

Self-Concept, Adult Learner Experience, Readiness to Learn, Orientation of Learning, Motivation to Learn as Correlates of Adult Learners Learning Styles

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ABSTRACT

This study explores various factors influencing adult learners, with a keen focus on self-concept, experience, readiness to learn, orientation of learning, motivation to learn, and learning styles. Utilizing a quantitative methodology, the researchers meticulously collected the data and analyzed it to determine the impact of these variables on the educational outcomes of adult learners.

The findings revealed compelling data that adult learners exhibit a high level of self-concept with spirituality being the highest-rated dimension. The experience of adult learners was rated very high overall, particularly in course design. Readiness to learn also scored very high, driven mainly by motivation. Learning orientation was high, with mastery goals being predominant, showcasing a desire for deep understanding and skill acquisition. Motivation to learn was high, especially in intrinsic value, highlighting the importance of internal drive in educational pursuits. Adult learners predominantly used kinesthetic learning styles. Correlation analysis revealed significant relationships between self-concept, experience, readiness to learn, orientation of learning, motivation to learn, and learning styles.

Motivation to learn emerged as the most significant predictor of learning styles, highlighting its significant influence on adult learners' engagement and commitment to the learning process. Adult learners most likely used the kinesthetic learning style, which highlighted the variety of ways individuals absorb and process information. Notably, motivation to learn surfaced as the most potent predictor of learning styles, accounting for 44.2% of the variance. These findings underscore the critical role of motivation in shaping learning preferences and outcomes among adult learners, highlighting the need for tailored interventions that nurture and sustain motivation throughout the learning journey. The study corroborates existing theories on adult learning and provides new insights into optimizing educational strategies to enhance learner engagement and success. Educators and policymakers can empower adult learners by using this research's insights to create focused interventions for academic success.

Keywords: Adult learners, self-concept, learning experience, readiness to learn, learning orientation, motivation to learn, learning styles, educational outcomes.

INTRODUCTION

Adult learning is a growing industry that includes a wide range of individuals pursuing education and skill development beyond typical age groups. The basic concept is that adults have different learning preferences and demands than children. Comprehending the fundamentals of adult learning theory is essential for educators and trainers seeking to create impactful instructional strategies that cater to the unique characteristics and motivations of adult learners (Colman, 2024). While the value of adult education is universally acknowledged, there is a

major gap in understanding adult learners' problems and learning styles, which may influence their educational experiences and outcomes. Despite the rising emphasis on lifelong learning, more research is needed to understand the particular problems that adult learners encounter and the impact these challenges have on their learning processes.

According to Franco and Cunha (2020), with recent developments and the debate over lifelong learning, formal adult education has gained strength and interest in the mechanisms that support this audience's learning process. Nowadays, it is widely recognized that people learn in a variety of ways, have preferences for specific stimuli, and contribute to the learning process. Thus, while some like written texts, readings, debates, and written output, others prefer photographs, films, drawings, schemes, or practical, reality-based work with a specific purpose.

Learning styles are a component of personality that influences how people absorb knowledge and participate in educational activities (Hawk and Shah, 2007). Gilakjani (2012) asserts that learners receive information through their senses and usually have a preference for various ways of learning. To provide all learners with successful instruction, educators must take these preferences into account (Cuaresma, 2008).

By examining their own learning experiences and cognitive styles, learners can develop efficient learning strategies (Sadler-Smith, 2012). The most common ways by which people engage with the subjects, acquire knowledge, and show that they understand them are known as their learning styles. Adult learners exhibit diverse learning styles, such as visual, auditory, kinesthetic, and reading/writing-oriented. Adult learners can benefit from improved instruction delivery and information retention when these various learning styles are acknowledged and accommodated.

Exploring self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles among adult learners is essential for designing inclusive and effective educational programs that cater to the diverse needs of this demographic. By gaining insights into how these factors intersect and influence adult learning outcomes, educators can create enriching learning experiences that empower adult learners to achieve their educational goals.

However, self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles among adult learners were not yet studied. Hence, the researchers will examine whether self-concept, adult learner experience, readiness to learn, orientation of learning, and motivation to learn are related to their learning styles.

In this investigation, we aim to determine the significant relationship between self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles and which independent variable is significantly influenced by learning styles among adult learners.

In the context of our study exploring the challenges and opportunities faced by adult learners, the Adult Learning Theory by Malcolm Knowles (1968) provides us with a valuable framework for understanding the concept.

THEORETICAL FRAMEWORK

The theoretical framework of this study is derived from Malcolm Knowles' 1968 adult learning theory, or andragogy, which examines how adults learn differently from children. The following concepts are outlined in this model as a basis for adult learners: self-concept, adult learner experience, readiness to learn, orientation of learning, and motivation to learn. Knowles listed five distinguishing qualities that set them apart from their younger counterparts.

His Adult Learning Theory is based on these presumptions, which also guide on how to interact with and instruct mature learners. It seeks to highlight the unique aspects of adult learning and pinpoint the learning styles that work best for them (Pappas, 2013).

INDEPENDENT VARIABLES

DEPENDENT VARIABLE

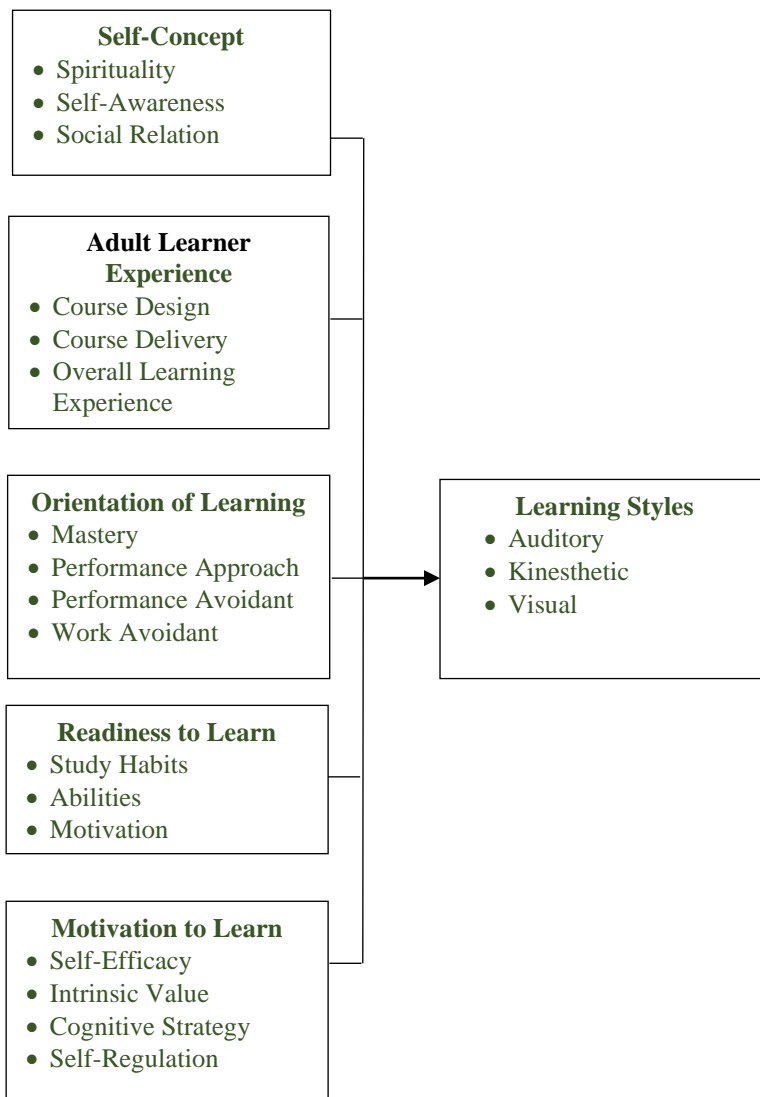


Fig. 1: Framework of the Study

This research aims to determine the relationship between self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles among adult learners. This aims to answer the following questions.

1. What is the level of self-concept of adult learners in terms of:
 - 1.1 spirituality;
 - 1.2 self-awareness; and
 - 1.3 social relation?
2. What is the level of adult learning experience in terms of:
 - 2.1 course design;
 - 2.2 course delivery; and
 - 2.3 overall learning experience?

3. What is the level of readiness to learn of adult learners in terms of:
 - 3.1 study habits;
 - 3.2 abilities; and
 - 3.3 motivation?
4. What is the level of orientation of learning of adult learners in terms of:
 - 4.1 mastery;
 - 4.2 performance approach;
 - 4.3 performance avoidant; and
 - 4.4 work avoidant?
5. What is the level of motivation to learn of adult learners in terms of:
 - 5.1 self-efficacy;
 - 5.2 intrinsic value;
 - 5.3 cognitive strategy; and
 - 5.4 self-regulation?
6. What is the level of learning styles of adult learners in terms of:
 - 6.1 auditory;
 - 6.2 kinesthetic; and
 - 6.3 visual?
7. Is there a significant relationship between:
 - 7.1 self-concept and learning style among adult learners;
 - 7.2 adult learner experience and learning style among adult learners;
 - 7.3 readiness to learn and learning style among adult learners;
 - 7.4 orientation of learning and learning style among adult learners; and
 - 7.5 motivation to learn and learning style among adult learners?
8. Which among the independent variables significantly influences the dependent variable?

Null Hypothesis

HO1: there is no significant relationship between:

- 1.1 self-concept and learning styles among adult learners;
- 1.2 adult learning experience and learning styles among adult learners;

1.3 readiness to learn and learning styles among adult learners;

1.4 orientation of learning and learning styles among adult learners; and

1.5 motivation to learn and learning styles among adult learners.

HO2: there are no independent variables that significantly influence the learning style among adult learners.

METHODS

This study used a quantitative non-experimental research design with a correlation technique. Quantitative research relies on empirical, numeric, and quantifiable data, and conclusions are drawn from objective and systematic observations (Belli, 2008). Correlation involves measuring the scores of subjects on two variables without manipulating any variables to determine if there is a relationship (Mahmood, 2011).

To ensure a comprehensive understanding of the correlations between self-concept, adult learner experience, readiness to learn, motivation to learn, and learning styles among adult learners, the researchers surveyed 100 adult learners aged 25 and up. In this study, the researchers used purposive sampling to choose the sample. Purposive sampling is a group of non-probability sampling methods in which units are selected because they possess characteristics that you require in your sample. In other words, units are selected "on purpose" in purposive sampling. According to Neetij and Thapa (2015), the main goal of purposive sampling is to focus on specific characteristics of a population that are of interest, allowing you to better answer your research questions.

This study was conducted at selected schools of Agusan del Sur, a province in the Caraga region of Mindanao, Philippines, which has a rich history that dates back to its establishment in 1903. The province was formed separately in 1967 after splitting from Agusan del Norte. Its early history is closely intertwined with that of its sister province, Agusan del Norte. The province's ancestral roots can be traced back to the Maman was, who migrated inland to escape the influx of Malay immigrants. The region holds significant historical artifacts, such as the Agusan image statue discovered in 1917 along the banks of the Wawa River near Esperanza, Agusan del Sur. This statue, dating back to 900-950 CE, is a testament to the province's ancient heritage and cultural significance.

Statistical analysis was used to address the problem. In answering problems 1,2,3,4, 5, and 6 which assess the level of self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles, a weighted mean will be employed. In answering problem 7 which is on the significant relationship between self-concept, adult learner experience, readiness to learn, orientation of learning, motivation to learn, and learning styles among adult learners, Pearson R Correlation was used. For problem 8, Regression Analysis was used to determine which independent variable has a significant influence on the dependent variable among adult learners.

Researchers formally asked permission and an informed consent letter was given to the appropriate authorities of the selected schools. They personally distributed and carried out to the respondents to make precise, 100% retrieval of the questionnaires after all the data were gathered, they were tallied, scored analyzed, and interpreted. Instructions were also made clear to avoid lacking responses and the respondents will be assured of the strict confidentiality of their answers.

Regarding ethical considerations, the researchers formally sought permission and obtained informed consent from the appropriate authorities of the selected schools. They personally distributed and collected the questionnaires from the respondents to ensure a 100% retrieval rate. The instructions were made clear to avoid missing responses, and the respondents were assured of the strict confidentiality of their answers, adhering to ethical research practices (Doculan, 2016; Kubischta, 2014).

This study utilized six sets of research instruments. These instruments were adopted and slightly modified from Quero (2010), Fall (2020), Doculan (2016), Was (2006), Kubischta (2014), and Gilakjani (2011) to suit the interest of the study.

RESULTS AND DISCUSSIONS

The present study used the following statistical tools: mean, Pearson R Correlation, and Regression Analysis to investigate and distinguish the significant relationship and influence between self-concept, adult learner experience, readiness to learn, the orientation of learning, motivation to learn, and learning styles of adult learners. The data gathered was tabulated into 12 tables. Table 1 used mean to determine the level of the independent variable which is the self-concept (spirituality, self-acceptance, and social relation), Table 2 used mean to determine the level of the independent variable which is the adult learner experience (course design, course delivery, and overall learning experience), Table 3 used mean to determine the level of independent variable which is the readiness to learn (study habits, abilities, and motivation), Table 4 used mean to determine the level of independent variable which is the orientation of learning (mastery, performance approach, performance avoidant, and work avoidant), Table 5, used mean to determine the level of independent variable which is the motivation (self-efficacy, intrinsic, cognitive strategy, and self-regulation), and dependent variable which is the learning styles (auditory, kinesthetic and visual) presented in Table 6. Tables 7.1, 7.2, 7.3, 7.4, and 7.5 used Pearson R Correlation to identify the significant relationship between self-concept, adult learner experience, readiness to learn, orientation of learning, and learning styles, and Table 8 used Regression Analysis to determine which independent variables significantly influence the dependent variable among adult learners.

A. Levels of Independent and Dependent Variables

1) Level of Adult Learners in Self-Concept: Table I presents the level of Adult Learners in Self-Concept. The overall mean score obtained by adult learners in self-concept is 4.05 or high and the standard deviation is 0.40.

The level of all indicators of self-concept is high ranging from 4.10 to 3.55 with social relation as the lowest and spirituality as the highest which indicates that the data tend to imply that the respondents have a positive view of themselves. It therefore is supported by the study of Liu et al. (2023), which found that learners with a constant, stable, and clear self-concept are more likely to be motivated to learn, maintain a high level of goal determination, and focus more attention on their current learning activities. A positive self-concept indicates that they represent themselves well, are confident, motivated, and aspire to success (Wiriawan, 2023).

Table 1: level of self-concept among adult learners.

Self-Concept	SD	Mean	Interpretation
Spirituality	0.54	4.1	High
Self-acceptance	0.4	3.99	High
Social Relation	0.36	3.52	High
Overall	0.4	4.05	High

2) Level of Adult Learner Experience: Presented in Table II is the level of Adult Learners' Experience. The overall mean score obtained by adult learners' experience is 4.59 or very high and the standard deviation is 0.47.

The level of all indicators of adult learners' experience is very high ranging from 4.66 to 4.55 with course design as the highest and course delivery and overall learner experience as the lowest which indicates that the learners' experience has a major role in understanding situations.

It entails that adults have a more diverse range of life experiences than younger ones (O'Brien, 2004). Russell (2006) also stated that earlier experiences can assist adults in connecting their current learning experience to anything they have learned in the past.

Table 2: level of adult learner experience.

Category	SD	Mean	Interpretation
Adult Learner Experience			
- Course Design	0.48	4.66	Very High
- Course Delivery	0.52	4.55	Very High
- Overall Learning Experience	0.49	4.55	Very High
Overall	0.47	4.59	Very High

3) Level of Readiness to Learn of Adult Learners: Presented in Table III is the level of Adult Learners' Readiness to Learn. The overall mean score obtained by adult learners' readiness to learn is 4.21 or very high and the standard deviation is 0.48.

Specifically, the mean ratings of the indicators of adult learners' readiness to learn are disclosed as follows: study habits obtained a mean rating of 4.14 or high and its standard deviation is 0.43; abilities attained a mean rating of 4.16 or high and has a standard deviation of 0.65; and motivation has a mean of 4.32 or very high with a standard deviation of 0.48 which indicates that adult learners are interested in acquiring of new knowledge.

Zimmerman (1990) stated that by building learner readiness, learners can take control of their academic success by planning, developing favorable learning environments for themselves, and making plans. Better-prepared learners learned more effectively, but those who were not prepared struggled or grew dissatisfied (Winarso, 2016; Sriwichai, 2020).

Table 3: Level of readiness to learn of adult learners

Category	SD	Mean	Interpretation
Readiness to Learn			
- Study Habits	0.43	4.14	High
- Abilities	0.65	4.16	High
- Motivation	0.58	4.32	Very High
Overall	0.48	4.21	Very High

4) Level of Orientation of Learning of Adult Learners: Table IV presents the level of Adult Learners' Orientation of Learning. The overall mean score obtained for adult learners' orientation of learning is 3.57 or high and the standard deviation is 0.61.

Specifically, the ratings of the indicators of adult learners' orientation of learning are disclosed as follows: mastery obtained a mean rating of 4.33 or very high and its standard deviation is 0.57; performance approach attained a mean rating of 3.72 or high and has a standard deviation of 0.85; performance avoidant has a mean of 2.89 or moderate with a standard deviation of 0.98; and work avoidant obtained a mean rating of 3.34 or moderate and has a standard deviation of 0.80 which indicates that the importance of providing an educational environment tailored to the learning orientation of learners such that they can choose suitable learning strategies to enhance academic achievement. In this sense, teachers' understanding of learner characteristics is crucial in

improving and developing learners' learning abilities in the classroom (Woo and Kim, 2022).

Table 4: Level of orientation of learning of adult learners

Orientation of Learning	SD	Mean	Interpretation
Mastery	0.57	4.33	Very High
Performance Approach	0.85	3.72	High
Performance Avoidant	0.98	2.89	Moderate
Work Avoidant	0.8	3.34	Moderate
Overall	0.61	3.57	High

5) Level of Motivation to Learn of Adult Learners: Presented in Table V is the level of Adult Learners' Motivation to Learn. The overall mean score obtained for adult learners' motivation to learn is 3.99 or high and the standard deviation is 0.53.

Specifically, the ratings of the indicators of adult learners' motivation to learn are disclosed as follows: self-efficacy a mean rating of 3.61 or high and its standard deviation is 0.74; intrinsic value attained a mean rating of 4.24 or high and has a standard deviation of 0.65; cognitive strategy has a mean of 4.14 or high with a standard deviation of 0.59; and self-regulation obtained a mean rating of 3.99 or high and has a standard deviation of 0.53 which indicates that as learners' age increased, their grade average increased, as did their motivation. Davidovitch and Dorot (2022) explained this finding by stating that learners over the age of 25 have more experience, hence their grades are higher, which increases their motivation. Schunk and Usher (2012); and Harnett (2016) have also noted that motivation can influence what we learn, how we learn, and when we choose to study.

Table 5: Level of motivation to learn of adult learners

Motivation to Learn	SD	Mean	Interpretation
Self-efficacy	0.74	3.61	High
Intrinsic value	0.65	4.24	High
Cognitive strategy	0.59	4.14	High
Self-regulation	0.59	3.98	High
Overall	0.53	3.99	High

6) Level of Learning Styles of Adult Learners: Table VI presents the level of Adult Learners' Learning Styles. The overall mean score obtained by adult learners' learning styles is 4.14 or high and the standard deviation is 0.56.

Specifically, the mean ratings of the indicators of adult learners' learning styles are disclosed as follows: auditory obtained a mean rating of 4.05 or high and its standard deviation is 0.70; kinesthetic attained a mean rating of 4.24 or very high and has a standard deviation of 0.67; and visual has a mean of 4.13 or high with a standard deviation of 0.56 which implies that kinesthetic is one of the learning styles that learners often use. Kinesthetic learning styles pertain to movement or touch when receiving knowledge (Putri et al., 2019). This finding is backed by Ha et al.'s (2021) research, which found that by understanding each learner's preferred learning style, teachers would be able to adopt an appropriate teaching style that matches the learners' learning styles, and they strongly believe that the quality of teaching in lessons will improve. According to Kolb's idea, new experiences

act as a foundation for the development of new concepts. Experience provides new learning opportunities (McLeod, 2010; Catingub, 2020). Learning can generate knowledge through a succession of experiences (Kolb 1984; Catingub 2020).

Table 6: The level of learning styles among adult learners

Learning Styles	SD	Mean	Interpretation
Auditory	0.7	4.05	High
Kinesthetic	0.67	4.24	Very High
Visual	0.66	4.13	High
Overall	0.56	4.14	High

B. Significant Relationship Between Dependent Variables and Independent Variable

1) Significance in the Relationship Between Self-concept and Learning Style among Adult Learners: Presented in Table VII.I is the correlation between adult learners toward self-concept. The overall r-value attained by the aforesaid measures is .341** with a p-value of 0.001 which is less than 0.01 level of significance. The result is significant and the null hypothesis is rejected.

Moreover, it was observed that spirituality, self-acceptance, and social relation as indicators of self-concept when correlated to the auditory aspect of learning styles, the overall r-value is .300** with a p-value of 0.002 which is less than 0.01 level of significance. What is more, when the indicators of self-concept correlated to the kinesthetic aspect of learning styles, the overall r-value is .240* with a p-value of 0.016 which is less than 0.05 level of significance. Lastly, as the indicators of self-concept are correlated to the visual aspect of learning styles, it obtained an overall r-value of .301** with a p-value of 0.002 which is less than 0.01 level of significance.

Table 7.1: The significance of the relationship between self-concept and learning style among adult learners.

Self-Concept	Learning Style	R-Value	P-Value	Decision
Spirituality				
	Auditory	0.206*	0.04	Significant
	Kinesthetic	0.257**	0.01	Significant
	Visual	0.131	0.194	Not Significant
Self-Acceptance	Overall	0.242*	0.015	Significant
	Auditory	0.275**	0.006	Significant
	Kinesthetic	0.200*	0.046	Significant
Social Relation	Visual	0.339**	0.001	Significant
	Overall	0.330**	0.001	Significant

	Auditory	0.189	0.06	Not Significant
	Kinesthetic	0.035	0.727	Not Significant
	Visual	0.231*	0.021	Significant
	Overall	0.185	0.066	Not Significant
Overall				
	Auditory	0.300**	0.002	Significant
	Kinesthetic	0.240*	0.016	Significant
	Visual	0.301**	0.002	Significant
	Overall	0.341**	0.001	Significant
4o mini				

*Significant at 0.05

**Significant at 0.01

2) Significance of the Relationship Between Adult Learner Experience and Learning Style among Adult Learners: Presented in Table VII.II is the correlation between adult learners towards experience. The overall r-value attained by the aforesaid measures is .345** with a p-value of 0.000 which is lesser than the .001 level of significance. The result is significant and the null hypothesis is rejected.

In addition, it was observed that course design, course delivery, and overall learning experience as indicators of adult learning experience when correlated to the auditory aspect of learning styles, the overall r-value is .402** with a p-value of 0.000 which is less than 0.01 level of significance. Moreover, when the indicators of adult learning experience correlated to the kinesthetic aspect of learning styles, the overall r-value is .305** with a p-value of 0.002 which is less than 0.01 level of significance. Last, as the indicators of adult learning experience are correlated to the visual aspect of learning styles, it obtained an overall r-value of .365** with a p-value of 0.000 which is less than 0.01 level of significance.

Table 7.2: The significance of the relationship between adult learner experiences and learning styles among adult learners.

Adult Learner Experience	Learning Style	R-Value	P-Value	Decision
Course Design	Auditory	.283**	0.004	Significant
	Kinesthetic	.278**	0.005	Significant
	Visual	.319**	0.001	Significant
	Overall	.357**	0	Significant
Course Delivery	Auditory	.403**	0	Significant
	Kinesthetic	.264**	0.008	Significant
	Visual	.360**	0	Significant
	Overall	.418**	0	Significant

Overall Learning Experience	Auditory	.434**	0	Significant
	Kinesthetic	.313**	0.002	Significant
	Visual	.340**	0.001	Significant
	Overall	.442**	0	Significant
Overall	Auditory	.402**	0	Significant
	Kinesthetic	.305**	0.002	Significant
	Visual	.365**	0	Significant
	Overall	.435**	0	Significant

*Significant at 0.05

**Significant at 0.01

3) Significance of the Relationship Between Readiness to Learn and Learning Style among Adult Learners: Presented in Table VII.III is the correlation between adult learners towards readiness to learn. The overall r-value attained by the aforesaid measures is .451** with a p-value of 0.000 which is lesser than the .001 level of significance. The result is significant and the null hypothesis is rejected.

Additionally, it was observed that study habits, abilities, and motivation as indicators of readiness to learn when correlated to the auditory aspect of learning styles, the overall r-value is .437** with a p-value of 0.000 which is less than 0.01 level of significance. Furthermore, when the indicators of readiness to learn correlated to the kinesthetic aspect of learning styles, the overall r-value is .265** with a p-value of 0.008 which is less than 0.01 level of significance. Lastly, as the indicators of readiness to learn are correlated to the visual aspect of learning styles, it obtained an overall r-value of .408** with a p-value of 0.000 which is less than 0.01 level of significance.

Table 7.3: The significance of the relationship between readiness to learn and learning style among adult learners

Category	Learning Style	R-Value	P-Value	Decision
Study Habits	Auditory	0.402**	0	Significant
	Kinesthetic	0.251*	0.012	Significant
	Visual	0.325**	0.001	Significant
	Overall	0.398**	0	Significant
Abilities	Auditory	0.230*	0.021	Significant
	Kinesthetic	0.111	0.273	Not Significant
	Visual	0.280**	0.005	Significant
	Overall	0.252*	0.012	Significant
Motivation	Auditory	0.515**	0	Significant

	Kinesthetic	0.336**	0.001	Significant
	Visual	0.446**	0	Significant
	Overall	0.528**	0	Significant
Overall	Auditory	0.437**	0	Significant
	Kinesthetic	0.263**	0.008	Significant
	Visual	0.408**	0	Significant
	Overall	0.451**	0	Significant

*Significant at 0.05

**Significant at 0.01

4) Significance of the Relationship Between Orientation of Learning and Learning Style among Adult Learners: Presented in Table VII.IV is the correlation between adult learners toward the orientation of learning. The overall r-value attained by the aforesaid measures is .343** with a p-value of 0.000 which is lesser than the .001 level of significance. The result is significant and the null hypothesis is rejected.

Moreover, it was observed that mastery, performance approach, performance avoidant, and work avoidant as indicators of orientation of learning when correlated to the auditory aspect of learning styles, the overall r-value is .369** with a p-value of 0.000 which is less than 0.01 level of significance.

However, when the indicators of orientation of learning correlated to the kinesthetic aspect of learning styles, the overall r-value is .135 with a p-value of 0.181 which is more than 0.05 level of significance is not significant. Lastly, as the indicators of the orientation of learning are correlated to the visual aspect of learning styles, it obtained an overall r-value of .338** with a p-value of 0.001 which is less than 0.01 level of significance.

Table 7.4: The significance of the relationship between learning orientation and learning style among adult learners.

Orientation of Learning	Learning Style	R-Value	P-Value	Decision
Mastery	Auditory	0.336**	0.001	Significant
	Kinesthetic	0.188	0.062	Not Significant
	Visual	0.373**	0	Significant
	Overall	0.364**	0	Significant
Performance Approach	Auditory	0.313**	0.002	Significant
	Kinesthetic	0.146	0.146	Not Significant
	Visual	0.351**	0	Significant
	Overall	0.329**	0.001	Significant
Performance Avoidant	Auditory	0.233*	0.02	Significant
	Kinesthetic	0.031	0.759	Not Significant

	Visual	0.116	0.252	Not Significant
	Overall	0.156	0.121	Not Significant
Work Avoidant	Auditory	0.266**	0.007	Significant
	Kinesthetic	0.084	0.405	Not Significant
	Visual	0.249*	0.012	Significant
	Overall	0.244*	0.014	Significant
Overall	Auditory	0.369**	0	Significant
	Kinesthetic	0.135	0.181	Not Significant
	Visual	0.338**	0.001	Significant
	Overall	0.343**	0	Significant

*Significant at 0.05

**Significant at 0.01

5) Significance of the Relationship Between Motivation to Learn and Learning Style among Adult Learners: Presented in Table VII.V is the significant relationship between adult learners towards motivation to learn.

The overall r-value attained by the aforesaid measures is .639** with a p-value of 0.000 which is lesser than the .001 level of significance. The result is significant and the null hypothesis is rejected.

Additionally, it was observed that self-efficacy, intrinsic value, cognitive strategy, and self-regulation as indicators of motivation to learn when correlated to the auditory aspect of learning styles, the overall r-value is .614** with a p-value of 0.000 which is less than 0.01 level of significance. Furthermore, when the indicators of motivation to learn correlated to the kinesthetic aspect of learning styles, the overall r-value is .397** with a p-value of 0.00 which is less than 0.01 level of significance.

Lastly, as the indicators of motivation to learn are correlated to the visual aspect of learning styles, it obtained an overall r-value of .560** with a p-value of 0.000 which is less than 0.01 level of significance.

Table 7.5: The significance of the relationship between motivation to learn and learning style among adult learners.

Motivation	Learning Style	R-Value	P-Value	Decision
Self-Efficacy	Auditory	.378**	0	Significant
	Kinesthetic	0.196	0.051	Not Significant
	Visual	.333**	0.001	Significant
	Overall	.369**	0	Significant
Intrinsic Value	Auditory	.511**	0	Significant
	Kinesthetic	.390**	0	Significant

	Visual	.529**	0	Significant
	Overall	.580**	0	Significant
Cognitive Strategy	Auditory	.502**	0	Significant
	Kinesthetic	.377**	0	Significant
	Visual	.516**	0	Significant
	Overall	.566**	0	Significant
Self-Regulation	Auditory	.690**	0	Significant
	Kinesthetic	.387**	0	Significant
	Visual	.513**	0	Significant
	Overall	.648**	0	Significant
Overall	Auditory	.614**	0	Significant
	Kinesthetic	.397**	0	Significant
	Visual	.560**	0	Significant
	Overall	.639**	0	Significant

*Significant at 0.05

**Significant at 0.01

C. Correlation Between Measures

Self-concept, as an independent variable, has a significant relationship with adult learners' learning styles. This indicates it is relevant to adult learners' learning approaches. These findings confirm Hamdani et al. (2022) stated that learners with suitable learning styles are less likely to give up on working or completing arithmetic assignments, which is compatible with a positive self-concept. Learners with a strong self-concept are more confident in their ability to solve math difficulties. Learners with a positive self-concept and appropriate learning styles will achieve greater learning outcomes.

Additionally, adult learners' experiences also have an impact on their learning styles. Van der Lingen, Åmo, and Pettersen's (2020) study "The Relationship Between Entrepreneurial Experience and Preferred Learning Styles" found that students with entrepreneurial experience valued preferred learning styles more than those without. If learners with entrepreneurial experience are more concerned with how they learn, it helps to better understand the essence of entrepreneurial learning. The correlation test is also shown in Tulabing's (2018) study that increased learning experiences improve learners' academic performance.

Moreover, readiness to learn as an independent variable is also related to learning styles. Learners with a high level of learning readiness are more likely to be interested in the learning process (Apsarini&Barlianty, 2020; Sulolipu, Page, and Rismawanti, 2023), which will increase their motivation to study and develop their skills. They also emphasize that as learners' learning capacities increase, so will their learning outcomes. According to (Rifai & Fahmi; Sulolipu, Page, &Rismawanti, 2023), learner learning readiness is essential for all learners since it is the first capital important to participate in the learning process at school.

Also, orientation of learning as an independent variable is related to the learning styles of adult learners, learner orientation to learn provides a valuable concept for considering if and how an Innovative Learning Environment

(ILE) works for various learners and learning needs (Trask et al., 2023). However, Blignaut and Kriel (1987) stated that the inability to demonstrate the relationship between learning orientation and learning styles is understandable but not entirely acceptable. The reason for this is that both concepts describe the learning process in much the same terms. Rather than concluding that the concept is unrelated, it seems feasible to postpone judgment in this regard. Nonetheless, when learners view their teachers as encouraging a learning-oriented attitude, they become more willing to achieve and have increased motivation (Boon and Yurdabakan, 2023).

Furthermore, motivation to learn as an independent variable is related to adult learners' learning styles, which means that learners are interested in learning and that adult learners' learning styles vary (Andheska et al., 2020; Zubaedi et al., 2021). It is strengthened by the research of Lwande et al. (2021); Rasheed & Wahid (2021); and Suciani et al. (2022) who said that an optimistic learning style and motivation are essential. Learners are more engaged in learning and can deliver effective instruction. However, this contradicts the findings of Moneva, Arnado, and Buot (2020), who discovered that learners have a high level of self-motivation when it comes to academic work. They are motivated enough to perform better in school. They enjoy taking on difficult undertakings for the sake of personal development. Yet, learners' self-motivation won't affect their learning outcomes. It is not related to their learning styles. Nonetheless, adult learners are highly motivated to study, which is undoubtedly beneficial for their participation in learning and makes it easier for teachers to prepare for learning (Zubaedi et al., 2021).

D. Significance on the Influence the Independent Variables and Learning Styles among Adult Learners

Shown in Table VIII is the regression analysis of independent variables toward learning styles among adult learners. Self-concept, adult learner experience, readiness to learn, and orientation of learning, as the independent variables revealed a not significant influence towards learning styles. However, motivation to learn revealed a significant influence as reflected table given.

The computed R-Square value is 0.442 which means that 44.2% of the variance in learning styles is due to the variance of motivation to learn. This means that 55.8% is attributed to other variables. As revealed in the F value of 14. 872 with a probability value of 0.001 which is lower than the 0.05 level of significance set of the study, correlates of learning styles of adult learners. The result is significant which resulted in the rejection of the null hypothesis.

Table 8: Significance of the influence of independent variables and learning styles among adult learners.

Independent Variables	Beta Coefficient	T-value	P-value	Decision
Self-Concept	0.12	1.24	0.218	Not Significant
Adult Learner Experience	0.136	1.456	0.149	Not Significant
Readiness to Learn	0.086	0.87	0.386	Not Significant
Orientation of Learning	-0.147	-1.358	0.178	Not Significant
Motivation to Learn	0.553	4.85	0	Significant
Model Statistics	Value			
R	0.665			
R Square	0.442			
F-value	14.872			
P-value	0.001			

*Significant at 0.05

**Significant at 0.01

E. Regression Analysis

One of the important purposes of this study is to use regression analysis to determine which independent variables have the greatest influence on adult learners' preferred learning styles. It is discovered that independent variables are significantly related to their learning styles. However, as revealed by the study, the best independent variable that significantly influenced their learning styles was motivation to learn, implying that the more diverse the learning styles of adult learners, the higher their motivation. Motivation can influence the effectiveness of the teaching-learning process (Navarro et al., 2020).

The aforementioned findings corroborate Willis & Schaie's (2018); and N.K.A. Sudianthi et al.'s (2021) hypothesis that learners have the motivation and ability to study. Individuals' intelligence is influenced by their study habits and learning preferences. They are motivated, especially when there is a desire for learning outcomes. The study's focus could be on the learners' cognitive mechanisms in strengthening their understanding of learning.

Furthermore, this study examines the influence of motivation to learn and learning styles on adult learners, whereas a prior research study by Keshavarz and Hulus (2019) found that learners' motivation to learn is influenced by their learning styles and personalities. Therefore, if teaching materials and methods are customized to learners' needs, their motivation will likely increase.

CONCLUSION

This study provides valuable insights into the factors influencing adult learners, focusing on self-concept, experience, readiness to learn, orientation of learning, motivation to learn, and learning styles. The results underscore the importance of these elements in shaping adult learning experiences and outcomes. A positive self-concept, enriched learning experiences, and high readiness to learn are critical for adult learners. Tailored educational environments that prioritize mastery-oriented goals and intrinsic motivation significantly enhance learning outcomes. Notably, motivation to learn emerged as the most significant predictor of learning styles, highlighting its vital role in the educational process. The findings suggest that educators and policymakers should focus on fostering motivation and designing well-structured courses that align with adult learners' preferences. Future research should explore additional variables and longitudinal impacts to further optimize adult education strategies. In summary, understanding and addressing the multifaceted needs of adult learners can lead to more effective educational programs, ultimately enhancing learner engagement and success.

RECOMMENDATIONS

Based on the findings and conclusions of this study, several recommendations can be made to enhance the educational experiences and outcomes of adult learners. Firstly, it is crucial to enhance motivation to learn by developing teaching strategies that foster intrinsic motivation, such as connecting course content to learners' personal and professional goals through real-world applications and problem-solving activities. Encouraging self-efficacy through regular feedback, recognizing achievements, and setting attainable goals is also essential. Workshops and seminars on self-regulation and cognitive strategies can further support this effort.

Designing engaging and relevant courses is another key recommendation. Course designs should be aligned with adult learners' experiences and goals, incorporating a variety of instructional methods like hands-on activities, case studies, and collaborative projects. Flexible delivery methods, such as online, hybrid, and in-person formats, should be utilized to accommodate diverse learning preferences and schedules. Fostering a positive self-concept among learners is also important. Creating a supportive learning environment that promotes self-acceptance and positive social interactions can be achieved through peer mentoring and group activities. Integrating elements that support personal growth and spirituality, such as reflective practices and opportunities for self-exploration, can further enhance this aspect.

Promoting readiness to learn involves offering workshops and resources to improve study habits and enhance

learning abilities, including time management skills, effective note-taking, and critical thinking exercises. Continuously assessing and addressing the motivational needs of learners through personalized learning plans and motivational interviewing techniques is also recommended. Tailoring learning environments to accommodate different learning styles is essential. Providing diverse instructional materials and activities that cater to kinesthetic, auditory, and visual learners can enhance engagement and academic achievement. Creating innovative learning environments that allow learners to choose suitable learning strategies is also beneficial.

Continuous professional development for educators is vital. Providing ongoing training and workshops to equip educators with the skills and knowledge needed to effectively teach adult learners, including motivational strategies, course design, and the use of technology in education, is recommended. Encouraging educators to seek feedback from learners and reflect on their teaching practices can help in continuously improving instructional methods.

Finally, further research is needed to explore the long-term impacts of the identified factors on adult learning outcomes through longitudinal studies. Complementing quantitative findings with qualitative research can provide deeper insights into the experiences and perspectives of adult learners. Investigating additional variables that may influence learning styles and outcomes, such as cultural background, prior educational experiences, and personal responsibilities, can also contribute to a more comprehensive understanding of adult learning. By implementing these recommendations, educators and institutions can create more effective and supportive learning environments that cater to the unique needs of adult learners, ultimately enhancing their educational experiences and outcomes.

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