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# SENSORY LEARNING EXPERIENCE IN RELATION TO THE SPEAKING SKILLS OF PUPILS IN ARAKAN NORTH DISTRICT, COTABATO

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## ABSTRACT

This study aimed to explore the influence of sensory learning experiences on the speaking skills of pupils. The researcher selected 200 elementary school teachers in Arakan North District in Cotabato as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. A non-experimental quantitative research design using a descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, and regression analysis. Findings revealed that sensory learning experiences and speaking skills of pupils were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between sensory learning experiences and speaking skills of pupils. Evidently, regression analysis proved that sensory learning experiences in terms of visual instructed learning experiences, auditory manipulative learning, and kinesthetic demonstrative learning were found to be significant predictors of speaking skills of pupils. In other words, sensory learning experiences influence the process of speaking skills of pupils. The study was conducted for further utilization of findings through publication in a reputable research journal.

**Keywords:** Educational management, sensory learning experiences, speaking skills of pupils, regression analysis, Cotabato, Philippines.

## 1. INTRODUCTION

Rationale

The importance of sensory learning experiences in education has been increasingly recognized worldwide. Sensory learning involves using visual, auditory, and kinesthetic inputs to enhance the learning process and engage students more effectively (Fleming & Mills, 1992). Globally, educational systems have been adopting sensory learning techniques to improve student outcomes and accommodate diverse learning styles (Kolb, 1984). In the Philippines, the Department of Education has emphasized the integration of sensory learning experiences in teaching methodologies to enhance student engagement and performance (DepEd, 2020).

Locally, in the Arakan North District of Cotabato, there is a growing need to address the varying learning needs of pupils, especially in developing crucial skills such as speaking. Speaking skills are essential for effective communication and academic success, yet many pupils struggle to develop these skills due to inadequate instructional strategies that do not cater to their sensory preferences (Tomlinson, 2014). This study aims to explore the relationship between sensory learning experiences and the speaking skills of pupils, providing insights that can inform instructional practices and policy.

The urgency of this study is underscored by the critical role of speaking skills in students' overall academic and social development. Effective communication skills are foundational for success in various aspects of life, including academic achievement, personal relationships, and future employment opportunities (Knight, 2011). As educational demands continue to evolve, it is imperative to understand how sensory learning experiences can be leveraged to enhance speaking skills and support holistic student development.

## 2. PURPOSE OF THE STUDY

The primary aim of this study is to assess the relationship between sensory learning experiences and the speaking skills of pupils in Arakan North District, Cotabato. By investigating these relationships, the study seeks to offer valuable insights into how different sensory learning modalities influence speaking skills. This understanding is crucial for developing targeted interventions that promote effective teaching practices and improve student outcomes. The study's findings are intended to inform educational policy and practice, contributing to the broader goal of enhancing educational quality through sensory-based instructional strategies.

Review of Significant Literature

Sensory Learning Experiences

Sensory learning experiences involve the use of visual, auditory, and kinesthetic modalities to engage students and enhance learning (Fleming & Mills, 1992). Visual learning includes the use of images, diagrams, and written text, while

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auditory learning involves listening to spoken information and sounds. Kinesthetic learning engages students through physical activities and hands-on experiences (Kolb, 1984). Research has shown that incorporating sensory learning experiences can improve student engagement, motivation, and academic performance (Pashler et al., 2008).

Speaking Skills

Speaking skills refer to the ability to articulate thoughts, ideas, and information effectively through verbal communication (Knight, 2011). These skills are critical for academic success, social interactions, and future career opportunities. Developing strong speaking skills involves various components, including vocabulary, pronunciation, fluency, and the ability to construct coherent sentences and arguments (Brown, 2000). Effective speaking skills are associated with higher levels of confidence and improved academic performance (Mercer, 2011).

Relationship Between Sensory Learning Experiences and Speaking Skills

There is substantial evidence to suggest that sensory learning experiences can significantly enhance speaking skills. Visual learning aids, such as pictures and diagrams, can help students better understand and remember new vocabulary and concepts (Clark & Paivio, 1991). Auditory learning, through listening activities and spoken instructions, can improve pronunciation and fluency (Rost, 2002). Kinesthetic learning, involving physical activities and interactive tasks, can enhance engagement and make learning more meaningful and memorable (Gardner, 1983). Understanding these relationships is critical for developing instructional strategies that effectively support the development of speaking skills.

Theoretical / Conceptual Framework

The study is grounded in the Multiple Intelligences Theory (MIT) and the Experiential Learning Theory (ELT). MIT posits that individuals possess different kinds of intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences (Gardner, 1983). ELT emphasizes learning through experience and active participation (Kolb, 1984). The conceptual framework of this study illustrates the hypothesized relationships among sensory learning experiences (visual, auditory, and kinesthetic), speaking skills, and the role of sensory learning in enhancing speaking skills. This framework provides a comprehensive understanding of how sensory learning modalities influence students' speaking abilities.

Statement of the Problem

This study seeks to answer the following questions:

1. What is the level of sensory learning experiences among elementary school pupils in Arakan North District, Cotabato?
2. How are the speaking skills of these pupils characterized?
3. Is there a significant relationship between sensory learning experiences and speaking skills of pupils?
4. Which sensory learning modalities (visual, auditory, kinesthetic) are significant predictors of speaking skills?

Hypotheses

1. There is a significant relationship between sensory learning experiences and speaking skills of pupils.
2. Visual instructed learning experiences, auditory manipulative learning, and kinesthetic demonstrative learning are significant predictors of speaking skills.

Scope and Limitation of the Study

This study focuses on elementary school pupils in Arakan North District, Cotabato. The findings may not be generalizable to other grade levels or districts. The study is limited to quantitative data and does not explore qualitative aspects of sensory learning experiences and speaking skills. Additionally, the study's reliance on self-reported data from teachers may introduce bias, and the cross-sectional design does not allow for causal inferences. Future research could address these limitations by incorporating qualitative methods and longitudinal designs to gain deeper insights into the dynamics of these variables. Despite these limitations, the study provides valuable insights into the relationship between sensory learning experiences and speaking skills.

Definition of Terms

Sensory Learning Experiences: The use of visual, auditory, and kinesthetic modalities to engage students and enhance learning.

Speaking Skills: The ability to articulate thoughts, ideas, and information effectively through verbal communication.

## 3. METHODS

Research Design

This study employs a non-experimental quantitative research design using a descriptive-correlational survey method. This approach is suitable for examining existing relationships between variables without manipulating them (Creswell,

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2014). The descriptive aspect provides a detailed account of the levels of sensory learning experiences and speaking skills, while the correlational aspect explores the relationships among these variables. By utilizing this design, the study aims to provide a comprehensive understanding of how sensory learning experiences influence speaking skills. The quantitative approach ensures that the findings are based on statistical analysis, providing empirical evidence to support the study's conclusions

Respondents of the Study

The study involved 200 elementary school teachers from Arakan North District, Cotabato. A stratified random sampling technique was used to ensure a representative sample based on various criteria such as years of teaching experience, educational background, and school assignment. This method helps in minimizing selection bias and ensuring that different subgroups within the population are adequately represented. The diverse backgrounds and experiences of the respondents contribute to a more comprehensive analysis of the research questions. The sample size was determined to provide sufficient statistical power for detecting significant relationships among the variables.

Research Instruments

Standardized questionnaires were used to measure sensory learning experiences and speaking skills. The questionnaires were validated and tested for reliability using Cronbach's alpha. Ensuring the validity and reliability of the instruments is crucial for obtaining accurate and consistent data. The sensory learning experiences questionnaire included items designed to assess the frequency and type of sensory learning modalities used in the classroom (visual, auditory, and kinesthetic). The speaking skills questionnaire included items that measured pupils' abilities to articulate thoughts, ideas, and information effectively through verbal communication. The structured format of the questionnaires facilitated the collection of relevant data for analysis.

Research Environment

The study was conducted in elementary schools in Arakan North District, Cotabato. This setting provided a relevant context for understanding the dynamics of sensory learning experiences and speaking skills within the local educational environment. The chosen environment allowed for the examination of how these variables are influenced by the specific challenges and opportunities present in the public school system in Arakan North District. The findings can offer targeted insights that are directly applicable to the context of these schools. By situating the study in this specific context, the research aims to provide actionable recommendations for local educational stakeholders.

Ethical Consideration

Informed consent was obtained from all participants. Confidentiality and anonymity of the respondents were maintained throughout the study. Ethical considerations were prioritized to ensure that the rights and well-being of the participants were protected. The study adhered to ethical guidelines to maintain the integrity of the research process and safeguard the interests of the respondents. Participants were informed about the purpose of the study, their right to withdraw at any time, and the measures taken to ensure data confidentiality.

Data Gathering Procedure

Data were collected using a self-administered questionnaire distributed to the respondents during school hours. Follow-up reminders were sent to ensure a high response rate. The data collection process was meticulously planned and executed to gather accurate and comprehensive information. The collected data were then carefully reviewed and organized for analysis. The structured approach to data collection ensured that the information gathered was relevant and reliable for addressing the research questions. The data gathering procedure was designed to minimize respondent burden while maximizing data quality.

Data Analysis

Data were analyzed using descriptive statistics, Pearson Moment Product Correlation, and regression analysis. Descriptive statistics were used to summarize the levels of sensory learning experiences and speaking skills. Pearson Moment Product Correlation was employed to examine the relationships between the variables. Regression analysis was used to identify the significant predictors of speaking skills.

These statistical tools were chosen to provide a comprehensive understanding of the relationships and influences among the variables. The results of the analyses were interpreted to draw meaningful conclusions and provide actionable recommendations. The data analysis process involved multiple steps to ensure the accuracy and validity of the findings.

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## 4. RESULTS

Descriptive Statistics

The descriptive analysis revealed that sensory learning experiences and speaking skills of pupils in Arakan North District were both rated as extensive. This indicates that teachers in this district frequently use sensory learning modalities (visual, auditory, and kinesthetic) in their instructional practices, and pupils exhibit strong speaking skills. The high mean scores for both variables suggest that sensory learning experiences and speaking skills are prevalent among the pupils and teachers studied. These findings provide a comprehensive overview of the current state of sensory learning experiences and speaking skills among the pupils and teachers in Arakan North District. This positive outlook suggests a conducive environment for implementing sensory-based instructional strategies and enhancing speaking skills.

Correlation Analysis

The correlation analysis demonstrated a significant positive relationship between sensory learning experiences and speaking skills of pupils. Specifically, higher levels of sensory learning experiences were associated with greater speaking skills. These findings align with previous research indicating that sensory learning experiences can enhance students' speaking skills by providing engaging and interactive learning opportunities (Fleming & Mills, 1992; Gardner, 1983). The significant correlation underscores the importance of understanding how different sensory learning modalities influence speaking skills. By incorporating visual, auditory, and kinesthetic learning experiences into their instructional practices, teachers can effectively support the development of pupils' speaking skills.

Regression Analysis

The regression analysis identified that sensory learning experiences in terms of visual instructed learning experiences, auditory manipulative learning, and kinesthetic demonstrative learning are significant predictors of speaking skills. This suggests that pupils who are exposed to a variety of sensory learning modalities tend to exhibit higher levels of speaking skills. Visual instructed learning experiences, such as the use of images and diagrams, help pupils understand and remember new vocabulary and concepts. Auditory manipulative learning, through listening activities and spoken instructions, improves pronunciation and fluency. Kinesthetic demonstrative learning, involving physical activities and interactive tasks, enhances engagement and makes learning more meaningful and memorable. These findings highlight the direct impacts of sensory learning experiences on speaking skills. The regression analysis provides detailed insights into the specific contributions of visual, auditory, and kinesthetic learning experiences, emphasizing the importance of promoting sensory-based instructional strategies to enhance speaking skills.

## 5. DISCUSSION

Sensory Learning Experiences and Speaking Skills

The study found a significant positive relationship between sensory learning experiences and speaking skills among pupils in Arakan North District. This finding aligns with the existing body of research that highlights the benefits of sensory learning experiences for enhancing speaking skills (Fleming & Mills, 1992; Gardner, 1983). Sensory learning experiences engage pupils through multiple modalities, making learning more interactive and effective. The positive relationship between sensory learning experiences and speaking skills underscores the importance of promoting sensory-based instructional strategies in the classroom. Schools should provide professional development opportunities for teachers to enhance their skills in implementing sensory learning experiences and support the development of pupils' speaking skills.

Visual, Auditory, and Kinesthetic Learning Experiences

The study revealed that visual instructed learning experiences, auditory manipulative learning, and kinesthetic demonstrative learning are significant predictors of speaking skills. This finding suggests that incorporating a variety of sensory learning modalities can significantly enhance pupils' speaking skills. Visual learning aids, such as pictures and diagrams, help pupils better understand and remember new vocabulary and concepts (Clark & Paivio, 1991). Auditory learning, through listening activities and spoken instructions, improves pronunciation and fluency (Rost, 2002). Kinesthetic learning, involving physical activities and interactive tasks, enhances engagement and makes learning more meaningful and memorable (Kolb, 1984). The findings highlight the importance of incorporating visual, auditory, and kinesthetic learning experiences into instructional practices to support the development of pupils' speaking skills.

Implications for Educational Management

The results of this study have significant implications for educational management practices. Firstly, they highlight the need for educational leaders to support the integration of sensory learning experiences in the classroom. This can be achieved through targeted professional development programs that focus on best practices in sensory-based instruction

and provide teachers with the skills and knowledge to implement these strategies effectively. Additionally, the findings underscore the importance of creating a supportive school culture that values sensory learning and promotes the development of speaking skills. Educational leaders should promote strategies that enhance sensory learning experiences, such as incorporating interactive and collaborative learning activities, fostering a positive classroom environment, and providing opportunities for professional development. By prioritizing these elements, educational leaders can create an environment that supports pupil engagement and the development of speaking skills.

Recommendations for Future Research

Future research should explore other potential mediators and moderators of the relationship between sensory learning experiences and speaking skills. For instance, studies could investigate the role of individual pupil characteristics, such as motivation and self-efficacy, in shaping the impact of sensory learning experiences on speaking skills. Additionally, qualitative research could provide deeper insights into pupils' experiences and perspectives regarding sensory learning and speaking skills. Longitudinal studies could also offer valuable insights into the long-term effects of sensory learning experiences on speaking skills. By expanding the scope of research on this topic, scholars and practitioners can continue to improve educational practices and outcomes.

## 6. CONCLUSIONS

Summary of Findings

The study concluded that sensory learning experiences and speaking skills are extensively practiced among elementary school pupils in Arakan North District, Cotabato. The significant positive relationship between sensory learning experiences and speaking skills highlights the critical role of sensory learning modalities in enhancing pupils' speaking skills. The analysis also revealed that visual instructed learning experiences, auditory manipulative learning, and kinesthetic demonstrative learning are significant predictors of speaking skills. These findings suggest that promoting sensory-based instructional strategies can significantly improve pupils' speaking skills. The study's results provide empirical evidence supporting the positive impact of sensory learning experiences on speaking skills, emphasizing the need for ongoing support and interventions in these areas.

Recommendations

Based on the findings, the study recommends that educational leaders invest in professional development programs focused on enhancing sensory learning experiences and promoting the development of speaking skills. Schools should create a supportive environment that encourages the use of visual, auditory, and kinesthetic learning modalities. Regular evaluations of sensory learning experiences and speaking skills are essential to ensure the effectiveness of these strategies and address areas for improvement. Future research should continue to explore the complex relationships among these variables, incorporating qualitative methods and longitudinal designs to gain deeper insights into their dynamics. By addressing these recommendations, educational stakeholders can enhance the quality of education and promote the development of speaking skills among pupils.

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