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LEARNING STYLES AS PREDICTORS OF ENGLISH LITERATURE PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN IBADAN, OYO STATE, NIGERIA

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ABSTRACT

Introduction: Learning occurs most effectively when students recognise the relevance and usefulness of the material covered in class. Students might not learn the content if they are not engaged in it. Utilizing a variety of teaching strategies and creating an engaging and interactive classroom atmosphere are crucial for achieving the ultimate aim of student learning.
Purpose: The aim of this study is to raise some secondary school students' awareness and comprehension of the impact of learning styles on the teaching of English literature.
Methodology: The study used a quantitative research design. The study examines how secondary school students in Ibadan's made use of auditory, visual, and kinesthetic learning styles in relation to their academic achievement in English literature. In order to identify if they are kinesthetic, visual, or auditory learners, 150 pupils answered a questionnaire. Learning styles questionnaires were used to gather participant responses, and face validity was applied to the surveys. The results demonstrated that secondary school students favoured visual learning methods.
Results: Thirty students from each of the four schools' in SS II classes who study literature in English were chosen using a purposeful selection technique. A total of 150 individuals were chosen to participate in the research. Thirty (20.0%) respondents, equally distributed across five secondary schools, were chosen. Students learn in a variety of ways, and the term "learning style" is typically used to describe an individual's innate or habitual pattern of information acquisition and processing in learning contexts. While some students learn best visually, others learn best audibly or viscerally. The majority of participants were visual learners, according to the results.
Conclusion and Suggestion: Among secondary school students in Ibadan, Oyo State, Nigeria, the study determined the link between independent factors (visual, auditory, and kinesthetic learning styles) and the dependent variable (academic performance in Literature-in-English). When the profile of learning styles varies from subject to subject, students can adapt their learning strategies by being aware of the overall learning styles profile of the subject. It was suggested that educators integrate learning styles into their lessons by determining each student's preferred method of learning, matching the teaching approach to challenging assignments, and bolstering the learning types with drills and simpler work.

Keywords: English literature, academic performance, auditory, visual, and kinesthetic learning modes

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PUBLIC INTEREST STATEMENT

The study's findings, supplied the information required to build a framework for secondary school students to develop suitable learning styles in English literature. The study would help English literature teachers by enabling them to adapt their pedagogy to better suit the needs of their students. Staff development specialists would design and implement training centred on enhancing instructions by modifying teachers' teaching strategies to better suit the learning styles of their students in light of the study's findings. Furthermore, this research will benefit students studying English literature. Teachers in primary, secondary, and postsecondary education, including special educators and general educators will find the study quite useful.

INTRODUCTION

Learning styles are innate personality features that have an impact on every aspect of a student's life. Students' behaviors—how they move, lie down, sit, talk, play, and write—reflect these as well (Baydak, 2018). Three areas of academic performance show how students learn best. Finding out a student's preferred learning style and setting up the learning environment to accommodate their kinesthetic, auditory, and visual preferences will improve their academic performance (Dunn and Dunn, 2018). When students understand the relevance and significance of the material taught in the classroom, they learn it best. Students won't learn anything if they aren't engaged with the material. A variety of teaching strategies should be used, and the classroom should be as engaging and participatory as possible, to maximise student's learning (Gilakjani & Ahmadi 2019).

Students acquire knowledge in a variety of methods. While some students learn best visually, others learn best audibly or viscerally. Visual aids like graphs, charts, and images help learners who learn best visually. Reading and listening to lectures are two ways that auditory learners learn. Kinesthetic learners pick things up by doing. One, two, or three learning styles can be preferred by students. Owing to the variety of learning styles, educators must include activities in their curricula that cater to each of these styles in order to help all of their students succeed in the classroom. Although the students employ all of their senses to comprehend material, they appear to have preferred methods of learning. We must adapt our instruction to accommodate as many of these preferences as we can in order to support the learning of all students (Cuaresina, 2016). The three learning styles can be integrated into the curriculum to enable secondary school students to employ all three in their comprehension of prose, poetry, and drama when studying literature in English.

Depending on one's viewpoint, there are several methods to identify learning styles. According to Brown (2019), learning styles are the ways in which people take in and process information when they are learning. According to his theory, preference for a particular learning scenario or condition over another is a component of learning style. According to Celcia-Marcia (2018), learning styles are the general methods that students employ to study a new language or any other subject, such as global or analytical, auditory or visual. The way a learner views, engages with, and reacts to the learning environment is referred to as their learning style. The distinctive cognitive, affective, social, and physiological behaviours that act as comparatively consistent markers of how students view, engage with, and react to the learning environment are also referred to as learning styles (Mackeracher, 2014).

The three primary types of learning styles are kinesthetic, auditory, and visual. Visual learners learn best from visual imagery and think in pictures. They rely on nonverbal cues from the facilitator or instructor, such body language, to aid in their learning. Visual learners occasionally choose to sit in the front of the room. Additionally, they make detailed notes about the information being delivered. Pitch, intensity, and speed are used by auditory learners to comprehend what they hear and how they gain knowledge. These people tend to learn best through classroom reading aloud, and they might not fully comprehend written material. An active, "hands-on" learning style is most effective for kinesthetic learners. These students prefer to engage with the real world. Kinesthetic learners typically find it challenging to maintain concentrate and can easily become distracted. Students use visual, aural, and kinesthetic learning methods when studying English literature, which includes prose, poetry, and drama (Gilakjani & Ahmadi, 2019).

Numerous scholars have endeavoured to offer strategies for how learning styles might be implemented in the classroom. The

immediate environment (sound, light, temperature, and design); one's own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); three sociological needs (self, peer, team, adult, or varied); and four physical needs (perceptual, strengths, intake, time, and mobility) are all factors that have an impact on learners, according to Dunn and Dunn (2016). According to Dunn and Dunn (2018), when students are taught in methods that they can more easily relate to, they not only identify their preferred learning styles but also do better on tests, have better attitudes, and are more efficient. As a result, it is advantageous for teachers to instruct and assess pupils according to their preferred learning styles.

While it is inevitable that students' learning styles will vary in the classroom, Dunn and Dunn (2018) argued that educators should adapt their teaching methods so that each student's learning style is supported. A "circle of knowledge," in which students gather in a circle and discuss a subject together, is one of the most common small-group strategies. Other strategies include brainstorming and team learning. Contract activity packages are instructional designs that support learning through the use of the following components: (i) a clear explanation of the material that students must learn; (ii) multisensory resources (auditory, visual, tactile, and kinesthetic) that teach the necessary knowledge; (iii) creative activities that allow students to apply the knowledge they have learned; (iv) the sharing of creative projects among classmates in small groups; (v) at least three small-group techniques; and (6) a pre-, self-, and post-test.

According to Richardson and Feldhusen (2016), a student's learning style is characterised by how they approach their studies, how they perceive their environment, and how they may adjust to the work at hand in order to achieve success. Most of the time, students use appropriate learning techniques to pick up new information that helps them comprehend the subject matter better. These tactics work well when they are being taught (Vaishnav, 2013). Every youngster learns and processes information in a different way. They each learn information differently. Some people learn best by doing things aloud, others by writing things down, while yet others may learn best by doing hands-on work. Cesur and Per (2019) defines learning style as a combination of elements, actions, and mindsets that help a person learn in a particular setting. It is the capacity of students to take in and process knowledge in a learning environment. According to Vaishnav (2013), learning styles are the methods that students use to remember and acquire new information.

Cesur and Per (2019) define learning style as a student's approach to absorbing, assimilating, and retaining new knowledge and abilities. Put differently, a person's learning style is reflective of their overall mindset and how they approach the learning process. In this process, the individual's distinct style of perception and how they interact with the learning materials are what define style. Characteristics such as learning styles are innate. They have an impact on every aspect and instant of a person's life. They have an impact on people when they are sitting, standing, strolling, playing, and writing, and people behave in these ways in accordance with this characteristic (Baydak, 2016). Undoubtedly, identifying each person's unique learning style and setting up their preferred learning resources will improve success (Dunn and Dunn, 2018). The optimal way for children to learn is determined by their learning style.

The learning style of a student is defined by his or her perception, social interactions, and the neurological, auditory, and physiological systems influencing their behaviour. There is no right or wrong way to learn. It's important to set up learning activities that fit each student's preferred method of learning. It is possible to make more accurate estimates about how people learn and what kind of learning activity to use if their learning styles are identified. As a result, the instructor can create materials that are appropriate for both themselves and their students (Sunbul, 2014). Determining a person's learning style is crucial for determining the dimensions of learning methods that best suit them based on their unique characteristics and for creating learning materials that are appropriate for them. Furthermore, a student with a positive self-concept and an awareness of their learning style will be more successful.

Learning styles have an impact on how teachers and students interact as well as how students learn. Every individual is born with certain predisposition towards specific styles; nevertheless, these biological or inherited traits are shaped by development, maturity level, culture, and life events. Because the learner's contributions to the learning experiences are

both an integral component of the material and the significant aspects of the learning experiences themselves, style can be thought of as a "contextual" variable or construct. Every learner has unique and reliable preferences for organising, perceiving, and remembering information. It has been established that brain anatomy affects the acquisition of language structure and that students learn in different ways from one another. It has also been demonstrated that distinct pathways for perception are located in the brain's hemispheres. According to some experts, the various ways that people see the world are caused by distinct types of cells that exist in some brains but not in others (Vaishnav, 2013). It is well established that individual variances in biology and psychology cause learning processes to differ amongst individuals.

According to Abidin, Rezaee, Abdullahi, and Sigh (2020), about three-fifths of an individual's learning style is imposed by biology. Furthermore, according to Reiff (2019), every learner has unique characteristics that are related to their learning processes. According to Sitt-Gohdes (2020), most educators impart knowledge in a manner that they themselves have acquired. Many students may have become frustrated as a result of this, realising that not all teachers were taking into account their preferred methods of learning. In an environment where students have varied educational backgrounds and cultural experiences, the case is more serious. The investigation of learning styles in the classroom is an important topic that is frequently overlooked in comparison to the substantial effort done on methods and instructional activities.

Learning challenges are often related to the type and level of cognitive processes needed to understand the content, rather than the complexity of the subject matter, according to Keefe and Ferrell (2020). Furthermore, Dunn (2013) discovered that a significant increase in students' academic performance when learning styles are included indicates that the manner in which material is delivered matters more than the subject matter studied during a term of study. It is thought that the educational process will likely become optimal for both students and teachers when teachers are able to assess the distinctions and demands of their pupils (Fairhurst & Fairhurst, 2020). Researchers have proposed a number of categories to illustrate the diversity and requirements of learners, including learning styles. According to Abidin, Raezaee, Abdullah, and Sigh (2020), learning styles have been found to have an impact on learners' learning behaviours. Learners with varying preferences for learning styles will exhibit differences in how they perceive, interact, and respond to the learning environment. Given that different learners have different preferences for particular learning styles, it is crucial for teachers to look into the various preferences that students have regarding these features. By knowing about these preferences, teachers can become more attuned to the differences that students bring to the classroom (Felder and Spurlin, 2015).

Students' consistent responses to and uses of stimuli within the learning context are referred to as their learning styles. Learning styles are the composite of distinctive cognitive, affective, and physiological variables that function as comparatively stable indicators of a student's perception, interaction, and response to the learning environment (Charmghini, Ohanbari & Talab, 2013). Learning styles are also described by Charmghini et al. (2013) as the educational environments in which a learner is most likely to learn. As a result, their focus is on how learners prefer to study rather than what they learn. Learning styles are not accurate descriptions of what people are or are not like; rather, they are points on a scale that aids in our understanding of the many types of mental representations. When individuals try to learn something new, they usually prefer to see a demonstration, read about it in a book, or listen to someone else explain it to them.

Learning styles can be defined, classified, and characterised in many different ways. It can also be defined as a collection of elements, actions, and mindsets that improve learning under all circumstances. Different learning styles have an impact on how teachers and students interact with one another as well as how the students learn. Every individual is born with innate tendencies towards a specific style, and these biological traits are shaped by cultural context, individual experiences, and historical changes, among other things. Different and consistent ways of perceiving, organising, and remembering are chosen by each learner. These learning styles serve as markers for how students view, engage with, and react to different learning contexts.

Students learn in different ways from one another and in different ways from each other. A person's natural or ingrained manner of absorbing and processing information in learning circumstances is typically explained by their learning style. There is disagreement about the definition of this idea, despite the fact that it has been the subject of numerous articles; a fundamental idea is that everyone learns differently (James & Gaibraith, 2015). The idea behind the usage of learning styles in education was that teachers should determine each student's preferred learning style and modify their teaching strategies accordingly. Many studies have confirmed the validity of incorporating different learning styles in education and demonstrated that students will learn best if taught in a way deemed appropriate for their learning styles. There is a wealth of evidence supporting individual differences in thinking and ways of processing different types of information (Pask, 2018). Neil D. Fleming's VAK model, which built upon previous neuro-linguistic programming (VAK) models: visual learners, auditory learners, and kinesthetic or tactile learners, is one of the most well-known and frequently used descriptions in the subject of learning styles. Fleming contends that the best course of action for educators is to employ a range of instructional strategies to provide every student with the greatest opportunity for success. In addition, the majority of individuals have a dominant or favoured learning style; yet, some individuals have a blended, well-balanced combination of visual, auditory, and kinesthetic learning styles (Fleming, 2015).

According to Fleming, visual learners like to see, which can be reflected in their preference for thinking in pictures and visual aids like graphs, charts, diagrams, symbols, and so on that depict ideas without the use of words. Listening is the finest learning method for auditory learners (lectures, conversations, cassettes, and so on). Kinesthetic learners favour experiential learning through doing, touching, and movement. (intense global exploration, scientific endeavours, experiments, and so forth). Its application in education enables educators to plan lessons that include each of these topics, particularly in language related ability. Students can utilise the model to determine their preferred method of learning and make the most of their learning by concentrating on the approach that will most help them (Fleming, 2015).

STATEMENT OF THE PROBLEM

As a student studying literature in English, one of the most important things to remember is that learning is personal. Students ought to be aware of their own learning styles and the traits that define them, and they ought to act in accordance with these styles. The learner will be able to learn the ever-changing and expanding amount of information in this way without requiring help from others. The learner gives the process of learning significance when they assume responsibility for their own education. He or she gains awareness of their own learning style and is much more content with the surroundings in which they interact.

Reading and memorising different adaptations of the story line in play, prose, and poetry requires the use of sensory organs, such as the eyes, when learning English literature. Students also learn different figures of speech, and they employ the three learning styles to learn the meanings that lie between the lines of these different figurative lines.

Incorporating students' learning styles into their teaching approaches is another skill that educators must acquire. When absorbing knowledge in a classroom context, students often use one of three main learning styles. The three types of learning styles are kinesthetic, auditory, and visual. In this article, secondary school students in Ibadan, Oyo state, will have their literature-in-English performance predicted by their visual, auditory, and kinesthetic learning styles.

PURPOSE OF THE STUDY

1. To investigate the degree to which secondary school students in Ibadan, Oyo state, perform in literature in English based on their visual learning styles.
2. To ascertain the degree to which literature-in-English performance was predicted by auditory learning methods in secondary school students in Ibadan, Oyo state.
3. Assess the degree to which literature-in-English performance among secondary school students in Ibadan, Oyo state, was predicted by kinesthetic learning styles.
4. Offer advice on how educators might adapt their pedagogy to better suit the needs of secondary school students studying literature in English.

RESEARCH QUESTIONS

1. What is the relationship between Visual learning style and Literature-in English performance among secondary school students in Ibadan, Oyo state?
2. What is the relationship between Auditory Learning style and Literature-in-English performance among secondary school students in Ibadan, Oyo state?
3. What is the relationship between Kinesthetic Learning style and Literature-in-English performance among secondary school students in Ibadan, Oyo state?

HYPOTHESES

1. There is no significant joint composite relationship between visual, auditory, and kinesthetic learning styles and Literature-in-English performance.
2. There is no significant correlation between Visual, Auditory, and Kinesthetic Learning methods and performance on literature in English.

METHODOLOGY

Research Design

A descriptive research design of the correlational type was used for this investigation. This is due to the fact that the relevant variables wouldn't be altered.

Population and Sample

Some secondary school students in Ibadan, Oyo state, served as the study's sample population. The target population for this study consisted of all senior secondary school II (SSII) pupils in the chosen schools. Thirty SS II Literature-in-Literature students from each of the five schools were chosen using a purposeful sampling technique. A total of 150 individuals were chosen to participate in the research. Thirty (20.0%) respondents, equally divided between five secondary schools (Anglican Grammar School Total Garden Ibadan, Methodist Grammar School Bodija Ibadan, Abadina Grammar School U.I Ibadan, Oba Akinbiyi Grammar School, and ISI University of Ibadan), were chosen. Forty-eight respondents, or 45.3% of the total, were boys, and eighty-two respondents, or 54.7%, were girls. As a result, the preceding result suggests that girls made up the majority of responders. According to the frequency distribution of respondents by class level, there were 8 (5.3%) respondents from the SS1 class, 85 (56.7%) from the SS2 class, and 57 (38.0%) from the SS3 class (total respondents). This indicated that the largest percentage of respondents were from the SS2 class. Based on the age range of the respondents, the frequency distribution revealed that 24 (16.0%) of the total respondents were between the ages of 10 and 12, and 126 (84.0%) were between the ages of 12 and 18. This indicated that the largest percentage of responses were between the ages of 12 and 18.

Instruments for Data Collection

The following research tools were employed for this study:

1. Academic histories
2. Questionnaire on learning styles.

Academic Records

The academic records from the schools that were taken into consideration included the participants' results from the Literature-in-English promotion examination in Senior Secondary School I (SS I) and their J SCE Literature-in-English grade.

Learning Styles Questionnaire

Dunn and Dunn's VAK Learning Style theory, which defines the classification according to use of distinct senses when learning (the theory recognises seeing visual, hearing-auditory, and doing-kinesthetic types of learning approach), was used to assess the learning styles of the secondary school students using modified versions of the Learning Styles Questionnaire (LSQ) in Dunn & Griggs (2013). Twenty-five items total on an ordinal scale comprise the questionnaire: (1) strongly disagree; (2) disagree; (3) neutral; (4) agree; and (5) highly agree. The investigator has conducted a revalidation of this survey. A Cronbach alpha of 0.75 was acquired to verify the appropriateness.

This study's instrument was modified. Reliability is the degree of consistency with which a measuring tool measures what it is designed to measure. This assisted the researcher in validating the instruments that were used to demonstrate the content validity of the instruments. The instrument was pilot tested on forty (40) respondents who were picked from five schools in Ibadan that were chosen in order to ensure internal consistency. After that, the instruments were examined using Kuder-Richardson 21 analysis, and the

overall result was 0.81, which was deemed appropriate throughout time and hence suitable for use in this investigation.

Procedures for Data Collection

Prior to the participant briefing, research assistants received two weeks of training from the researcher. Prior to the administration and training session, the researcher obtained consent from both the participants and the school authorities. In each of the schools, the training session ran for eight weeks. Before the instruments were given to the selected respondents, research assistants received sufficient training on the significance of the activity to ensure its success. The participating schools were chosen using a proportional sample technique. The instructor's' records, which were gathered, were used to choose the participants. Following that, the participants were given learning styles surveys.

Methods of Data Analysis

Multiple Regression Analysis was used for data analysis. In order to ascertain the relationship between the independent and dependent variables, Pearson Product Moment Correlation (PPMC) was utilised. Every hypothesis was examined at the significance level of 0.05.

RESULTS

Research Questions 1: What is the relationship between Visual learning style and Literature-in English performance among secondary school students in Ibadan, Oyo state?

Table 1: Result of PPMC showing the relationship between Visual Learning style and academic performance in Literature-in English among secondary school students

Variable	Mean	Std. Dev	N	R	P	Remark
Academic Performance	16.56	2.39				
			150	.303**	.000	Sig
Visual Learning style	45.29	7.11.				

*Sig. at .05 level

Table 1 above shows that there was a positive relationship between Visual Learning style and academic performance in Literature-in English (r = .303, N= 150, p <.05). The result reveals that there is a significant positive relationship between Visual learning style and academic performance in Literature-in English among secondary school students in Ibadan, Oyo state.

Research Question 2: What is the relationship between Auditory Learning style and Literature-in-English performance among secondary school students in Ibadan, Oyo state?

Table 2: Result of PPMC showing the relationship between auditory Learning style and academic performance in Literature-in-English among secondary school students

Variable	Mean	Std Dev.	N	R	P	Remark
Academic Performance	16.56	2.39				
			150	.177**	.000	Sig
Auditory Learning style	20.17	6.10				

*Sig. at .05 level

Table 2 above shows that there was a positive relationship between Auditory Learning style and academic performance in Literature-in-English (r = .177, N= 150, p <.05). The result reveals that there is a significant relationship between auditory learning style and academic performance in Literature-in-

English among secondary school students in Ibadan, Oyo state.

Research Question 3: What is the relationship between Kinesthetic Learning style and Literature-in-English performance among secondary school students in Ibadan, Oyo state?

Table 3: Result of PPMC showing the relationship between Kinesthetic learning style and academic performance in Literature-in-English among secondary school students

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic Performance	16.56	2.39				
			150	.376**	.000	Sig
Kinesthetic Learning style	34.31	6.22				

*Sig. at .05 level

Table 3 above shows that there was a positive relationship between Kinesthetic Learning style and academic performance in Literature-in-English among secondary school students (r = .376, N= 150, p <.05). The result reveals that, there is a significant relationship between Kinesthetic Learning style and Literature-in-English performance among secondary school students in Ibadan, Oyo state.

HYPOTHESIS

Hypothesis 1: There is no significant joint composite relationship between Visual Learning styles, auditory Learning styles, and kinesthetic Learning styles on literature-in-English performance among some secondary school students in Ibadan, Oyo state.

Table 4: Summary of Multiple Regression Analysis Showing the composite effect of the Independent Variable on the Dependent Variable

Model	Sum of Square	Df	Mean Square	F	Sig.	Remark
Regression	134.362	3	44.787	9.074	.000	Significant
Residual	720.598	146	4.936			
Total	854.960	149				
R= .396						
R^2 = .157						
Adjusted R^2 =.140						

Table 4 shows that the independent and dependent variables have a composite relationship (R = 0.396). Consequently, the independent variables accounted for 14.0% of the total variance in school drop-out (Adjusted R2 =0.140). Furthermore, the combined effect is statistically significant (F(3,146)=9.074;p<0.05).Therefore, the composite influence of the independent variables, Visual Learning styles, Auditory learning styles, and Kinesthetic learning styles accounted for 14.0% of the variation in the academic performance in literature-in-English among some secondary school students in Ibadan, Oyo state. It implies that there is a significant composite relationship between visual learning styles, auditory learning styles, and kinesthetic learning styles and Literature-in-English performance among some secondary school students in Ibadan, Oyo state.

Hypothesis 2: There is no significant relative relationship among Visual learning styles, Auditory learning styles, and Kinesthetic learning styles and Literature-in-English performance among some secondary school students in Ibadan, Oyo state.

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Table 5: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	***t***	**Sig.**
(Constant)	10.5.984	1.387	-	7.259	.000
Auditory learning styles	.042	.030	.308	2.391	.017
Visual learning styles	.030	.035	.288	1.860	.025
Kinesthetic learning styles	.114	.040	.596	3.871	.005

Table 5 reveals there a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. The relative relationship between visual learning styles, auditory learning styles, and kinesthetic learning styles and academic performance in literature-in-English is positive. Using the standardized regression coefficient to determine the relative contributions of the independent variables, Kinesthetic learning styles(β = .596, t= 3.871, $p < 0.05$) indicates most potent contributor to the prediction and has a relative contribution to academic performance in literature-in-English, while Auditory learning styles(β = 0.308, t= 2.391, $p< 0.05$),has relative contribution to academic performance in literature-in-English and Visual learning styles(β = 0.288, t= 1.860, $p < 0.05$) has significant relative contribution to academic performance in literature-in-English. It implies that there was a significant relative contribution of each of visual learning styles, auditory learning styles, and kinesthetic learning styles on academic performance in literature-in-English among some secondary school students in Ibadan, Oyo state.

DISCUSSION

The results are discussed in a way that makes sense given the provided theories. The discussion of these results is supported by descriptions of studies on the relationship between academic accomplishment and visual, auditory, and kinesthetic learning styles. In support of this, Dunn and Dunn (2018) noted that only 20–30% of school-age children appear to be auditory learners, 40% are visual learners, and 30–40% are tactile/ kinesthetic or visual/tactile learners. The findings demonstrate a significant joint composite relationship between visual, auditory, and kinesthetic learning styles and academic achievement in English literature among secondary school students in Ibadan, Oyo State. According to Cesur and Per (2019), the most common modality strengths for elementary school students are visual (30%) or mixed (30%), followed by auditory (25%) and kinesthetic (15%). When Carbo (2013) looked into the perceptual preferences of readers, she discovered that while poor readers are more likely to prefer tactile and kinesthetic learning, competent readers prefer to learn through their visual and auditory senses.

The study's findings also revealed that, when stated as weights, the independent variables visual, auditory, and kinesthetic significantly contribute to the dependent variable of academic accomplishment in literature. According to Biggs (2021), learning styles play a significant role in people's lives. Knowing one's own learning style allows one to incorporate it into the learning process, making learning easier, quicker, and more successful. The ability to identify one's own learning style has the added benefit of assisting students in developing their problem-solving skills.

CONCLUSION

The study evaluated the link between the dependent variable—academic performance in English literature—and the independent variables—visual, auditory, and kinesthetic learning styles—among secondary school students in Ibadan, Oyo State, Nigeria. When the profile of learning styles varies from subject to subject, students can adapt their learning strategies by being aware of the overall learning styles profile of the classes. The pedagogical application of learning style profile information on a group of students could be customised to improve learning outcomes. When students understand the relevance and significance of the material taught in the classroom, they learn it best. The students will not want to learn the material if they are not engaged in it. Making the classroom as engaging and interactive as possible requires using a variety of teaching strategies that cater

to the individual learning preferences of the students in order to meet the ultimate aim of student learning. Pupils acquire knowledge in a variety of methods. Some students learn best visually through charts, graphs, and pictures; others learn best auditory or kinesthetically. Reading and listening to lectures are two ways that auditory learners learn. Kinesthetic learners pick things up by doing. One, two, or three learning styles can be preferred by students. Owing to the diversity in learning styles, educators must include activities in their curricula that address these differences in order to help all of their students succeed in the classroom. Even though we absorb knowledge through all of our senses, everyone seems to have a preferred method of learning. We must educate as many of these preferences as we can in order to support the learning of every student.

Educationists have been introduced to the concept of learning styles through this study, which has been established as the favoured mode of learning. The three primary sensory receptors are used by the VAR learning types. The three main learning styles are identified as kinesthetic (movement), auditory, and visual. It is made up of a fusion of perception and memory and is founded on the channels via which human expression is possible.

Individuals' learning styles have a significant role in their life. When a learner is aware of their unique learning style, they can incorporate it into their learning process and learn more quickly and effortlessly, leading to success. The ability to identify one's own learning style has the added benefit of assisting students in developing their problem-solving skills. Students who are more adept at solving the challenge of passing school exams will have greater control over their own lives. It's critical that pupils receive instruction in subjects that complement their learning preferences. This will force the pupils to incorporate what they have learned about English literature into their daily lives. A student who receives instruction in a subject unrelated to their preferred learning method may lack self-assurance, perform poorly, and eventually lose patience. Understanding learning styles also helps students understand why they have learned in a unique way from others. It aids in the regulation of the learning process and is essential since one of the key indicators of learning is the development of autonomy, or the capacity for self-directed learning.

CONTRIBUTION TO KNOWLEDGE

Knowledge has been advanced by this work in the following ways:

First, it has expanded on the body of research on the relationship between kinesthetic, visual, and auditory learning styles and how students might use their preferred form of knowledge acquisition.

Additionally, the study closed a research gap that aimed to enhance students' learning methods. The study has made educationists aware of the reality that a kid's integration strategies within the school environment have a significant role in deciding how well the student performs academically. This is due to the possibility of failure and ultimate school dropout resulting from the ineffective application of learning methods.

The study's findings support earlier research on the association between participants' academic achievement in English literature and their preferred learning styles—visual, auditory, and kinesthetic. Education experts and policy makers can now see from the study that children learn through using all of their senses—their hands for touching and experiencing, their ears for hearing, and their eyes for reading. The study has also demonstrated that using the right learning styles can lead to improvements in academic achievement in English literature courses.

RECOMMENDATIONS

The following recommendations are offered in light of the research findings:

1. When it comes to teaching English literature to secondary school students, visual learning techniques are important. As a result, it is advised that secondary school pupils to regularly read aloud to themselves in class and at home. This is due to the fact that learning styles refer to the ways in which people interpret and assimilate information in educational settings. Thus, if a student's learning style is met, it can lead to better learning attitudes as well as an improvement in critical thinking abilities, academic achievement, and creativity.
2. Learning styles can be incorporated into the classroom by teachers by determining the learning preferences of

each student, matching the teaching style for challenging assignments, and reinforcing the weather learning types through drills and simpler work.

Conflicts of Interest: The author declares no conflict of Interest.

Note on the Author

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