between Visual Learning Styles and Students' Learning Outcomes. Visual Learning Style has an insignificant relationship with Students' Learning Outcomes ($r(58) = -.178, p < 0.001$). The Visual Learning styles of the respondents of this Study don't affect their Learning Outcomes. However, according to the researchers' analysis, it affects the student's learning outcomes in some way, as they found that the respondents prefer to write the lessons for them to have a better understanding of them. It contradicts the study of Maiyetri's (2014) research that visual learning style had a good, significant impact on students' learning outcomes.

Table 10: Is there a significant relationship between Auditory Learning Style and Students Learning Outcomes

Variables	N	M	1	2
Auditory Learning Style	60	2.06		
Student Learning Outcomes	60	4.15	-.178	

Table 10 shows the Correlation Coefficient between Auditory Learning Styles and Students Learning Outcomes. Auditory Learning Style has an insignificant relationship with Students Learning Outcomes ($r(58) = -.226, p < 0.001$). The Auditory Learning Styles of the respondents doesn't affect their learning outcomes. However, as the researchers analyze the findings, the Auditory learning styles still affect the learning outcomes of the students in a way that they can better understand something or the lessons if someone tells them how to do it. It means that even if the results revealed insignificant findings, the auditory learning styles still affect the students' learning outcomes. The results of this study contradict the claims of Filiz & Fethi (2017), based on them Auditory learners should listen to text cassettes when driving, resting, or having fun since they enjoy hearing. For them to remember material and process it rapidly, they should read questions aloud and work on issues. That will go against the study's hypothesis.

Table 11: Is there a significant relationship between Kinesthetic Learning Styles and Students Learning Outcomes

Variables	N	M	1	2
Kinesthetic Learning Style	60	1.94		
Student Learning Outcomes	60	4.15	-.178	

Table 11 shows the Kinesthetic learning style and Student Learning Outcomes. Kinesthetic Learning style has an insignificant relationship with Learning Outcomes ($r(58) = -.226, P < 0.001$). The kinesthetic learning style doesn't influence the student's performance in their studies. On the other hand, despite an insignificant relationship, some students still learn best when they have the opportunity to do something to learn, while some students have a hard time learning when it doesn't teach them. The results of this Study support the claims of Jonathan Gonzales (2014) the implementation of kinesthetic learning strategies provided little change in student engagement.

Conclusions

The findings of this Study inform significant and insignificant results in the conducted research. In the variable Family Economic Conditions, the respondents show that their Family Economic Condition affects their Learning Outcomes, specifically, the hindrances, which the respondents are having difficulties financially, they can't afford to buy things for their school. Moreover, in the variable Learning Environment, the findings revealed a significant relationship; this means that the learning environment of the students affects their learning outcomes. For the last variable, the Learning Styles of the respondents did not affect their Learning Outcomes, as the results revealed an insignificant relationship, but the researchers found that it is still significant for the students because it helped them to understand better the lessons discussed by the instructor. The Family Economic Conditions of the respondents in this Study were an important matter for their learning outcomes as it affected them in different ways; the instructor should know the problems encountered by their students for them to understand their situation. While in Learning Environment, the respondents don't feel comfortable if their environment is noisy. The learning styles of the respondents it has an affection to their learning outcomes; it helps them to have a better understanding of the lessons, especially if their preferred learning styles are being shown by the instructor; the respondents need to know better about their preferred learning styles.

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