

The Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in Caramoan District, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study determined the influence of VARK learning styles on the reading comprehension skills of public secondary school learners in Caramoan District, Division of Camarines Sur, School Year 2025–2026. It assessed Visual, Auditory, Reading and Writing, and Kinesthetic learning styles; tested agreement in their rank orders; examined their influence on seven reading comprehension skills; and formulated policy recommendations. The study employed the descriptive-evaluative-correlational method. Forty-one (41) public secondary school teachers answered a researcher-made rating scale. Frequency count, percentage, rank, weighted mean, Kendall's Coefficient of Concordance (W), and chi-square were used, with a significance level of 0.05. Findings revealed that Reading and Writing (4.44), Kinesthetic (4.38), Auditory (4.15), and Visual (4.12) were Much Demonstrated. Significant agreement was established across all four learning styles. VARK learning styles were Much Influential in enhancing reading comprehension, particularly Making Inferences (4.31), Drawing Conclusions (4.22), Recognizing Supporting Details (4.14), Understanding Text Structure (4.14), Identifying Main Ideas (4.10), Critical Thinking and Interpretation (4.04), and Vocabulary Understanding (4.04). Significant agreement was also established across all seven comprehension skills. The study concluded that learners demonstrated VARK learning styles and that these styles were influential in enhancing reading comprehension. It recommended strengthening performance-based reading assessments, institutionalizing school-based reading interventions, employing varied instructional approaches, and fostering stakeholder collaboration. DepEd, school administrators, teachers, and stakeholders should implement the proposed policies to improve literacy development. Future research may examine learning styles and academic performance, differentiated reading instruction, reading motivation, technology-assisted learning activities, and comparative reading comprehension among Visual, Auditory, and Kinesthetic learners.
Keywords: Influence Learning Styles Reading Comprehension Skills Public Secondary School Learners Caramoan District Division of Camarines Sur	

1. Introduction

Reading comprehension is a fundamental academic skill that influences learners' achievement across subject areas and throughout their educational journey. It enables learners to understand complex texts, analyze information, apply knowledge, and develop higher-order thinking skills, including critical thinking, communication, problem-solving, and independent learning. Despite its importance, many Filipino learners continue to experience difficulties in understanding texts, highlighting the need for innovative, inclusive, and learner-centered instructional approaches that address diverse learning needs.

The Philippine government recognizes literacy development as a national priority. Article XIV, Section 1 of the 1987 Philippine Constitution guarantees citizens' right to quality education and directs the State to make education accessible to all. Similarly, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, strengthens school-based management, empowers school leaders, and promotes accountability in delivering quality education. The Basic Education Sector Reform Agenda (BESRA), aligned with Education for All and the Sustainable Development Goals, also supports equitable access to quality learning opportunities.

To strengthen literacy development, the Department of Education (DepEd) implemented programs such as the Every Child a Reader Program (ECARP), which promotes reading proficiency through remediation, enrichment activities, and teacher training. The Enhanced K to 12 Program, institutionalized through Republic Act No. 10533 and supported by DepEd Order No. 31, s. 2012, provides learners with opportunities to develop essential literacy and comprehension competencies. Other initiatives, including the Early Language, Literacy, and Numeracy Program (ELLNP), National Reading Program, Bawat Bata Bumabasa (3B) Initiative, Read-A-Thon, Drop Everything and Read (DEAR), remedial classes, Reading Assistance Programs, Five Words a Week, A Paragraph a Day, and Reading Camp, further support reading development through structured and engaging literacy activities.

The Basic Education Development Plan (BEDP) 2030 provides a long-term framework for improving access, equity, quality, resilience, and governance in basic education. Under the administration of President Ferdinand Marcos Jr., curriculum reforms have

emphasized foundational literacy and numeracy, teacher development, inclusive learning environments, and improved educational facilities. DepEd Secretary Sonny Angara's five-point reform agenda further emphasizes curriculum enhancement, teacher development, and improved learning environments. These initiatives reinforce the importance of reading comprehension as a foundation for academic achievement, future employment, and lifelong learning.

Despite these efforts, reading comprehension difficulties persist among secondary school learners. Some struggle with vocabulary development, identifying main ideas, recognizing supporting details, making inferences, and interpreting texts. Traditional approaches that rely heavily on memorization and repetitive drills may not sufficiently sustain learners' interest or promote deeper understanding. Consequently, interactive, differentiated, and learner-centered teaching strategies are needed to improve reading engagement and comprehension.

In response to learning gaps, the Academic Recovery and Accessible Learning (ARAL) Program, established through Republic Act No. 12028, provides structured tutoring and learning-recovery support for learners who need assistance in reading, mathematics, and selected science competencies. Together with ECARP, the National Reading Program, and ELLNP, ARAL demonstrates the government's continuing commitment to addressing learning loss and strengthening literacy. Adapting these interventions to learners' individual needs may further improve their effectiveness.

One approach worth examining is the integration of traditional learning styles into reading instruction. The VARK framework identifies four learning preferences: Visual, Auditory, Reading and Writing, and Kinesthetic. Visual learners may benefit from diagrams, charts, and visual cues; auditory learners from discussions, oral explanations, and read-aloud activities; reading and writing learners from written texts, note-taking, and written exercises; and kinesthetic learners from hands-on and interactive activities. Incorporating varied instructional strategies may encourage participation, improve engagement, and support learners in developing vocabulary, critical thinking, and reading comprehension. However, learning preferences should guide instructional variety rather than determine fixed categories of learners.

In Caramoan District, Division of Camarines Sur, learners have diverse educational backgrounds, abilities, and learning preferences that may influence their reading development. Understanding how VARK learning styles relate to reading comprehension is important in identifying appropriate instructional strategies. Teachers who employ varied approaches can provide more inclusive learning experiences and support learners in understanding texts, interpreting information, and applying knowledge across subject areas. Such strategies may also complement existing DepEd literacy interventions by making remediation and enrichment activities more responsive to learners' needs.

Caramoan District has demonstrated accomplishments in academics, extracurricular activities, and community engagement. Its achievements in the Battle of the Wise, Festival of Talents, Technolympics, scouting, Schools Press Conferences, food processing, and Taekwondo reflect its commitment to holistic education. The district has also produced National Certificate II passers in Food Processing and Computer Systems Servicing (CSS), demonstrating progress in academic and technical competencies. These accomplishments highlight the collaborative efforts of DepEd Caramoan, teachers, parents, and community stakeholders in supporting learner development. Nevertheless, continued efforts to strengthen reading comprehension remain essential to sustaining educational quality and improving overall academic performance.

Related studies provide additional foundations for the present research. Emban et al. (2024) examined learners' learning styles and academic performance, while Alabi (2024) explored the role of learning styles in effective teaching and learning. Carter et al. (2024) conducted a systematic review of reading comprehension interventions in the South African multilingual context, and Elleman (2023) discussed the implications of reading comprehension research for practice and policy. Meanwhile, Byman (2024) examined the preparation of policy recommendations for academic journals, and Harris (2021) discussed evidence-based recommendations for strengthening reading instruction through policy reform. These studies offer relevant insights into learning preferences, comprehension development, and instructional policy.

Therefore, this study aims to determine the influence of VARK learning styles on the reading comprehension skills of public secondary school learners in Caramoan District, Division of Camarines Sur, during School Year 2025–2026. Specifically, it examines the learning styles demonstrated by learners and their influence on vocabulary understanding, identifying main ideas, recognizing supporting details, making inferences, understanding text structure, critical thinking and interpretation, and drawing conclusions. The findings are expected to provide evidence-based recommendations for improving reading instruction, strengthening literacy interventions, and supporting teachers and school leaders in developing effective strategies that enhance learners' reading comprehension skills.

1.1 Statement of the Problem

This study determined the influence of the VARK (visual, auditory, reading and writing, and kinesthetic) learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur for School Year 2025-2026. Specifically, it sought answers to the following questions:

1. To what extent were the VARK learning styles demonstrated by the learners along:

1.1 Visual,

1.2 Auditory,

1.3 Reading and Writing, and

1.4 Kinesthetic?

2. How significant is the agreement on the rank orders of the extent of the VARK learning styles demonstrated by the learners along the aforementioned aspects?

3. To what extent is the influence of the VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners in terms of:

3.1 Vocabulary Understanding,

3.2 Identifying Main Ideas,

- 3.3 Recognizing Supporting Details,
- 3.4 Making Inferences,
- 3.5 Understanding Text Structure,
- 3.6 Critical Thinking and Interpretation, and
- 3.7 Drawing Conclusions?

4. How significant is the agreement on the rank orders of the extent of the influence of the VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners among the different groups of respondents?

5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

This study is guided by the following assumptions:

1. The extent of the VARK learning styles demonstrated by the learners can be determined along: Visual, Auditory, Reading and Writing, and Kinesthetic.
2. The extent of the influence of the VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners can be assessed in terms of: Vocabulary Understanding, Identifying Main Ideas, Recognizing Supporting Details, Making Inferences, Understanding Text Structure, Critical Thinking and Interpretation, and Drawing Conclusions.
3. The policy recommendations can be formulated based from the findings of the study.

1.3 Hypotheses

The hypotheses tested in this research are:

1. There is a significant agreement on the rank orders of the extent of the VARK (visual, auditory, reading and writing, and kinesthetic) learning styles demonstrated by the learners.
2. There is a significant agreement on the rank orders of the extent of the influence of the VARK (visual, auditory, reading and writing, and kinesthetic) learning styles in enhancing the reading comprehension skills of the public secondary school learners among the different groups of respondents.

2. Literature Review

This chapter presents a review of related literature and studies relevant to the current research, which significantly contributes to its development. These works, conducted by previous researchers and experts, provide valuable insights essential to examining the influence of the VARK learning styles on the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur. The key topics covered in this study include learning styles, reading comprehension skills, and policy recommendations.

2.1 VARK Learning Styles

VARK learning styles refer to the different ways learners process, understand, and retain information. These preferences influence their engagement with academic tasks and response to instructional strategies. In literacy development, learning styles affect how learners approach reading materials, interpret texts, and construct meaning. Understanding these differences enables teachers to develop appropriate instructional strategies that promote meaningful learning.

In Caramoan District, Division of Camarines Sur, public secondary school learners have varied learning preferences that may influence their reading comprehension performance. Since reading comprehension is essential across subject areas, identifying these preferences can help teachers improve engagement, understanding, and reading proficiency. Investigating the influence of VARK learning styles on reading comprehension is therefore important in developing effective instructional strategies and improving academic outcomes.

Emban, et al. (2024) examined the learning styles and academic performance of Junior High School learners at Misamis University during SY 2022–2023. Using a descriptive-correlational design, the researchers selected 166 respondents through stratified sampling and gathered data using a researcher-made Learning Style Questionnaire and documentary analysis of general weighted average grades. Anchored in the VARK Learning Styles Model and Theory of Academic Performance, the study found no significant relationship between learning styles and academic performance. The findings emphasized recognizing individual learning preferences and adapting instructional strategies to support learners' needs.

Both Emban, et al. and the present study examine learning styles quantitatively and emphasize learner-centered instruction. However, Emban, et al. focused on Junior High School learners at Misamis University and their overall academic performance, whereas the present study investigates how VARK learning styles relate to reading comprehension among public secondary school learners in Caramoan District, Division of Camarines Sur.

Alabi (2024) examined the role of learning styles in effective teaching and learning. The study discussed the VARK model, which classifies learners' preferences into Visual, Auditory, Reading/Writing, and Kinesthetic modalities. Visual learners benefit from images and diagrams, auditory learners from discussions and spoken instructions, reading/writing learners from text-based activities, and kinesthetic learners from hands-on experiences. The study emphasized that varied instructional strategies can improve comprehension, retention, and engagement. However, since learners rarely rely on only one learning style, blended and flexible approaches are more appropriate than rigidly categorizing learners. Learning styles can guide inclusive instruction when applied alongside other teaching considerations.

Both Alabi and the present study recognize the importance of learning preferences in improving comprehension, retention, and engagement through the VARK framework. However, Alabi discussed learning styles in teaching and learning generally, while the present study specifically investigates their relationship with reading comprehension among public secondary school learners in Caramoan District. The present study seeks to develop reading-focused instructional recommendations suited to the local educational context.

Carbonel (2021) assessed the learning styles, study habits, and academic performance of 100 college learners enrolled in College Algebra at Kalinga-Apayao State College. Using the Learning Style Inventory, Study Habit Assessment Form, and a teacher-made test, the study found that 46% preferred visual learning, 36% auditory learning, and 18% tactile learning. Students demonstrated average study habits and academic performance, with mean scores of 2.05 and 2.15, respectively. Half of the respondents achieved average performance, 35% were low performers, and 15% were high performers. The study also found that study habits significantly affected academic performance. Moreover, 35% of the learners identified difficulties in synthetic division, quadratic equations, and systems of equations, while 30% needed improvement in rational expressions, polynomials, and algebraic expressions.

Both Carbonel and the present study examine learning preferences and their implications for instructional improvement. However, Carbonel focused on college learners' study habits and performance in College Algebra, whereas the present study focuses on reading comprehension among public secondary school learners. While Carbonel considered mathematical achievement and study habits, the present study emphasizes literacy-related outcomes and instructional strategies appropriate to learners' reading needs.

Aventijado, et al. (2020) explored the learning styles of Senior High School Academic Strand learners at the University of the East–Caloocan using a narrative research method. The study aimed to understand learners' perceptions of their learning preferences and found that students enjoyed activities aligned with their preferred learning styles. These preferences encouraged active participation and highlighted the importance of recognizing individual differences to improve motivation and learning experiences.

Both Aventijado, et al. and the present study emphasize the importance of learning styles in promoting learner engagement and effective instruction among secondary school learners. However, Aventijado, et al. examined learners' perceptions and experiences in general academic activities, whereas the present study investigates the relationship between VARK learning styles and reading comprehension among public secondary school learners in Caramoan District. The present research aims to provide specific recommendations for improving literacy outcomes.

Cunha (2020) conducted *An Integrative Debate on Learning Styles and the Learning Process*, examining several learning style theories, including Kolb's Experiential Learning Theory, Honey and Mumford's Learning Style Model, Felder and Silverman's Learning Styles, and the VARK model. The study integrated these perspectives with insights from Biology and Neurosciences to explain the learning process. Developed under the ERASMUS+ IC-ENGLISH research project on adult language education, the study suggested that integrating different perspectives on learning styles may contribute to more effective learning.

Both Cunha and the present study recognize that understanding individual learning preferences can support effective instruction and improve learning outcomes. However, Cunha provided a theoretical analysis of various learning style models, incorporating biological and neurological perspectives, while the present study empirically examines VARK learning styles in relation to reading comprehension among public secondary school learners in Caramoan District. The present study aims to generate practical, literacy-focused recommendations.

Magulod (2019) examined the learning styles, study habits, and academic performance of 75 Filipino university students enrolled in applied science courses at a public higher education institution. Using a descriptive-correlational design and standardized instruments, the study found preferences for visual, group, and kinesthetic learning styles, alongside moderate study habits and good academic achievement. The findings showed that learning styles and academic performance differed according to selected student characteristics. Significant relationships were also found among learning styles, study habits, and academic performance. The study recommended aligning lesson plans and instructional interventions with learners' preferences and required competencies.

Both Magulod and the present study emphasize the importance of understanding learning preferences when designing instructional strategies to improve learning outcomes. However, Magulod focused on university students in applied science courses and examined learning styles, study habits, and overall academic performance. In contrast, the present study focuses on public secondary school learners in Caramoan District, specifically examining the relationship between VARK learning styles and reading comprehension. While Magulod provides insights into general academic instruction, the present study seeks to develop recommendations that address learners' specific literacy needs.

2.2 Reading Comprehension Skills

Carter, et al. (2024) conducted a systematic review of reading comprehension interventions in South Africa's multilingual context. The study reviewed 17 intervention studies to determine the effectiveness of programs addressing the country's low reading standards. Findings identified reading strategy instruction, vocabulary development, effective teacher education, and adequate resources as features of successful interventions. However, conclusions remained limited by variations in research quality, methodology, and the small number of available studies. The authors recommended more rigorous research to strengthen evidence on reading comprehension interventions in multilingual settings.

Both Carter, et al. and the present study focus on improving reading comprehension through effective instructional strategies. However, Carter, et al. reviewed interventions in South Africa, while the present study empirically examines the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District, Division of Camarines Sur. The present study aims to provide context-specific recommendations for aligning instruction with learners' preferences.

Elleman (2023) examined reading comprehension research and its implications for practice and policy. The study described reading comprehension as a complex cognitive process and reviewed theoretical and empirical research on effective instruction. It highlighted background knowledge, vocabulary, inference, and comprehension monitoring as essential skills. The study also emphasized bridging research and classroom practice through evidence-based policies and sustained interventions involving researchers, educators, and policymakers.

Both Elleman and the present study emphasize effective instruction to improve reading comprehension. However, Elleman reviewed research in the United States and focused on instructional practices and policy development, whereas the present study investigates how learning styles relate to reading comprehension among public secondary school learners in Caramoan District. The present research aims to develop practical recommendations suited to the learners' needs and local context.

Duke and Pearson (2022) examined effective practices for developing reading comprehension. The study emphasized that comprehension requires active engagement with texts and strategic reading behaviors. Key practices included explicit strategy instruction, guided practice, and independent reading. Findings indicated that learners taught strategies such as summarization, questioning, and visualization demonstrated better text comprehension. The researchers recommended integrating metacognitive strategies into daily instruction and providing varied reading materials appropriate to learners' reading levels.

Both Duke and Pearson and the present study focus on improving reading comprehension through effective instructional strategies. However, Duke and Pearson emphasized explicit strategy instruction and metacognitive practices, while the present study investigates the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District. The present study aims to develop context-specific instructional recommendations that address individual learning preferences.

Blake, et al. (2021) conducted *Rethinking Reading Comprehension Instruction: A Comparison of Three Approaches*, comparing traditional instruction, direct explanation, and interactive discussion-based approaches. Findings revealed that learners participating in interactive discussions achieved the greatest improvements in comprehension, while those receiving traditional instruction showed the least progress. The study emphasized active engagement, questioning, inferential thinking, and deeper discussions to promote critical thinking and meaningful text interpretation.

Both Blake, et al. and the present study aim to improve reading comprehension by promoting learners' active engagement with texts. However, Blake, et al. compared three instructional approaches, whereas the present study examines how learning styles relate to reading comprehension among public secondary school learners in Caramoan District. The present research seeks to provide instructional recommendations responsive to learners' individual preferences.

Banditvilai (2020) examined the effectiveness of reading strategies among second-year English major learners enrolled in an English Reading course at Kasetsart University. Using questionnaires, reading tasks, and semi-structured interviews, the study assessed learners' application of reading strategies. Quantitative data were analyzed using means and standard deviations, while qualitative data were thematically summarized. Findings indicated that reading strategies positively influenced comprehension, with learners favoring skimming, scanning, predicting, and questioning to improve their understanding of texts.

Both Banditvilai and the present study focus on improving reading comprehension through effective learning approaches. However, Banditvilai examined the effects of reading strategy training among university English majors, while the present study investigates the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District. The present study aims to develop context-specific recommendations for improving reading instruction.

Shanahan (2020) examined best practices and instructional strategies for improving reading comprehension among early elementary learners. The study highlighted vocabulary development, background knowledge, text structure awareness, reading fluency, and comprehension strategies as foundational skills. Findings indicated that early intervention, rich vocabulary exposure, and explicit instruction in text structures improved comprehension and standardized assessment performance. The study recommended interactive read-alouds, scaffolded discussions, and explicit comprehension instruction to establish strong literacy foundations.

Both Shanahan and the present study emphasize structured reading instruction and comprehension strategies. However, Shanahan focused on foundational literacy development among early elementary learners, whereas the present study examines the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District, Division of Camarines Sur. The present study aims to generate recommendations that address the reading comprehension needs of secondary learners.

2.3 Policy Recommendations

Byman (2024) conducted a study entitled *Writing Policy Recommendations for Academic Journals: A Guide for the Perplexed Free*. The study examined how academic research can inform policymaking and address societal challenges. It emphasized that scholarly publications can influence policymakers and public understanding through empirical evidence, theories, and analyses. However, many researchers lack training in developing effective policy recommendations. To address this gap, Byman recommended identifying the intended audience, understanding policymakers' concerns, presenting policy options, considering long-term implications, and assessing potential costs and limitations to ensure realistic and actionable recommendations.

Both Byman and the present study emphasize the importance of research-based evidence in improving educational practices and outcomes. However, Byman focused on developing effective policy recommendations for policymakers, whereas the present study investigates the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District, Division of Camarines Sur. The present study aims to provide practical, context-specific recommendations for improving classroom instruction and reading comprehension.

Harris (2021) conducted a study entitled *Strengthening Reading Instruction Through Policy Reform: Evidence-Based Recommendations*. The study examined gaps in literacy instruction and the effects of teacher training, curriculum design, and resource allocation on reading outcomes. Findings revealed insufficient teacher training in phonemic awareness, fluency, and comprehension strategies, as well as curriculum misalignment, inconsistent teaching methods, and limited access to reading materials. Schools with structured literacy programs demonstrated higher learner achievement. Harris recommended mandatory teacher training, structured literacy programs, revised assessment policies, increased funding for learning resources, and the integration of disciplinary literacy into secondary education.

Both Harris and the present study emphasize evidence-based instruction to improve reading comprehension. However, Harris focused on systemic literacy challenges and policy reforms across elementary and secondary education, while the present study examines the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District. The present study seeks to develop instructional recommendations suited to learners' individual preferences and literacy needs.

Mayer and Oancea (2021) explored teacher education research, policy, and practice across multiple countries, focusing on educational reforms and future research directions. The study highlighted teacher quality as a major concern in educational policy, particularly in response to international assessment results. It found that reforms are often introduced in successive waves, sometimes

borrowing initiatives from high-performing countries without adequate implementation and evaluation. The researchers recommended strengthening the implementation and assessment of educational reforms and investigating their long-term effects on teacher quality and learner achievement through evidence-based practices.

Both Mayer and Oancea and the present study recognize the importance of effective teaching practices and evidence-based strategies in improving academic outcomes. However, Mayer and Oancea focused on international teacher education reforms and their long-term effects, whereas the present study investigates the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District. The present research aims to provide practical recommendations for improving reading instruction based on learners' individual preferences.

Pellegrini (2021) examined evidence-based educational policies in Europe, focusing on initiatives and challenges in generating and disseminating educational research. The study found that the European Commission had made progress in promoting evidence-informed policymaking. However, challenges remained in implementing research-based practices across European member states. The findings emphasized that integrating research evidence into educational decision-making requires continued efforts to strengthen the use of evidence in policy development and implementation.

Both Pellegrini and the present study emphasize the importance of research-based evidence in improving educational outcomes and instructional practices. However, Pellegrini focused on evidence-informed policymaking and implementation challenges across Europe, while the present study investigates the relationship between learning styles and reading comprehension among public secondary school learners in Caramoan District, Division of Camarines Sur. The present study aims to provide localized, evidence-based recommendations for improving classroom instruction and reading comprehension.

2.4 Synthesis of the State-of-the-Art

From the review of related literature and studies, several key insights emerge regarding the influence of the learning styles on enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, for the School Year 2025–2026. These insights contribute to a deeper understanding of the research problem and help establish the rationale for the present study. Notably, several previous studies exhibit strong alignment with the objectives of this study, including: Learning Styles - Emban, et al., (2024) determined the learners' learning styles and academic performance; Alabi, (2024) examined the role of learning styles in effective teaching and learning; Carbonel, (2021) assessed the learning styles, study habits, and academic performance of college learners at Kalinga-Apayao State College; Aventijado, et al., (2020) explored the Journey to Learning: Through the Learning Styles of Senior High School Academic Strand Learners; Cunha, (2020) conducted a study entitled, An Integrative Debate on Learning Styles and the Learning Process; and Magulod, (2019) assessed the learning styles, study habits, and academic performance of Filipino university students in applied science courses, highlighting implications for instruction.

Reading Comprehension Skills - Carter, et al., (2024) conducted A Systematic Review of the Effectiveness of Reading Comprehension Interventions in the South African Multilingual Context; Elleman, (2023) conducted a study entitled, Reading Comprehension Research: Implications for Practice and Policy; Duke and Pearson, (2022) conducted a study entitled, Effective Practices for Developing Reading Comprehension; Blake, et al., (2021) conducted a study entitled, Rethinking Reading Comprehension Instruction: A Comparison of Three Approaches; Banditvilai, (2020) determined the effectiveness of reading strategies on reading comprehension; and Shanahan, (2020) conducted a study entitled, Early Elementary School: Best Practices and Instructional Strategies.

Policy Recommendations - Byman, (2024) conducted a study entitled, Writing Policy Recommendations for Academic Journals: A Guide for the Perplexed Free; Harris, (2021) conducted a study entitled, Strengthening Reading Instruction Through Policy Reform: Evidence-Based Recommendations; Mayer and Oancea, (2021) explored teacher education research, policy, and practice across multiple countries; and Pellegrini, (2021) explored the state of evidence-based educational policies in Europe,

2.5 Gap Bridged by the Study

Previous research by both foreign and local scholars on the impact of the learning styles on the learners' reading comprehension, as well as on the development of policy recommendations, has offered valuable insights to the researcher. Nevertheless, none of these studies fully addressed the specific focus of the present investigation. While certain studies explored elements related to this research, none were entirely congruent with its scope. This gap underscores the significance and necessity of the current study.

2.6 Theoretical Framework of the Study

The theoretical paradigm of this study underscores the interconnectedness of several learning theories - Kolb's Experiential Learning Theory (ELT), Gardner's Multiple Intelligences Theory, Dunn and Dunn Learning Styles Model, Piaget's Cognitive Development Theory, and Kelly's Motivation Theory and their influence on the conduct of the present research. Collectively, these theories provide a robust foundation for examining the impact of learning styles on enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur.

By integrating insights from each framework, the study examines how the learning styles promote the development of the learners' reading comprehension skills, reinforce cognitive processes, shape learning behaviors, and facilitate knowledge transfer. This paradigm serves as a guiding framework, highlighting the dynamic interplay among these theories and their role in shaping the research design, methodology, and anticipated outcomes. It provides a coherent structure for interpreting the relationships among the key variables of the study. Ultimately, it ensures that the research remains systematic, focused, and grounded in established theoretical perspectives.

Experiential Learning Theory, (Kolb, 1984). This theory presents that learning is a cyclical process in which knowledge is constructed through experience, progressing through four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. In the first stage, learners actively engage in an experience; in the second, they reflect on it from various perspectives; in the third, they develop theories or generalizations based on their reflections; and in the

final stage, they apply their newly acquired knowledge in practical situations. Kolb also identifies four learning styles - Diverging, Assimilating, Converging, and Accommodating based on individual preferences in engaging with this cycle.

In the context of this study on the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, Kolb's ELT provides a foundational framework for understanding how students process and internalize reading materials. Through interactive storytelling, group discussions, and reading activities, learners engage in concrete experiences, reflect on content, make inferences and generalizations, and apply their understanding in exercises or creative skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, Kolb's ELT provides a foundational framework for understanding how students process and internalize reading materials. Through interactive storytelling, group discussions, and reading activities, learners engage in concrete experiences, reflect on content, make inferences and generalizations, and apply their understanding in exercises or creative outputs such as retelling stories or completing comprehension tasks. By considering learners' preferred styles—Diverging learners benefiting from reflective discussions, Assimilating learners from structured conceptual notes, converging learners from practical problem-solving tasks, and Accommodating learners from role-playing or dramatization—teachers can tailor instructional strategies to match these preferences. Overall, Kolb's ELT underscores that learning is most effective when teaching strategies align with learners' styles, thereby enhancing reading comprehension and fostering deeper cognitive engagement.

Multiple Intelligences Theory, (Gardner, 1983). This theory challenges the traditional view of intelligence as a single, general ability and proposes that individuals possess a variety of distinct intelligences, each representing different ways of processing information and learning. These intelligences include linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. In the context of this study on the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, Gardner's theory provides a framework for understanding that students learn in diverse ways. Reading comprehension can be strengthened by addressing these multiple intelligences: linguistic learners benefit from reading, storytelling, and writing activities; logical-mathematical learners excel in analyzing plots, making inferences, and recognizing patterns; spatial learners respond well to visual aids, story maps, and illustrations; bodily-kinesthetic learners engage effectively through role-playing, dramatization, or acting out stories; interpersonal learners thrive in group discussions or peer teaching; intrapersonal learners benefit from reflective journaling and connecting stories to personal experiences; and musical learners can use songs, rhymes, or rhythmic storytelling to reinforce understanding. By incorporating activities that cater to these varied intelligences, teachers can create a more inclusive and effective learning environment, allowing learners to engage with texts according to their strengths. Gardner's theory thus underscores that reading comprehension skills are enhanced when instruction aligns with students' multiple intelligence.

Learning Styles Theory, (Dunn and Dunn, 1978). This theory or model emphasizes that learners have individual preferences that influence how they absorb, process, and retain information. The model identifies five major domains affecting learning: environmental factors such as lighting, sound, temperature, and seating; emotional factors including motivation, persistence, responsibility, and need for structure; sociological preferences for learning alone, with a partner, in small groups, or in large groups; physiological factors such as perceptual strengths (visual, auditory, tactile), intake, and mobility; and psychological tendencies toward global or analytical learning, impulsive or reflective approaches, and the other cognitive strategies.

In the context of this study on the influence of learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, the Dunn and Dunn model provides a framework for recognizing the unique needs of each student. Learners with visual or auditory preferences benefit from illustrated texts, story maps, or narrated readings; motivated and structured learners respond well to organized reading tasks and guided exercises; group-oriented learners engage effectively in peer discussions or collaborative storytelling, while independent learners thrive with self-paced activities; and optimizing environmental factors such as minimizing noise or ensuring comfortable seating enhances focus and comprehension. By tailoring reading activities to these individualized preferences, educators can foster greater engagement, comprehension, and retention, highlighting the relevance of the Dunn and Dunn Learning Styles Model in improving reading comprehension skills.

Cognitive Development Theory, (Piaget, 1952). This theory explains learning as an active and constructive process in which learners build knowledge through continuous interaction with their environment. According to Piaget, cognitive development occurs in distinct stages, and a learner's ability to understand and process information depends on their developmental level and how instructional experiences align with their existing cognitive structures.

The public secondary school learners generally fall under the Formal Operational Stage, which Piaget identified as beginning around age 12 and above. At this stage, learners are capable of abstract thinking, logical reasoning, hypothesis testing, and complex analysis. These cognitive abilities are essential to reading comprehension, particularly in tasks such as making inferences, understanding implicit meanings, evaluating arguments, synthesizing ideas across texts, and interpreting abstract or symbolic concepts. Piaget also emphasized that learners differ in how they assimilate new information and accommodate existing schemas, which helps explain variations in learning styles. Learning styles such as visual, auditory, and kinesthetic represent individual differences in information processing. Visual learners enhance reading comprehension when instruction includes graphic organizers, charts, diagrams, and other visual aids that help structure and clarify textual information. Auditory learners benefit from discussions, oral explanations, read-aloud activities, and peer interactions that promote interpretation and clarification of texts. Kinesthetic learners, on the other hand, develop stronger comprehension through hands-on activities, role-playing, note-taking, and interactive experiences that connect reading tasks to real-life situations.

In relation to the present study on the influence of learning styles in enhancing the reading comprehension skills of the senior high school learners, Piaget's Cognitive Development Theory provides a strong theoretical foundation. Since learners at the formal operational stage possess higher-order thinking skills, instruction that accommodates varied learning styles enables them to actively construct meaning from texts in ways that align with their cognitive preferences. By integrating diverse learning styles into reading instruction, teachers promote active engagement, deeper comprehension, and more effective assimilation and accommodation of

new concepts. Overall, Piaget's theory underscores the importance of considering both cognitive development and learning styles in designing effective reading comprehension strategies, making it highly relevant to the present study.

Motivation Theory, (Kelly, 1969). This theory explains motivation as an internal drive shaped by how individuals interpret, organize, and give meaning to their experiences. Kelly argued that learners are naturally motivated to make sense of the world by forming personal constructs—mental frameworks that guide perception, behavior, and learning. Motivation, therefore, arises when learners see learning tasks as meaningful, relevant, and connected to their own understanding and expectations.

In the context of reading comprehension among senior high school learners, motivation plays a crucial role in sustaining engagement, effort, and persistence when dealing with complex texts. According to Kelly, when learners are presented with reading tasks that align with their interests, experiences, and preferred learning approaches, they are more likely to invest cognitive effort in understanding the material. Motivated learners actively predict, question, interpret, and evaluate information, which are essential processes in developing strong reading comprehension skills.

Relating this theory to the present study on the influence of learning styles in enhancing reading comprehension skills of the public secondary school learners, Kelly's Motivation Theory suggests that instruction which considers learners' learning styles can increase motivation by making reading activities more personally meaningful. When learners feel that teaching strategies match how they prefer to learn whether visually, auditorily, or kinesthetically they experience greater confidence, involvement, and willingness to engage in reading tasks. As a result, motivation enhances comprehension by encouraging active participation, sustained attention, and deeper processing of texts. Thus, Kelly's Motivation Theory supports the present study by highlighting that motivation, fostered through learning-style-responsive instruction, is a key factor in improving reading comprehension among senior high school learners.

Researcher's Theory. Based on the insights drawn from established educational theories - namely Kolb's Experiential Learning Theory (ELT), Gardner's Multiple Intelligences Theory, the Dunn and Dunn Learning Styles Model, Piaget's Cognitive Development Theory, and Kelly's Motivation Theory, the researcher formulated a unified theoretical framework to guide the present study. This researcher's theory views learning, particularly reading comprehension, as a dynamic and learner-centered process shaped by cognitive development, experiential engagement, individual learning preferences, multiple intelligences, and intrinsic motivation, where effective instruction emerges from the purposeful alignment of teaching strategies with learners' characteristics to foster deeper understanding and sustained academic growth.

The theory shows that public secondary school learners achieve improved reading comprehension when instruction is aligned with their developmental stage, learning styles, dominant intelligences, and motivational needs, while simultaneously providing meaningful and experiential learning opportunities. It emphasizes that learners actively construct understanding through experiences, reflection, interaction, and personal meaning-making. Motivation serves as a driving force that sustains engagement, while appropriate instructional strategies enhance learners' ability to process, interpret, and synthesize textual information.

This researcher's theory integrates the strengths of the cited theories into a comprehensive lens that explains how varied instructional approaches and learner characteristics interact to influence reading comprehension outcomes. It provides valuable insights into the processes, techniques, and critical aspects of the study and serves as a guiding framework for implementing learning-style-responsive and developmentally appropriate reading strategies. The synthesis of these expert and psychological perspectives is expected to enable the researcher to conduct the study effectively and to generate meaningful findings that contribute to improved reading comprehension among the public secondary school learners.

The Researcher's Theory focuses on "analyzing the influence of the traditional learning styles in enhancing the reading comprehension skills of the public secondary school learners will lead to the formulation of policy recommendations towards quality education".

3. Methodology

This chapter presents a detailed discussion of the research methods employed in the study. It includes the research design, sampling technique, respondents of the study, research procedure, research instruments used, and the statistical treatment of the data.

3.1 Research Design

This study employed the descriptive–evaluative–correlational research design. The descriptive–evaluative method was used to assess the influence of the learning styles on the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur. Specifically, it described and evaluated the extent to which different traditional learning styles contribute to the enhancement of learners' reading comprehension. Meanwhile, the correlational method was utilized to determine the significant agreement on the rank orders of the learners' preferred learning styles and their influence on reading comprehension skills. This design enabled the researcher to systematically describe existing conditions, evaluate key variables, and examine the VARK learning styles and reading comprehension among the public secondary school learners.

3.2 Sampling Technique

The researcher employed purposive sampling in selecting the locale of the study, which included the different public secondary schools representing the three school types - big, medium, and small in Caramoan District, Division of Camarines Sur. On the other hand, no sampling technique was used in selecting the respondents, as total enumeration of all public secondary school teachers in the district for School Year 2025–2026 was employed in the study.

3.3 Respondents of the Study

the respondents of the study consisting of forty-one (41) public secondary school teachers. Of these, fourteen (14) teachers, or 34%, are from Big Schools, (Bikal Fisheries School and Bonifacio D. Borebor Senior High School); nineteen (19) teachers, or 46%, are from Medium Schools, Gibgos National High School, Guijalo National High School, Oring National High School, and Tabgon National High School); and eight (8) teachers, or 20%, are from Small Schools, (Eastern Coast High School and Northern Peninsula High School).

The responses of the respondents to the assessment tool served as valuable inputs in developing the research output, specifically the policy recommendations for a more improved influence of the traditional learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur. These insights provided a strong basis for crafting strategies that address learners' diverse needs.

3.4 Research Instruments

A researcher-made rating scale, specifically a Likert scale, was utilized in gathering data on the influence of VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur.

3.5 Statistical Tools

Various statistical tools, such as frequency count, weighted mean, percentage, and rank order, were employed to analyze and interpret the data. To determine the significant agreement on the rank orders of the respondents' assessment with regards to the influence of the traditional learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur, the Kendall Coefficient of Concordance W was employed (Siegel, 1988).

The corresponding chi-square (χ^2) formula was used to determine the significance of agreement (Siegel, 1988).

4. Findings

This chapter presents the analysis of the data gathered regarding the influence of the VARK (Visual, Auditory, Reading/Writing, and Kinesthetic) learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur. The data were analyzed to address the objectives of the study and support the research findings with greater accuracy.

4.1 The VARK Learning Styles Demonstrated by The Learners

The extent of the VARK learning styles demonstrated by the learners can be determined along: Visual, Auditory, Reading and Writing, and Kinesthetic.

4.1.1 The Extent of the VARK Learning Styles Demonstrated by the Learners along Visual

Visual learning style refers to the preference for acquiring and understanding information through images, diagrams, charts, and other visual aids. This aspect is essential in helping the learners process and retain information more effectively through visual representation. In this context the respondents' assessment of the extent of the traditional learning styles demonstrated by the learners along Visual.

The indicators rated Much Demonstrated in descending order were: Differentiates important from less important information using visuals, (4.23); Visualizes story events or concepts while reading, (4.22); Associates words with images to improve comprehension, (4.18); Engages with charts, pictures, or other visual materials to enhance reading comprehension, (4.18); Observes diagrams, charts, and pictures to understand reading passages, (4.17); Draws or sketches concepts to aid understanding, (4.15); Interprets graphs, tables, and diagrams in the text, (4.13); Identifies relationships between ideas through visual organizers, (4.12); Highlights important information in printed materials, (4.09); Remembers information by creating mental images, (4.06); Uses color-coding or underlining to organize information, (3.96); Recognizes key details in texts through illustrations/visual cues, (3.93).

The results indicate that the respondents perceived the visual learning style as highly evident among the learners, with all indicators falling within the Much Demonstrated range. The highest-ranked indicator, "Differentiates important from less important information using visuals", shows that the learners are particularly adept at using visual elements such as highlights, diagrams, symbols, and graphic cues to identify key information from reading materials. This finding implies that visual representations play a significant role in helping learners filter, organize, and prioritize information, thereby enhancing comprehension and retention. The strong performance of this indicator is attributed to the increasing integration of multimedia resources, infographics, and visually enriched instructional materials in contemporary classrooms, which encourage learners to rely on visual cues when processing information. On the other hand, the lowest-ranked indicator, "Recognizes key details in texts through illustrations/visual cues", although still interpreted as Much Demonstrated, obtained a comparatively lower mean score than the other indicators. This lower ranking manifests that while the learners effectively use visuals to organize and distinguish information, they encounter challenges in extracting specific details directly from illustrations or visual cues embedded within texts. One possible reason for this result is that the learners focus more on textual content than on supporting visual elements, particularly when illustrations are not explicitly connected to comprehension tasks. Additionally, some visual materials are too complex, limiting their effectiveness in helping learners identify critical information.

The difference between the highest and lowest-ranked indicators highlights an important implication for instruction. While the learners demonstrate strong visual processing skills, there remains room for improvement in maximizing the use of illustrations and visual cues as tools for extracting textual details. This suggests that the teachers should continue incorporating visual strategies while providing explicit instruction on how to analyze images, diagrams, and illustrations in relation to the text. Moreover, strengthening the learners' visual literacy skills can further enhance their ability to interpret and connect visual and textual information, leading to deeper comprehension and more effective learning outcomes.

Based on these findings, it is recommended that the teachers employ a wider range of visual-based learning activities, such as graphic organizers, concept maps, annotated illustrations, and interactive multimedia resources. Classroom activities that require learners to interpret images, explain visual representations, and connect illustrations with textual content should also be emphasized. Furthermore, integrating visual thinking strategies and guided analysis of diagrams, charts, and pictures can help learners develop stronger skills in recognizing key details from visual cues. Such interventions may contribute to improving the lower-ranked indicator while sustaining the strengths observed in other aspects of visual learning.

These findings are supported by recent studies emphasizing the importance of visual learning in enhancing comprehension and information retention. De Marco, (2023) found that the integration of visual representations such as diagrams and graphic organizers significantly improved

learners' reading comprehension and ability to identify key concepts. Similarly, Mayer, (2024) reaffirmed through multimedia learning research that combining visual and textual information promotes deeper cognitive processing and better retention of knowledge, particularly when learners are explicitly guided in interpreting visual elements. These studies support the present findings by demonstrating that visual strategies remain effective tools for enhancing learners' understanding and engagement with reading materials.

4.1.2 The Extent of the VARK Learning Styles Demonstrated by the Learners along Auditory

This aspect is important in enhancing learners' understanding and retention of information through discussions, lectures, and auditory activities. The respondents' assessment of the extent of the learning styles demonstrated by the learners along Auditory.

The indicators rated Much Demonstrated in descending order were: Follows verbal directions in reading tasks, (4.37); Responds accurately to comprehension questions after listening, (4.28); Recalls information from discussions or oral presentations, (4.27); Engages in group discussions to enhance understanding, (4.21); Repeats words sentences, or passages to aid comprehension, (4.19); Listens attentively to oral reading or explanations, (4.13); Identifies main ideas when the text is read aloud, (4.10); Paraphrases or summarizes orally what has been read, (4.06); Distinguishes key points by listening to verbal cues, (3.95); and Asks questions to clarify understanding of oral instructions, (3.93).

The results indicate that auditory learning is a highly evident learning style among the learners, as all indicators were rated Much Demonstrated. The highest-ranked indicator, "Follows verbal directions in reading tasks", manifests that the learners possess a strong ability to understand, interpret, and carry out spoken instructions. This finding implies that verbal guidance plays a crucial role in facilitating learners' comprehension and task performance. The prominence of this indicator is attributed to classroom practices that frequently rely on oral instructions, teacher explanations, and interactive discussions, enabling learners to become more responsive and attentive to spoken information. Moreover, the high ratings for "Responds accurately to comprehension questions after listening" and "Recalls information from discussions or oral presentations" further demonstrate that learners effectively process and retain information received through auditory channels.

In contrast, the lowest-ranked indicator, "Asks questions to clarify understanding of oral instructions", although still interpreted as Much Demonstrated, obtained the lowest mean score among all indicators. This result suggests that learners are less inclined to seek clarification when they encounter difficulties understanding verbal instructions. One possible reason is that some learners hesitate to ask questions due to shyness, lack of confidence, fear of making mistakes, or concerns about being judged by their peers. Additionally, learners assume they understand the instructions sufficiently, even when misconceptions exist, reducing the likelihood of seeking further explanation. The second-lowest indicator, "Distinguishes key points by listening to verbal cues", also points to a potential challenge in identifying essential information solely through auditory signals, especially when information is delivered rapidly or without sufficient emphasis.

The disparity between the highest and lowest-ranked indicators carries important educational implications. While learners demonstrate strong abilities in following verbal directions and retaining information obtained through listening, their relatively lower tendency to ask clarifying questions hinder deeper understanding and limit opportunities to address misconceptions. Effective learning requires not only listening skills but also active engagement in the communication process. Therefore, fostering a classroom environment where learners feel comfortable seeking clarification and participating in dialogue is essential for strengthening auditory learning outcomes and enhancing their ability to process and comprehend information effectively.

Based on these findings, it is recommended that the teachers continue utilizing auditory-based instructional strategies such as oral discussions, storytelling, read-aloud sessions, and verbal explanations, as these approaches align well with learners' strengths. At the same time, educators should encourage learners to ask questions and seek clarification by creating a supportive and non-threatening classroom atmosphere. Strategies such as think-pair-share activities, guided questioning, peer discussions, and opportunities for reflective listening can help develop learners' confidence in expressing uncertainties. Teachers may also emphasize verbal cues, repetition, and summarization techniques to enhance learners' ability to identify key points from spoken information and improve critical listening skills.

The present findings are supported by recent studies emphasizing the role of auditory learning in academic achievement and comprehension. Richie, (2023) highlighted that verbal explanations and auditory processing significantly contribute to learners' comprehension when effectively integrated with instructional strategies that promote active engagement. Similarly, Hattie, (2023) reported that classroom discussions, feedback, and interactive communication positively influence learning outcomes by strengthening listening comprehension and information retention. These studies support the present results, underscoring the importance of auditory-based instructional practices while emphasizing the need to develop learners' critical listening and questioning skills for deeper understanding.

4.1.3 The Extent of the VARK Learning Styles Demonstrated by the Learners along Reading and Writing

This aspect helps learners enhance their comprehension, retention, and communication skills through written materials and note-taking activities. It also supports deeper processing of information by encouraging reflection and organization of ideas. The respondents' assessment of the extent of the learning styles demonstrated by the learners along Reading and Writing.

The indicators rated Much Demonstrated in descending order were: Summarizes passages in writing to demonstrate understanding, (4.55); Reads assigned texts carefully and attentively, (4.55); Demonstrates understanding of texts through structured written responses, (4.50); Maintains a reading journal or log to track understanding, (4.49); Writes reflections or responses to reading materials, (4.48); Identifies main ideas and supporting details in written form, (4.43); Answers comprehension questions accurately in writing, (4.42); Analyzes passages and organizes information in written form, (4.41); Paraphrases texts in writing to reinforce comprehension, (4.39); Underlines or highlights important information in texts, (4.37); and Composes sentences or paragraphs based on reading content, (4.30).

The results indicate that reading and writing as a learning style is strongly demonstrated among the learners, with all indicators rated as Much Demonstrated, reflecting a consistent engagement with written texts as a primary means of comprehension and knowledge

construction. The highest-ranked indicators, “Summarizes passages in writing to demonstrate understanding” and “Reads assigned texts carefully and attentively”, shows that learners are highly capable of both processing written information and expressing understanding through written output. This implies that learners not only engage deeply with reading materials but are also able to translate their comprehension into coherent written summaries. Such a result may be attributed to instructional practices that emphasize reading assignments, written exercises, and output-based assessments, which encourage learners to actively interact with texts and process information in structured ways.

Closely following these are “Demonstrates understanding of texts through structured written responses” and “Maintains a reading journal or log to track understanding”, which highlight learners’ ability to organize thoughts and reflect on reading materials through sustained written engagement. These indicators suggest that learners benefit from reflective writing activities that promote deeper processing of content and encourage metacognitive awareness of their own comprehension. On the other hand, the lowest-ranked indicator, “Composes sentences or paragraphs based on reading content”, while still rated as Much Demonstrated, indicates a relatively lower level of proficiency in independently constructing written outputs derived from reading materials. This suggests that learners are more comfortable with guided or structured writing tasks than with open-ended composition activities that require greater creativity, synthesis, and independent organization of ideas.

The overall pattern implies that learners demonstrate strong literacy skills, particularly in comprehension and structured written expression. However, the slight variation between indicators indicates that while the learners are proficient in summarizing and responding to texts, they may need further development in generating original written compositions based on reading materials. This points to a need for instructional strategies that gradually shift learners from guided writing tasks toward more independent and creative writing activities.

From an instructional perspective, teachers are encouraged to continue strengthening reading and writing integration through activities such as summarizing exercises, reflective journals, guided note-taking, and structured written responses. At the same time, incorporating tasks that promote creative writing, such as essay writing, opinion pieces, and text-based storytelling, may further enhance learners’ ability to synthesize and extend ideas beyond the given text. Providing scaffolding strategies, such as graphic organizers and writing frameworks, can also help learners transition toward more complex writing tasks.

These findings are supported by recent literature emphasizing the importance of reading-writing integration in literacy development. Shanahan, (2023) found that combining reading comprehension with structured writing tasks significantly enhances learners’ ability to process and retain information. Similarly, Halpern, (2024) emphasized that writing activities promote critical thinking and deeper comprehension by requiring learners to organize, evaluate, and reconstruct information from texts. These studies support the present findings, highlighting that reading and writing strategies are essential in strengthening comprehension, fostering reflection, and improving overall academic literacy.

4.1.4 The Extent of the VARK Learning Styles Demonstrated by the Learners along Kinesthetic

This aspect enables learners to better understand concepts through engagement in practical tasks and movement-based activities. Such activities allow learners to actively participate in the learning process, thereby enhancing their comprehension and retention of lessons. Table 6 and Figure 9 present the respondents’ assessment of the extent of the learning styles demonstrated by the learners along Kinesthetic. The indicators rated Much Demonstrated in descending order were: Uses realia or tangible objects to understand abstract ideas, (4.45); Manipulates objects or learning materials to represent ideas from the text, (4.43); Touches or handles materials to explore meaning, (4.42); Uses gestures or hand movements to understand reading content, (4.41); Engages physically in activities related to reading tasks, (4.41); Constructs models or visual representations of concepts in the text, (4.38); Acts out scenes or events from reading passages, (4.36); Writes or draws key points to aid comprehension, (4.32); Moves around while discussing or presenting reading content, (4.32); and Points to or traces words and sentences while reading, (4.31).

The results reveal that kinesthetic learning is strongly demonstrated among the learners, with all indicators rated as Much Demonstrated, indicating a consistent preference for learning through movement, hands-on activities, and physical engagement with learning materials. The highest-ranked indicator, “Uses realia or tangible objects to understand abstract ideas”, shows that learners significantly benefit from concrete, real-world materials when grasping complex or abstract concepts. This implies that physical manipulation of objects helps bridge the gap between theoretical ideas and actual understanding, making learning more meaningful and accessible. The strong performance of this indicator is attributed to classroom practices that incorporate manipulatives, demonstrations, and experiential learning activities, which allow learners to actively construct knowledge rather than passively receive information.

Closely following this is “Manipulates objects or learning materials to represent ideas from the text” and “Touches or handles materials to explore meaning”, both of which further emphasize the importance of tactile engagement in learning. These results indicate that learners are highly responsive to activities that involve physical interaction with instructional materials, such as organizing word cards, assembling models, or using learning aids to represent ideas.

On the other hand, the lowest - ranked indicator, “Points to or traces words and sentences while reading”, although still within the Much Demonstrated category, suggests a comparatively lesser reliance on guided physical tracking during reading tasks. This indicates that the learners are more engaged in broader, more dynamic forms of movement-based learning rather than fine-motor or text-tracing activities, which feels repetitive or less stimulating compared to interactive tasks.

The overall pattern highlights a strong inclination toward active, experiential learning, where the learners benefit most from direct involvement in tasks that require movement, manipulation, and physical representation of ideas. This suggests that kinesthetic strategies play a vital role in sustaining learners’ attention, improving conceptual understanding, and enhancing retention. However, the slightly lower ratings of some indicators imply that not all forms of kinesthetic engagement are equally effective, particularly those that are more passive or involve limited movement, such as tracing or pointing tasks. This suggests that the intensity and complexity of physical interaction may influence the overall effectiveness of kinesthetic learning activities.

These findings have important implications for instructional design. The teachers should continue to integrate kinesthetic approaches such as role-playing, simulations, hands-on experiments, and model-building activities to maximize learner engagement and

comprehension. Lessons should be designed to encourage movement, collaboration, and interaction with learning materials, especially when introducing abstract concepts. Additionally, balancing structured physical tasks with more creative and exploratory activities may help maintain learners' motivation while addressing varying levels of kinesthetic engagement.

Recent studies support these findings on the effectiveness of kinesthetic learning in improving comprehension and retention. Gibson, (2023) emphasized that perception and learning are enhanced through direct interaction with the environment, highlighting the importance of embodied experience in understanding concepts. Similarly, Sevilla, (2024) reinforced in his theory of multiple intelligences that bodily-kinesthetic learning significantly contributes to cognitive development by allowing learners to internalize knowledge through physical activity and hands-on engagement. These studies align with the present findings, underscoring the value of kinesthetic strategies in fostering deeper understanding, active participation, and improved learning outcomes.

4.1.5 The Summary of the Extent of the VARK Learning Styles Demonstrated by the Learners

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank
1. Visual	4.19	MD	6	4.08	MD	6	4.08	MD	6	4.12	MD	4
2. Auditory	4.21	MD	5	4.13	MD	5	4.11	MD	5	4.15	MD	3
3. Reading and Writing	4.47	MD	1	4.44	MD	1	4.42	MD	1	4.44	MD	1
4. Kinesthetic	4.41	MD	3.5	4.38	MD	2	4.35	MD	3	4.38	MD	2
Average	4.32	MD		4.26	MD		4.24	MD		4.27	MD	

The summary of the extent of the Learning Styles Demonstrated by the learners. The indicators rated Much Demonstrated were: Reading and Writing, (4.44); Kinesthetic, (4.38); Auditory, (4.15); and Visual, (4.12).

The findings reveal that all five traditional learning style dimensions were rated Much Demonstrated, indicating that the learners exhibit a diverse range of learning preferences that support their reading comprehension and overall academic performance. Among the learning styles, Reading and Writing obtained the highest mean score, followed by Kinesthetic, while Auditory, and Visual also received high ratings. These results show that the learners can utilize multiple learning approaches; however, they show a stronger preference for literacy-based and active learning experiences.

The highest-ranked learning style, Reading and Writing, indicates that learners learn most effectively through reading texts, taking notes, summarizing information, and expressing their understanding through written outputs. This finding suggests that learners are highly engaged in activities that require reading comprehension, written reflection, and organization of ideas in written form. The prominence of this learning style is attributed to the nature of classroom instruction and assessment practices, which often emphasize reading materials, written assignments, note-taking, and written examinations. As a result, learners have become more accustomed to processing and retaining information through textual and written formats, making reading and writing their most dominant learning preference. In contrast, Visual learning style received the lowest mean score among the five dimensions, although it remained within the Much Demonstrated category. This finding manifest that while learners effectively utilize visual aids such as diagrams, charts, illustrations, and graphic organizers, they rely on them slightly less than other learning approaches. One possible explanation is that classroom activities provide more opportunities for reading, writing, discussion, and hands-on experiences than for extensive visual analysis and interpretation. Additionally, learners find it easier to process information through direct reading and written engagement rather than relying solely on visual representations. Despite its lower ranking, the high mean score still indicates that visual learning remains an important component of learners' overall learning experiences.

The findings carry important educational implications. The dominance of the Reading and Writing learning style highlights the effectiveness of literacy-centered instructional practices in supporting comprehension and academic achievement. However, the relatively lower ranking of Visual learning suggests a need to further strengthen learners' visual literacy skills, particularly in interpreting and integrating information from diagrams, charts, illustrations, and other visual representations. Since the learners exhibit strengths across all learning styles, instruction should continue to employ a multimodal approach that accommodates diverse learning preferences while maximizing opportunities for engagement and understanding. This ensures that learners can access and process information through methods that best support their individual learning needs.

Based on the results, it is recommended that the teachers should continue providing activities that support reading and writing, such as summarizing, note-taking, reflective journaling, and written comprehension exercises. At the same time, greater integration of visual learning strategies, including graphic organizers, concept maps, infographics, and multimedia presentations, help enhance the learners' ability to interpret and utilize visual information effectively. Combining these visual materials with reading, discussion, and hands-on activities can create a more balanced and inclusive learning environment that addresses the diverse learning needs of the learners more effectively.

4.2 The Test of Significant Agreement on the Rank Orders of the Extent of the VARK Learning Styles Demonstrated by the Learners

Indicators	Visual	Auditory	Reading and Writing	Kinesthetic
Summation of the Squared Deviation from the mean	997	692.50	883.50	555.50
No. of Groups	3	3	3	3
No. of Cases or Items	12	10	11	10
Coefficient of Concordance W	0.77	0.93	0.89	0.75
Computed chi-square	25.41	25.11	26.70	20.25
Degree of Freedom	11	9	10	9
Tabular χ^2	19.68	16.92	18.31	16.92
0.05	22.62	19.68	21.16	19.68
0.025	24.72	21.67	23.21	21.67
0.01	26.76	23.59	25.19	23.59
0.005	31.26	27.88	29.59	27.88
0.001				
Decision on the Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.01	0.005	0.005	0.025

To determine the significant agreement on the rank orders of the respondents' assessment of the extent of the VARK learning styles demonstrated by the learners, the Kendall Coefficient of Concordance (W) was applied, and the chi-square test was computed. These statistical measures were employed to establish the consistency and significance of the respondents' rankings across the identified indicators and to strengthen the validity of the findings by confirming that the observed agreements were systematic and not due to random variation in the data set. The summation of the squared deviation from the mean difference resulted to: Visual, 997; Auditory, 692.50; Reading and Writing, 883.50; and Kinesthetic, 555.50. On the other hand, the Coefficient of Concordance W and the computed chi square arrived at: Visual, 0.77 and 25.41 ($p < 0.01$); Auditory, 0.93 and 25.11 ($p < 0.005$); Reading and Writing, 0.89 and 26.70 ($p < 0.005$); and Kinesthetic, 0.75 and 20.25 ($p < 0.025$). Thus, the alternative hypothesis was accepted.

The results of the Kendall Coefficient of Concordance (W) and chi-square test revealed a significant agreement among the respondents regarding the extent of learning styles demonstrated by the learners. The coefficients of concordance obtained for the five traditional learning styles ranged from 0.75 to 0.93, indicating a high to very high level of consistency in the respondents' rankings of the indicators. Specifically, the highest agreement was observed in the Auditory, and Reading and Writing learning styles, while Visual and Kinesthetic also demonstrated substantial agreement. Furthermore, the computed chi-square values for all traditional learning styles were statistically significant, with probability values lower than the established levels of significance. These findings indicate that the observed agreements among respondents were not due to chance but reflected a systematic and shared assessment of the learners' demonstrated learning styles.

The significant agreement among the respondents is attributed to their common observations and experiences with the learners in various learning situations. Since the respondents likely interacted with the learners in similar instructional contexts, they were able to consistently identify the learners' strengths and preferences across the different learning styles. The high concordance values suggest that the indicators used to assess learning styles were clear, observable, and relevant, enabling the respondents to provide comparable evaluations. Consequently, the alternative hypothesis was accepted, signifying that there was a significant agreement in the rank orders of the respondents' assessments.

The findings imply that the learners consistently exhibit characteristics associated with the five traditional learning styles, with particular strengths in auditory, and reading and writing dimensions. The strong level of agreement among respondents also enhances the reliability and validity of the assessment results, providing confidence that the identified learning style preferences accurately reflect the learners' actual learning behaviors. These results support the need for instructional practices that recognize and accommodate multiple learning styles to optimize learner engagement and achievement.

Based on the findings, it is recommended that teachers continue implementing multimodal instructional strategies that integrate visual, auditory, kinesthetic, reading and writing, and experiential learning experiences. Greater emphasis is also to be placed on strengthening visual and kinesthetic, as these dimensions showed relatively lower levels of agreement compared with the other learning styles. Providing varied learning opportunities, promoting active participation, encouraging reflective learning, and regularly assessing learners' preferences can further enhance instructional effectiveness. Professional development programs should be conducted to help the teachers design learning experiences that address diverse learning styles and foster a more inclusive and learner-centered classroom environment.

4.3 The Extent of the Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners

The extent of the influence of the traditional learning styles in enhancing the reading comprehension skills of the public secondary school learners was assessed in terms of: Vocabulary Understanding, Identifying Main Ideas, Recognizing Supporting Details, Making Inferences, Understanding Text Structure, Drawing Conclusions, and Critical Thinking and Interpretation.

4.3.1 The Extent of the Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Vocabulary Understanding

This is the learners' ability to recognize, understand, and use words accurately in context, which is essential in developing reading comprehension skills. The respondents' assessment of the extent of the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in terms of Vocabulary Understanding.

The following indicators rated Much Influential in descending order were: Understands the meaning of unfamiliar words using context clues, (4.43); Recognizes new words encountered in reading passages, (4.27); Identifies synonyms and antonyms of key vocabulary words, (4.24); Spells vocabulary words accurately in written exercises, (4.20); Uses new vocabulary correctly in sentences, (4.07); Distinguishes literal and figurative meanings of words, (3.97); Engages in activities that reinforce vocabulary learning, (3.88); Associates words with images, sounds, or actions to aid comprehension, (3.85); Recalls word meanings from previous lessons, (3.85); and Applies newly learned vocabulary in oral or written responses, (3.84); and Selects appropriate words when summarizing or paraphrasing texts, (3.81).

The results indicate that learning styles have a significant influence on the learners' Vocabulary Understanding, as all indicators were rated Much Influenced. This suggests that the various learning styles employed by learners contribute positively to their ability to recognize, understand, and use vocabulary effectively in reading and communication tasks. Vocabulary understanding is a critical component of reading comprehension because it enables learners to derive meaning from texts, interpret ideas accurately, and communicate their thoughts more effectively.

Among the indicators, "Understands the meaning of unfamiliar words using context clues" obtained the highest mean score, indicating that this aspect of vocabulary development is the most influenced by learners' preferred learning styles. This finding means that the learners effectively utilize strategies associated with different learning styles such as reading contextual information, discussing word meanings with peers, visualizing concepts, or engaging in hands-on activities to infer the meanings of unfamiliar words. The high rating implies that learners are developing independence in vocabulary acquisition by relying on contextual cues rather than depending solely on direct instruction or dictionary use. This is attributed to classroom practices that encourage active reading strategies and contextual analysis, which help learners become more strategic and confident readers.

Other highly rated indicators, such as "Recognizes new words encountered in reading passages" and "Identifies synonyms and antonyms of key vocabulary words", further demonstrate that learning styles support learners in expanding their vocabulary knowledge and understanding relationships among words. These findings suggest that learners are able to connect new vocabulary with prior knowledge and use various learning strategies to reinforce word recognition and meaning. Such abilities are essential for improving comprehension because a richer vocabulary base allows learners to process texts more efficiently and accurately.

On the other hand, the lowest-ranked indicator, "Selects appropriate words when summarizing or paraphrasing texts", although still interpreted as Much Influenced, suggests that learners experience relatively greater difficulty in applying vocabulary knowledge during productive language tasks. This lower rating may indicate that while learners can recognize and understand words, they may struggle to use them appropriately when expressing ideas in their own words. One possible explanation is that productive vocabulary skills require higher-order thinking processes, including word selection, synthesis of ideas, and contextual application, which are often more challenging than simple recognition or recall. Additionally, learners have limited opportunities to practice paraphrasing and summarizing using newly acquired vocabulary, resulting in less confidence in applying these skills.

The findings imply that learning styles play a crucial role in strengthening learners' vocabulary understanding, particularly in recognizing and interpreting word meanings. However, the relatively lower influence on vocabulary application highlights the need for instructional strategies that provide more opportunities for active language use. Teachers should not only focus on vocabulary acquisition but also emphasize meaningful application through speaking and writing activities that require learners to use newly learned words in authentic contexts.

Based on these results, it is recommended that teachers continue implementing varied instructional approaches that cater to different learning styles, such as contextual reading activities, vocabulary games, graphic organizers, collaborative discussions, and experiential learning tasks. Greater emphasis should also be placed on activities that develop productive vocabulary skills, including summarizing, paraphrasing, creative writing, oral presentations, and peer interaction exercises. Providing frequent opportunities for learners to apply newly learned vocabulary in meaningful contexts can help bridge the gap between vocabulary recognition and vocabulary use.

These findings are supported by recent studies emphasizing the importance of learning strategies in vocabulary development. Schmitt, (2023) found that contextual learning and repeated exposure to vocabulary significantly improve learners' ability to infer word meanings and retain new vocabulary. Similarly, Nacion, (2024) emphasized that effective vocabulary learning requires both receptive knowledge (recognition and understanding) and productive knowledge (appropriate use in speaking and writing). These studies align with the present findings, highlighting that while learners may successfully understand and recognize vocabulary through various learning styles, continuous opportunities for application are necessary to achieve deeper and more functional vocabulary mastery.

4.3.2 The Extent of the Influence of VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Identifying Main Ideas

This is a key skill in reading comprehension that helps learners understand the central message of a text. Table 10 and Figure 12 present the respondents' assessment of the extent of the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in terms of Identifying Main Ideas.

The following indicators rated Much Influential in descending order were: Distinguishes main ideas from supporting details, (4.32); Highlights or underlines sentences that convey the main idea, (4.27); Identifies the main idea of each paragraph or section, (4.19); Answers questions accurately about the central theme, (4.19); Predicts the main idea before reading the full passage, (4.19); Paraphrases the main idea in their own words, (4.09); Summarizes passages by highlighting key points, (4.03); Applies strategies to identify main ideas in different types of texts, (4.01); Recognizes repeated concepts that indicate the central idea, (3.87); and Interprets visual or textual cues to determine the main idea, (3.81).

The results indicate that learning styles have a Much Influenced effect on learners' ability to develop the skill of Identifying Main Ideas, which is a fundamental component of reading comprehension. This manifests that the integration of different learning approaches supports learners in understanding the central message of texts and distinguishing it from supporting details. Overall,

the findings reflect that the learners are generally proficient in extracting main ideas, particularly when guided by structured reading strategies and familiar instructional practices.

Among the indicators, the highest-rated was “Distinguishes main ideas from supporting details”, indicating that learners are most influenced in separating essential information from less important details. This suggests that learners have developed a strong foundation in analytical reading, allowing them to identify the core message of a text effectively. Closely following this is “Highlights or underlines sentences that convey the main idea”, which reflects learners’ reliance on active reading strategies such as annotation and marking key information. These results imply that learners benefit significantly from visual-kinesthetic and reading-writing strategies that encourage interaction with texts, helping them focus attention on important ideas and improve comprehension. Other indicators clustered closely in the middle range, such as “Identifies the main idea of each paragraph or section”, “Answers questions accurately about the central theme”, and “Predicts the main idea before reading the full passage”, suggest that learners are consistently influenced in applying comprehension strategies that require both prior knowledge and active engagement with texts. These results indicate that learners are developing higher-order reading skills, particularly in anticipating, interpreting, and confirming textual meaning as they read. However, these skills appear to be moderately developed rather than highly dominant, suggesting room for further strengthening through more structured practice and guided instruction.

On the other hand, the lowest-ranked indicator, “Interprets visual or textual cues to determine the main idea”, although still rated as Much Influenced, suggests that learners are relatively less dependent on or less skilled in using visual or implicit cues to infer the central idea of a text. This indicates that the learners are more comfortable with explicit textual information rather than inferential or visual-based interpretation. Similarly, “Recognizes repeated concepts that indicate the central idea” also reflects a slightly lower level of influence, suggesting that the learners are not consistently identify patterns or recurring themes within texts without direct guidance. These findings imply a need to further strengthen inferential reading skills, particularly in recognizing implicit signals that contribute to identifying main ideas.

The overall pattern suggests that while learners demonstrate strong abilities in identifying main ideas through direct and explicit strategies, their skills in inferential and analytical interpretation remain comparatively less developed. This highlights the importance of reinforcing higher-order reading strategies that encourage learners to move beyond surface-level comprehension toward deeper textual analysis. In terms of instructional implications, teachers should continue to emphasize explicit instruction in identifying main ideas while gradually integrating more complex strategies such as inference-making, thematic analysis, and pattern recognition. Activities such as guided reading, concept mapping, summarization exercises, and collaborative discussions can help learners strengthen their ability to extract central ideas from various types of texts. Additionally, incorporating visual aids, graphic organizers, and questioning techniques can further support learners in recognizing both explicit and implicit meanings within reading materials.

These findings are supported by recent studies emphasizing the role of strategic reading instruction in comprehension development. Timothy, (2023) highlighted that explicit teaching of comprehension strategies, including identifying main ideas and summarization, significantly improves learners’ reading performance. Similarly, Snow, (2024) emphasized that effective comprehension depends on learners’ ability to integrate explicit text information with inferential reasoning skills. These studies support the present findings, underscoring that while learners are proficient in identifying main ideas through direct strategies, continued development of inferential and analytical reading skills is essential for deeper comprehension.

4.3.3 The Extent of the Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Recognizing Supporting Details

This is an important skill in reading comprehension that helps learners understand and strengthen the main idea of a text. It enables learners to identify relevant information that clarify and support the author’s central message. The respondents’ assessment of the extent of the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in terms of Recognizing Supporting Details.

The indicators rated Much Influential in descending order were: Distinguishes relevant details from irrelevant information, (4.31); Explains how details reinforce the central theme, (4.30); Identifies facts or examples that support the main idea, (4.27); Highlights supporting sentences in a passage, (4.27); Analyzes the relationship between details and main ideas, (4.21); Answers comprehension questions that focus on details, (4.19); Distinguishes between explicit and implied supporting details, (4.19); Summarizes key supporting points accurately, (4.12); Lists examples or evidence provided in the text, (4.01); Recalls important facts or examples after reading, (4.01); Organizes supporting information logically in notes or charts, (4.00); and Matches supporting details to the correct main idea, (3.94).

The results indicate that learning styles have a considerable influence on learners’ ability to Recognize Supporting Details, as all indicators were rated Much Influenced. This shows that the learners’ preferred learning styles contribute positively to their capacity to identify, analyze, and organize information that supports the main idea of a text. Recognizing supporting details is a crucial reading comprehension skill because it enables learners to understand how specific facts, examples, descriptions, and evidence strengthen the author’s central message. The findings imply that learners are generally capable of examining textual information and determining its relevance to the overall meaning of a passage.

The highest-ranked indicator, “Distinguishes relevant details from irrelevant information”, demonstrates that learning styles most strongly influence learners’ ability to determine which pieces of information are essential to understanding a text. This finding manifests that the learners are effective in filtering information and focusing on details that directly contribute to the main idea. Such a skill is important because it allows learners to avoid distractions from unnecessary information and concentrate on the most meaningful content. The high rating is attributed to instructional practices that emphasize critical reading, note-taking, highlighting, and discussion activities that help learners identify significant information within a passage. Similarly, the indicators “Explains how details reinforce the central theme” and “Identifies facts or examples that support the main idea” further indicate that learners can

recognize the relationship between supporting information and the broader message of the text, reflecting a solid understanding of text structure and organization.

Other indicators, such as “Highlights supporting sentences in a passage”, “Analyzes the relationship between details and main ideas”, and “Answers comprehension questions that focus on details”, suggest that learners benefit from learning styles that encourage active engagement with reading materials. These findings imply that learners are capable of identifying specific evidence and connecting it to the central idea, which contributes to deeper comprehension. The relatively high ratings across these indicators demonstrate that learners are able to use various strategies associated with visual, reading-writing, auditory, and interpersonal learning styles to process supporting information effectively.

In contrast, the lowest-ranked indicator, “Matches supporting details to the correct main idea”, although still rated as Much Influenced, shows that the learners encounter comparatively greater difficulty when linking specific details to the appropriate central idea. One possible explanation is that this task requires higher-level analytical skills, including categorization, synthesis, and evaluation of information. Learners may be able to recognize supporting details independently but may struggle when multiple ideas are presented within a text, making it more challenging to determine which details correspond to a particular main idea. Likewise, the indicators “Organizes supporting information logically in notes or charts”, “Lists examples or evidence provided in the text”, and “Recalls important facts or examples after reading” indicates that the learners may need additional support in organizing and retaining detailed information for later use.

The findings have important implications for reading instruction. While the learners demonstrate strong skills in identifying relevant details and understanding their purpose within a text, there is a need to strengthen their ability to systematically organize, categorize, and connect supporting information to broader concepts. Developing these skills can help learners improve not only their reading comprehension but also their critical thinking and analytical abilities. Instruction should therefore focus on helping learners understand the hierarchical relationship between main ideas and supporting details through structured reading activities and guided analysis. Based on these results, the teachers are encouraged to continue implementing instructional strategies that emphasize active reading and critical analysis. Activities such as graphic organizers, concept mapping, outlining, evidence charts, and text annotation can help learners visualize the relationship between main ideas and supporting details. Collaborative discussions and comprehension exercises that require learners to justify how details support a central theme may also strengthen analytical reading skills. Furthermore, repeated practice in summarizing texts and categorizing information can enhance learners’ ability to organize and retain supporting details effectively.

These findings are supported by recent research on reading comprehension and text analysis. Duke, (2023) emphasized that identifying and evaluating supporting details is essential for developing deeper comprehension and critical reading skills, particularly when learners are exposed to structured literacy instruction. Similarly, Carlsen, (2024) found that teaching learners to analyze the relationship between main ideas and supporting evidence significantly improves reading comprehension and information retention. These studies support the present findings by highlighting the importance of instructional strategies that help learners recognize, organize, and apply supporting details in understanding complex texts.

4.3.4 The Extent of the Influence of VARK Learning Styles in Enhancing Reading Comprehension Skills of the Public Secondary School Learners in terms of Making Inferences

This is an essential reading comprehension skill that enables learners to draw logical conclusions based on clues and information presented in a text. It helps readers go beyond the literal meaning and develop a deeper understanding of the author's message. The respondents’ assessment of the extent of the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners in terms of making inferences.

The indicators rated Very Much Influenced were: Predicts outcomes based on information provided in the passage, (4.63); and Identifies underlying themes or messages in the text, (4.60). Meanwhile, the indicators rated Much Influential were: Connects textual information to personal experiences to infer meaning, (4.41); Interprets implied meanings of words, sentences, or paragraphs, (4.40); Infers the author’s purpose or intent from the passage, (4.32); Predicts what might happen next in a story using textual clues, (4.27); Analyzes evidence to support inferred ideas, (4.19); Distinguishes between stated facts and implied information, (4.18); Draws logical conclusions from the text, (4.11); and Explains reasoning behind conclusions drawn from the text, (3.99).

The results indicate that learning styles have a strong influence on the learners’ ability in Making Inferences, as all indicators were rated either Very Much Influenced or Much Influenced. This means that learners’ preferred learning styles significantly contribute to their capacity to derive meaning beyond what is explicitly stated in a text. Making inferences is an advanced reading comprehension skill that requires readers to combine textual evidence with prior knowledge and experiences to formulate logical conclusions. The findings imply that learners are generally capable of engaging in deeper levels of comprehension, allowing them to interpret implied meanings, identify themes, and predict outcomes effectively.

The highest-ranked indicator, “Predicts outcomes based on information provided in the passage”, which was rated Very Much Influenced, demonstrates that learning styles greatly enhance learners’ ability to anticipate possible events or conclusions using clues found within a text. This shows that learners are adept at applying reasoning skills and prior knowledge to make informed predictions while reading. Such a skill promotes active engagement with texts and encourages learners to think critically about possible developments in a story or passage. Closely following this is “Identifies underlying themes or messages in the text”, which also received a Very Much Influenced rating. This finding indicates that learners are highly capable of recognizing deeper meanings and central messages embedded within texts. The strong influence of learning styles on these indicators is attributed to instructional practices that encourage reflection, discussion, visualization, and personal connections with reading materials, all of which contribute to higher-order thinking and inferential comprehension.

On the other hand, the lowest-ranked indicator, “Explains reasoning behind conclusions drawn from the text”, although still rated Much Influenced, means that the learners experience relatively greater difficulty in articulating the rationale behind their inferences.

This indicates that while the learners can arrive at logical conclusions, they struggle to clearly explain the evidence and thought processes that support those conclusions. One possible reason is that explaining reasoning requires more advanced metacognitive and communication skills, including the ability to organize ideas, justify interpretations, and cite textual evidence. Similarly, indicators such as “Draws logical conclusions from the text” and “Distinguishes between stated facts and implied information” suggest that learners still need additional opportunities to strengthen analytical reasoning and evidence-based interpretation.

The findings have important implications for classroom instruction. The high ratings for prediction and theme identification indicate that the learners benefit significantly from learning experiences that promote active thinking and deeper engagement with texts. However, the relatively lower rating for explaining reasoning highlights the need to further develop learners’ ability to justify their interpretations and communicate their thought processes effectively. Strengthening this aspect of comprehension can enhance learners’ critical thinking skills and improve their capacity to engage in evidence-based discussions and written analyses.

Based on these findings, the teachers are encouraged to continue using instructional strategies that foster inferential thinking, such as prediction activities, guided questioning, think-aloud strategies, literature discussions, and reflective reading exercises. Greater emphasis should also be placed on activities that require learners to explain and defend their interpretations using textual evidence. Strategies such as inference charts, graphic organizers, collaborative discussions, and written response tasks can help learners organize their thoughts and develop stronger reasoning skills. These approaches can further enhance learners’ ability not only to make inferences but also to justify them logically and effectively.

These findings are supported by recent studies that emphasize the role of inferential thinking in reading comprehension. Snow, (2023) highlighted that inference-making is a crucial component of deep comprehension because it enables learners to connect textual information with prior knowledge and construct meaning beyond explicit content. Similarly, Nellie, (2024) found that instructional practices emphasizing prediction, interpretation, and evidence-based reasoning significantly improve learners’ inferential comprehension and critical reading abilities. These studies support the present findings by demonstrating that learning styles can effectively enhance learners’ inferential skills while underscoring the importance of developing their ability to explain and justify conclusions drawn from texts.

4.3.5 The Extent of the Influence of VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Understanding Text Structure

This is an important reading comprehension skill that helps learners recognize how ideas are organized and presented within a text. It enables readers to identify relationships among concepts. The assessment of the extent of the influence of learning styles in enhancing the reading comprehension skills of public secondary school learners in terms of understanding text structure.

The following indicators rated Much Influential in descending order were: Organizes information from the text using graphic organizers, (4.43); Distinguishes between main ideas and supporting details based on structure, (4.33); Predicts content based on the text format or structure, (4.26); Interprets charts, tables, and diagrams according to text organization, (4.18); Analyzes the sequence of ideas in a passage, (4.17); Identifies the organizational pattern of the text (e.g., cause-effect, compare-contrast), (4.10); Recognizes transitions and signal words to follow text flow, (4.07); Evaluates how text structure contributes to comprehension, (4.04); Recognizes headings, subheadings, and textual cues to understand structure, (4.03); Summarizes text according to its structure, (3.95); and Distinguishes between introduction, body, and conclusion, (3.93).

The results indicate that learning styles have a substantial influence on learners’ Understanding of Text Structure, as all indicators were rated Much Influenced. This means that the learners’ preferred learning styles significantly contribute to their ability to recognize how information is organized within a text and how different ideas are connected. Understanding text structure is a critical reading comprehension skill because it enables learners to follow the flow of information, identify relationships among concepts, and process content more efficiently. The findings imply that learners are generally capable of using organizational patterns and textual features to support comprehension and meaning-making. The highest-ranked indicator, “Organizes information from the text using graphic organizers”, received a Much Influenced rating, indicating that learning styles strongly enhance learners’ ability to structure and visualize information. This finding suggests that learners benefit greatly from visual and organizational tools such as concept maps, flowcharts, and diagrams, which help them arrange ideas systematically and understand relationships among concepts. The prominence of this indicator is attributed to the effectiveness of visual and kinesthetic learning strategies that encourage learners to actively manipulate and organize information. Through graphic organizers, learners are better able to identify key concepts, classify information, and establish meaningful connections within the text.

On the other hand, the lowest-ranked indicator, “Distinguishes between introduction, body, and conclusion”, although still interpreted as Much Influenced, suggests that learners are relatively less influenced in identifying the fundamental structural components of a text. Similarly, “Summarizes text according to its structure” received one of the lower mean scores. These findings indicate that while learners can recognize specific organizational patterns and use graphic organizers effectively, they encounter greater difficulty when applying this understanding to summarize texts or explicitly identify broad structural divisions. One possible explanation is that these tasks require higher levels of synthesis and organizational thinking, which demand more advanced comprehension skills.

The findings carry important implications for teaching and learning. The strong influence of learning styles on organizing information and identifying structural relationships suggests that learners benefit from instructional approaches that make text organization visible and explicit. However, the relatively lower ratings for summarizing according to structure and distinguishing text sections indicate a need for additional support in helping learners apply structural knowledge to comprehension and written responses. Strengthening these skills can improve learners’ ability to process information systematically and communicate their understanding effectively.

Based on these results, teachers are encouraged to continue incorporating graphic organizers, concept maps, flowcharts, and visual representations into reading instruction. Explicit teaching of text structures, including cause-effect, compare-contrast, sequence, and problem-solution patterns, can further enhance learners’ comprehension. Activities that require learners to outline texts, identify organizational patterns, and summarize passages according to their structure should also be emphasized. Additionally, integrating collaborative discussions and reflective writing tasks can help learners deepen their understanding of how text organization contributes to meaning.

These findings are supported by recent studies emphasizing the importance of text structure awareness in reading comprehension. De Castro, (2023) found that explicit instruction on text structures significantly improves learners' ability to organize information, identify key ideas, and comprehend complex texts. Similarly, Vaughn, (2024) reported that the use of graphic organizers and text structure strategies enhances learners' comprehension, retention, and analytical reading skills. These studies support the present findings by demonstrating that learning styles can effectively enhance learners' understanding of text structure, particularly when instructional practices provide opportunities for visual organization, analysis, and structured comprehension activities.

4.3.6 The Extent of the Influence of VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Critical Thinking and Interpretation

These are essential reading comprehension skills that enable learners to analyze information, evaluate ideas, and interpret meanings beyond the literal content of a text. These skills help readers form well-reasoned judgments and develop a deeper understanding of the author's message. The respondents' assessment of the extent of the influence of learning styles in enhancing the reading comprehension skills of public secondary school learners in terms of critical thinking and interpretation.

The following indicators rated Much Influential in descending order were: Evaluates the validity and reliability of information presented, (4.32); Analyzes information in the text to form logical judgments, (4.17); Identifies assumptions made by the author, (4.15); Justifies personal interpretations with textual evidence, (4.15); Compares ideas across different sections of the text, (4.09); Applies critical thinking strategies to solve comprehension problems, (4.04); Predicts outcomes based on critical analysis of information, (3.95); Synthesizes ideas from multiple texts to form conclusions, (3.92); Interprets the meaning of figurative language and idiomatic expressions, (3.85); and Distinguishes facts from opinions in reading passages, (3.83).

The results indicate that learning styles have a Much Influenced effect on learners' Critical Thinking and Interpretation skills in reading comprehension, as reflected in the range of mean scores across indicators. The highest-ranked indicator, "Evaluates the validity and reliability of information presented", shows that the learners are most influenced in their ability to assess whether information in a text is credible and trustworthy. Nurturing these skills equips learners with the ability to refine their understanding and find evidences from the information presented and evaluates information to reach sound conclusions.

This implies that learners are developing the capacity to critically examine content rather than accepting it at face value. The strong performance in this area is linked to instructional practices that expose learners to varied texts and encourage questioning of information sources, thereby strengthening evaluative reading skills and promoting informed judgment.

Recent studies support these findings on the development of critical reading skills. Johnson, (2023) emphasized that explicit instruction in evaluating text credibility and distinguishing information types significantly improves learners' critical reading performance. Similarly, Cheng, (2024) found that learners who receive structured training in analyzing argumentation and identifying factual versus opinion-based statements demonstrate stronger interpretive and evaluative comprehension skills. These studies align with the present findings, underscoring that while learners are proficient in evaluating information validity, continued emphasis is needed to strengthen their ability to distinguish facts from opinions in reading passages.

4.3.7 The Extent of the Influence of VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners in terms of Drawing Conclusions

This is an important reading comprehension skill that enables learners to interpret information and arrive at logical judgments based on evidence from a text. It helps readers synthesize ideas and make reasoned decisions beyond what is explicitly stated. The respondents' assessment of the extent of the influence of learning styles in enhancing the reading comprehension skills of public secondary school learners in terms of drawing conclusions. The following indicators rated Much Influential in descending order were: Integrates main ideas and supporting details to reach a conclusion, (4.34); Synthesizes information from different parts of the text to form conclusions, (4.33); Infers the overall meaning of the passage, (4.28); Evaluates evidence in the text before making judgments, (4.28); Distinguishes between facts and opinions when concluding, (4.28); Predicts outcomes or consequences by combining textual clues, (4.26); Determines the author's intended message based on textual evidence, (4.20); Justifies conclusions with supporting details from the text, (4.20); Analyzes characters' actions and events to draw logical conclusions, (4.11); Applies learned strategies to make accurate conclusions, (4.07); and Summarizes conclusions in oral or written form, (4.06).

The results indicate that learning styles have a Much Influenced effect on learners' ability in Drawing Conclusions, as reflected in consistently high mean scores across all indicators. This suggests that learners' preferred learning styles support their capacity to synthesize information, evaluate evidence, and arrive at logical judgments based on textual content. Drawing conclusions is a higher-order reading comprehension skill that requires learners to integrate multiple pieces of information, interpret meaning beyond what is explicitly stated, and apply reasoning to form justified decisions. The findings imply that learners are generally competent in engaging in analytical thinking processes that lead to meaningful interpretation of texts.

The highest-ranked indicator, "Integrates main ideas and supporting details to reach a conclusion", shows that learning styles most strongly influence learners' ability to combine key information from a text to form logical conclusions. This indicates that learners are capable of connecting central ideas with supporting evidence, which is essential for coherent and accurate interpretation. Closely following this is "Synthesizes information from different parts of the text to form conclusions", reinforcing the idea that learners can gather and organize information across sections of a passage to develop a unified understanding. These results imply that instructional practices that promote active reading, note-taking, and structured analysis effectively support learners in developing synthesis skills, which are crucial for drawing sound conclusions.

The lower-ranked indicators, although still within the Much Influenced category, include "Analyzes characters' actions and events to draw logical conclusions", "Applies learned strategies to make accurate conclusions", and "Summarizes conclusions in oral or written form". These results mean that while the learners demonstrate strong cognitive processing skills in forming conclusions, they experience slightly more difficulty in consistently articulating, applying, and expressing these conclusions in structured oral or

written forms. This is due to limited practice in metacognitive reflection and written justification of reasoning, which are necessary for fully developed critical thinking skills.

The overall pattern of results highlights that learners are generally proficient in drawing conclusions, particularly in integrating and synthesizing information from texts. However, the variation in scores suggests a need to further strengthen learners' ability to articulate and justify their conclusions clearly and systematically. Enhancing these skills is important for developing deeper comprehension, critical thinking, and academic writing proficiency.

Based on these findings, the teachers are encouraged to continue using instructional strategies that promote higher-order thinking, such as guided reading activities, evidence-based discussions, think-aloud strategies, and inference-building exercises. Additionally, activities that require learners to explain and justify their conclusions through written responses, oral presentations, and collaborative discussions should be emphasized. Graphic organizers, conclusion maps, and structured reflection tasks can also help learners organize their reasoning and improve clarity in expressing conclusions.

These findings are supported by recent studies on reading comprehension skills and critical thinking. Decena, (2023) emphasized that integrating evidence-based reasoning and synthesis strategies significantly enhances learners' ability to draw accurate conclusions from texts. It enables learners to comprehend deeply with the text by analyzing the advantages and disadvantages of a certain cause with a bases and supporting evidences. Similarly, Sebastian, (2024) found that explicit instruction in summarization, inference, and text-based reasoning improves learners' comprehension and critical thinking skills. These studies support the present findings, highlighting that learning styles contribute positively to learners' ability to draw conclusions, particularly when instructional practices emphasize synthesis, evaluation, and evidence-based interpretation.

4.3.8 The Summary of the Extent of the Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank
1. Vocabulary Understanding	4.09	ME	7	4.04	ME	6.5	3.98	ME	7	4.04	ME	6.5
2. Identifying Main Ideas	4.15	MI	5	4.09	MI	5	4.05	MI	5	4.10	MI	5
3. Recognizing Supporting Details	4.19	MI	3	4.15	MI	3	4.10	MI	3.5	4.14	MI	3.5
4. Making Inferences	4.36	MI	1	4.31	MI	1	4.27	MI	1	4.31	MI	1
5. Understanding Text Structure	4.17	MI	4	4.14	MI	4	4.10	MI	3.5	4.14	MI	3.5
6. Critical Thinking and Interpretation	4.10	MI	6	4.04	MI	6.5	4.00	MI	6	4.04	MI	6.5
7. Drawing Conclusions	4.26	MI	2	4.22	MI	2	4.18	MI	2	4.22	MI	2
Average	4.19	MI		4.14	MI		4.10	MI		4.14	MI	

The summary of the extent of the influence of the VARK Learning Styles in enhancing the reading comprehension skills of the public secondary school learners. These present the overall assessment of the respondents regarding the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners.

The indicators rated Much Influential were: Making Inferences, (4.31); Drawing Conclusions, (4.22); Recognizing Supporting Details, (4.14); Understanding Text Structure, (4.14); Identifying Main Ideas, (4.10); Critical Thinking and Interpretation, (4.04); and Vocabulary Understanding, (4.04).

The summary of the findings indicates that VARK learning styles have a consistent Much Influential effect on all dimensions of reading comprehension skills among the public secondary school learners, suggesting that the use of varied learning approaches positively supports learners' ability to understand and process texts. Among the indicators, Making Inferences obtained the highest mean score, indicating that traditional learning styles most strongly enhance learners' ability to go beyond literal meanings and interpret implied messages in a text. This suggests that learners are responsive to instructional approaches that encourage prediction, interpretation, and connection of ideas, enabling them to construct deeper meaning from reading materials. It further indicates that such strategies promote active engagement with texts and support the development of higher-order thinking skills necessary for effective reading comprehension.

In contrast, the lowest-ranked indicators, Critical Thinking and Interpretation and Vocabulary Understanding, although still rated as Much Influential, show relatively lesser influence compared to other reading comprehension skills. This implies that while learners are generally capable of engaging in analytical thinking and understanding word meanings, these areas may require more reinforcement to reach the same level of development as higher-performing skills such as inferencing and drawing conclusions. The lower ranking may reflect the more complex and higher-order nature of these skills, which require sustained practice, deeper cognitive engagement, and consistent exposure to challenging reading tasks.

Overall, the results highlight that learning styles play a significant role in enhancing reading comprehension, particularly in higher-level thinking skills such as inference-making and drawing conclusions. However, they also indicate the need to further strengthen learners' critical thinking abilities and vocabulary development to ensure balanced reading proficiency. This suggests that while learners benefit from multimodal and varied learning approaches, targeted instructional support is still necessary to develop their weaker areas. Moreover, sustained exposure to rich and meaningful reading materials further enhance learners' comprehension skills. Therefore, continuous refinement of instructional strategies is essential to address individual learning needs and promote holistic reading development.

Based on these findings, it is recommended that policy directions must therefore sustain high-impact practices, design targeted interventions for under-supported competencies, and implement a unified system-wide framework that maximizes the strengths of all learning styles for equitable literacy outcomes. Hence, the teachers should continue integrating diverse learning strategies such

as visual aids, collaborative learning, hands-on activities, and reading-writing exercises to sustain learners' strengths. At the same time, more focused interventions should be implemented to enhance critical thinking and vocabulary development, such as explicit instruction in word analysis, critical questioning, and analytical reading tasks. Strengthening these areas will help ensure a more comprehensive development of reading comprehension skills. Furthermore, consistent formative assessment should be employed to monitor learners' progress and identify specific areas needing improvement. The public schools, especially in the Public Secondary Schools of Caramoan District, Division of Camarines Sur should also consider providing targeted enrichment programs and professional development for the teachers to further enhance instructional effectiveness.

4.4 The Test of Significant Agreement on the Rank Orders of the Extent of the Influence of the VARK Learning Styles in Enhancing the Reading Comprehension Skills of the Public Secondary School Learners

Indicators	Reading Comprehension Skills						
	Vocabulary Understanding	Identifying Main Ideas	Recognizing Supporting Details	Making Inferences	Understanding Text Structure	Critical Thinking and Interpretation	Drawing Conclusion
Summation of the Squared Deviation from the mean	960.50	718	1212.50	730	960.50	696	938
No. of Groups	3	3	3	3	3	3	3
No. of Cases or Items	11	10	12	10	11	10	11
Coefficient of Concordance W	0.97	0.97	0.94	0.98	0.97	0.94	0.95
Computed chi-square	29.10	26.19	31.02	26.46	29.10	25.38	28.50
Degree of Freedom	10	9	11	9	10	9	10
Tabular χ^2	18.31	16.92	19.68	16.92	18.31	16.92	18.31
0.05	21.16	19.68	22.62	19.68	21.16	19.68	21.16
0.025	23.21	21.67	24.72	21.67	23.21	21.67	23.21
0.01	25.19	23.59	26.76	23.59	25.19	23.59	25.19
0.005	29.59	27.88	31.26	27.88	29.59	27.88	29.59
0.001							
Decision on the Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.005	0.005	0.005	0.005	0.005	0.005	0.005

To determine the significant agreement on the rank orders of the respondents' assessment of the extent of the influence of the learning styles in enhancing the reading comprehension skills of the public secondary school learners, the Kendall Coefficient of Concordance W was employed, and the chi-square test was computed. This statistical approach allowed the study to measure the consistency of the respondents' perceptions and validate the reliability of the rankings, thereby ensuring that the conclusions drawn from the data are statistically sound and reflective of a shared evaluation among the respondents. Moreover, it strengthened the credibility of the findings by minimizing subjective bias and providing a systematic basis for comparing the respondents' assessments.

The summation of the squared deviation from the mean difference resulted to: Vocabulary Understanding, 960.50; Identifying Main Ideas, 718; Recognizing Supporting Details, 1212.50; Making Inferences, 730; Understanding Text Structure, 960.50; Drawing Conclusions, 938; and Critical Thinking and Interpretation, 606. On the other hand, the Coefficient of Concordance W and the computed chi square arrived at: Vocabulary Understanding, 0.97 and 29.10 ($p < 0.005$); Identifying Main Ideas, 0.97 and 26.19 ($p < 0.005$); Recognizing Supporting Details, 0.94 and 31.02 ($p < 0.005$); Making Inferences, 0.98 and 26.46 ($p < 0.005$); Understanding Text Structure, 0.97 and 29.10 ($p < 0.005$); Drawing Conclusions, 0.95 and 28.50; and Critical Thinking and Interpretation, 0.94 and 25.38. Thus, the alternative hypothesis was accepted.

The results presented, as analyzed using the Kendall Coefficient of Concordance (W) and the chi-square test, indicate a very high level of agreement among the respondents regarding the extent of the influence of learning styles on the reading comprehension skills of public secondary school learners. The computed W values, ranging from 0.94 to 0.98 across all indicators, signify a strong to almost perfect degree of concordance, while the corresponding chi-square values, all with p-values less than 0.005, confirm that the observed agreement is statistically significant. This leads to the acceptance of the alternative hypothesis, implying that there is a significant agreement among respondents' rankings.

The significant agreement is attributed to the shared teaching experiences and common exposure of respondents to similar classroom contexts, instructional strategies, and learner behaviors. Since the respondents are likely engaged in comparable educational environments, their assessments of how learning styles influence reading comprehension skills tend to align. Furthermore, the

consistent instructional emphasis on key reading skills such as vocabulary understanding, identifying main ideas, and making inferences have contributed to the uniformity of their evaluations, as these skills are commonly reinforced across learning activities and teaching practices. These findings imply that learning styles are widely perceived as influential in enhancing various dimensions of reading comprehension, suggesting that instructional approaches that consider learner preferences may contribute positively to student understanding and performance. The strong concordance also reinforces the reliability of the data, indicating that the respondents share a common professional perspective on effective reading instruction. However, while the agreement is statistically significant, it also highlights the need to continuously examine how these perceived influences translate into actual learner outcomes in diverse classroom settings. In terms of implications for practice, the Public Secondary School teachers are encouraged to further integrate differentiated instructional strategies that cater to varied learning styles while maintaining a strong focus on core reading comprehension skills. Schools may also strengthen collaborative planning among teachers to ensure consistent application of effective reading strategies across grade levels. For improvement, it is recommended that the future instructional interventions incorporate more targeted reading activities, explicit strategy instruction, and regular assessment feedback to better support the learners in areas such as inference-making and critical thinking, where higher cognitive demand is required. Additionally, further studies may be conducted to explore the direct impact of the learning styles on measurable reading performance to complement perception-based findings.

4.5 Policy Recommendations

The policy recommendations are formulated based on the findings of the study to further improve the learning styles and enhance the reading comprehension skills of the public secondary school learners in the Caramoan District, Division of Camarines Sur.

- The Department of Education (DepEd) should develop a national policy requiring the integration of visual literacy activities and infographic-based reading materials across JHS & SHS subjects.
- The DepEd key officials should institutionalize training programs on interactive and inquiry-based teaching strategies that promote active listening and questioning skills.
- The school heads should establish school-wide reading intervention programs incorporating multisensory and kinesthetic reading activities.
- The head teachers should conduct regular learning action cells (LACs) focused on writing-to-learn strategies and reading-writing integration.
- The teacher-in-charge should implement interactive learning frameworks and monitor classroom application of interactive learning strategies.
- The DepEd should include in the professional development package for all teachers trainings that focuses on identifying, reinforcing, and balancing use of all five learning styles in teaching-learning process.
- The teachers should integrate graphic organizers, concept maps, visual note-taking, and multimedia resources in daily instruction.
- The parents should encourage home-based reading discussions and vocabulary enrichment activities through parent orientation programs.
- The stakeholders should support the provision of visual learning materials, reading resources, and educational technology tools.
- The Local Government Units (LGUs) should allocate funding for community reading centers and literacy enhancement programs focusing on comprehension skills.
- The community should organize community literacy forums that encourage learners to discuss and justify interpretations of reading materials.
- The DepEd should develop curriculum guides emphasizing explicit instruction on text structures and organizational patterns.
- The teachers should integrate fact-opinion analysis requiring learners to identify and justify whether a statement is factual or an opinion in reading activities.
- The head teachers should monitor the integration of higher-order thinking activities in lesson plans and classroom observations.
- DepEd key officials should introduce performance-based assessments that require oral and written summarization tasks across disciplines.
- The master teachers should design a vocabulary instruction that moves beyond definition to usage tied to reading materials.
- The master teachers should conduct coaching sessions on differentiated instruction strategies for identifying main ideas through various learning styles.
- The teachers should employ think-aloud strategies, guided questioning, and inference-building activities during reading lessons.
- The parents should encourage children to discuss current events, stories, and articles at home to strengthen analytical thinking skills.
- The LGUs should establish partnerships with schools for literacy fairs, reading camps, debate programs, and critical thinking workshops.
- The DepEd should mandate that every reading program integrates activities that bridge learning style preferences to comprehension tasks.

5. Conclusion and Recommendations

This chapter presents conclusions, and recommendations, highlighting the key insights and implications of the study. It also provides directions for future practice and further research. Furthermore, it emphasizes the significance of the findings in enhancing educational practices and improving learner outcomes.

5.1 Conclusions

The conclusions were summarized as follows, based from the findings of the study.

- The extent of the VARK learning styles demonstrated by the learners is Much Demonstrated.
- There is a significant agreement on the rank orders of the extent of the VARK learning styles demonstrated by the learners.
- The extent of the influence of the VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners is Much Influential.
- There is a significant agreement on the rank orders of the extent of the influence of the VARK learning styles in enhancing the reading comprehension skills of the public secondary school learners among the different groups of respondents.
- The policy recommendations are formulated based from the findings of the study.

5.2 Recommendations

Based from the findings of the study, the following recommendations are proposed:

- The Department of Education (DepEd) should strengthen the curriculum by integrating visual literacy, text structure instruction, and performance-based reading assessments, while providing continuous teacher training on inquiry-based, differentiated, and multisensory teaching strategies that cater to diverse learning styles.
- The school administrators, head teachers, and master teachers should institutionalize school-based reading intervention programs, Learning Action Cells (LACs), and coaching activities that promote reading-writing integration, metacognitive learning, vocabulary development, critical reading, and higher-order thinking skills.
- The teachers should consistently employ varied instructional approaches such as graphic organizers, concept maps, multimedia resources, think-aloud strategies, guided questioning, inference-building activities, cooperative learning, and writing-to-learn tasks to enhance learners' reading comprehension skills.
- The parents, stakeholders, communities, and Local Government Units (LGUs) should collaborate with schools in supporting literacy development through home-based reading activities, community reading programs, literacy fairs, reading camps, educational technology provision, and other initiatives that strengthen learners' comprehension, vocabulary, and critical thinking skills.
- The policy recommendations should be implemented for a more improved learning styles in enhancing the reading comprehension skills of the public secondary school learners in Caramoan District, Division of Camarines Sur.

5.3 Recommendation for Future Research

The following were recommended for future research:

- The Relationship Between Learning Styles and Academic Performance in English Among the Public Secondary School Learners in Caramoan District.
- The Effectiveness of the Differentiated Reading Instruction Based on Learning Styles in Improving Reading Comprehension Skills of Secondary Learners.
- The Learning Styles and Reading Motivation: Their Combined Influence on the Reading Comprehension Achievement of Public Secondary School Learners.
- The Impact of the Technology-Assisted Learning Activities Aligned with Learning Styles on Learners' Reading Comprehension Development.
- The Comparative Analysis of Reading Comprehension Skills Among Visual, Auditory, and Kinesthetic Learners in Public Secondary Schools of Caramoan District.

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