Personality Types and Learning Styles of Children with Dyslexia in San Carlos City Division

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Abstract – *This case study determined the profile, personality types and learning styles of children with dyslexia of San Carlos City Division. Ten children with dyslexia were selected using a probability sampling design, specifically, simple random sampling. The descriptive method of research was used in the study. Standardized survey questionnaires were utilized as the main instruments to support and further verify the information gathered.*

Findings revealed that the majority of children with dyslexia are male, age 14-17 years old with moderate mental handicapped intelligence quotient (IQ) and born as a middle child. As to their grade level, most of these children are in grade 11. Most fathers of children with dyslexia are graduate in high school. On the other hand, most mothers are college graduates. Further, most fathers of the respondents are working as farmers and mothers are self-employed. As to the monthly income of the family, most parents are earning Php 6,000-15,000. Most children with dyslexia have a personality type of being an introvert, specifically a designer. As to their learning style, they were identified as being Accommodating.

This study recommends tapping Local Government Units to help these learners build their self-image as they develop programs that will cater to the needs of children with dyslexia. There should be verification in the form of further research in other secondary schools where the results were collected. This will help Senior High School Principals meet the needs of children with dyslexia in preparation of the Strategic Implementation Plan (SIP) that will be used in operation for three years starting this school year 2019-2020. And lastly, In-service training, workshops, and seminars could be organized by secondary schools in San Carlos City Division for teachers and parents to keep them abreast on how to identify and also deal with children with learning difficulties.

Keywords – *Dyslexia, Learning Difficulty, Learning Styles, Personality Types*

INTRODUCTION

Among several learning difficulties, dyslexia is one of the most misunderstood learning styles in today's educational landscape. Although most people associate dyslexia with letter reversals and reading difficulties, dyslexia encompasses a much larger umbrella of learning difficulties [1].

Many people are not aware that dyslexia can jeopardize a person's entire future. If a person remains undiagnosed, it leads to his detachment from the fulcrum of life. Individuals with dyslexia have trouble reading accurately [2]. Most can read by the time they are adult, but usually with slower speed and with greater effort [3] and adults with dyslexia showed deficits in component in language skills, and the degree of reading impairment predicted the nature and extent of these deficits [4].

In the Philippines, the University of Mindanao's open admission policy where all students are admitted without screening, the existence of learners with dyslexia is inevitable. However, this situation should not be considered as a cause of alarm rather a challenge to the administration and academic executives to plan for appropriate measures to address the needs of these learners by understanding their personality types and learning styles [2].

Learning styles and personality types are two of the major concerns of the students for their academic performance that teachers at times overlook. According to Kelly [5], some teachers discount the importance of learning styles and personality types.

They continue to teach in their one major method without trying to vary instructional methods. This is a mistake that will lead to less learning and poor academic performance of the students in the classroom.

United Nations Educational, Scientific and Cultural Organization [6] emphasizes that people all over the world have different learning styles and personality types that are reflected in different academic strengths, weaknesses, skills, and interests. They may not be equally likely to succeed in school, however, since they respond differently to different instructional approaches and the predominant mode of instruction favors some learning styles or personality type over others. Therefore, understanding learning style and personality differences is thus an important step in designing balanced instruction that is effective for all students.

Narh [7] defines learning difficulty as a dynamic and expanding condition that makes it difficult for one to absorb, retain and bring back to memory what is absorbed. The United States of America's Public Law 94-142, for instance, defines "Specific learning difficulty" (SLD) as a disorder in one or more of basic psychological processes involved in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, and spell or to do mathematical calculations.

The term "Learning Difficulty" or LD however, does not include learning problems, which are primarily the result of visual, hearing or motor handicaps, mental retardation, emotional disturbance, or environment, cultural, or economic disadvantage [7].

When this definition was proposed it was seen as vague and unacceptable to many professionals. Three problems were most troublesome. First, it separated the field to groups who supported the importance of identifying underlying causes of Learning Difficulty (such as psychological processing disorders) and those who did not. Second, the definition's reference to children alienated adults with Learning Difficulty. Third, it created confusion with its ambiguous ―exclusion clause. Professionals expected a clearer statement that Learning Difficulty (LD) can exist

with other disabilities but the condition cannot be the result of those difficulties [7].
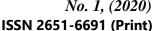
The National Joint Committee of Learning Difficulty [8], which comprised the professionals and parents of children with learning difficulties, therefore, proposed the definition that describes LD as "a generic term that refers to a heterogeneous group of disorders that manifested as significant difficulties.

Learning difficulty is a classification that includes several areas of functioning in which a person has difficulty learning in a typical manner, usually caused by an unknown factor. People with learning difficulties are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. One of its types is dyslexia [9].

Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. This difficulty can impact learning in subjects such as math, social studies, and science. A difficulty reading at the level of one's peers is an access issue the child with the reading difficulty does not have the same access to the curriculum as the typical readers do. Once a student with dyslexia gets behind, it is very difficult to catch up. He misses out learning fundamentals and important information that serve as background knowledge for learning new information. Moreover, any or all of these challenges can negatively impact one's sense of self as a learner resulting in poor self-esteem and self-concept. These feelings of inadequacy can last a long time [10].

According to the International Dyslexia Association [11], about 13-14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one-half of all the students who qualify for special education are classified as having a learning difficulty (LD) (6-7%). About 85% of those LD students have primary learning difficulty in reading and language processing.

In New Zealand, the ratio of males to females with self-reported specific reading learning difficulty (dyslexia) was 3:2 and between 40% and 50% of adults performed below the minimum level of proficiency required for meeting the complex

demands of everyday life in knowledge-based societies [12].

Based on the latest data of the Department of Education (DepEd) [13] in the Philippines, out of 43,303,145 children and youth (0-24 years old), there were 66,635 (48.81%) who had learning disabilities. Unfortunately in the Philippines, there is no direct reference to learners with dyslexia and other learning difficulties [14].

With this increased prevalence of students with dyslexia, it is undeniable that its impact posed difficulty in expressing themselves clearly, or to fully comprehend what others mean when they speak. The effects of dyslexia reach well beyond the classroom [11].

Therefore, most of the time, the learning of students with dyslexia is equally shaped by the preference of personality and style of learning like any other student. It is thus important that teachers should not overlook the types of the personality of the students since its effect greatly shapes the achievement of a child.

Thus, this situation prompted the researcher to conduct a study on the learning styles and personality types of children with dyslexia enrolled in San Carlos City Schools Division for S.Y. 2018-2019.

OBJECTIVES OF THE STUDY

This study sought to determine the learning styles and personality types of children with dyslexia enrolled in San Carlos City Schools Division for the S.Y. 2018-2019. Specifically, this study sought to determine the following: (1) The profile of children with dyslexia as to sex, age, birth order, grade level, intelligence quotient (IQ), parents' highest educational attainment, parent's occupation, and monthly family income; (2) The personality type of the students with dyslexia in San Carlos City Schools Division in terms of: introversion (designer;

experiencer; idealizer; harmonizer; preserver; systematizer; strategizer; and theorizer); and extroversion (clarifier; doer; energizer; innovator; performer; socializer; stabilizer; and trailblazer), and (3) The learning style of the students with dyslexia in San Carlos City Schools Division as to: accommodating; assimilating; converging; and diverging.

METHODS

This study used the case study method of research to determine the learning style and personality type of children with dyslexia enrolled in San Carlos City Schools Division for S.Y. 2018-2019. The respondents of this study were ten (10) children with dyslexia in San Carlos City Schools Division who were selected according to the criteria set by the researcher.

The researcher used standardized survey questionnaires as the main instrument in gathering data. This tool helped the researcher in determining the learning style and personality type of children with dyslexia in the Schools Division of San Carlos City. The responses of the respondents were tallied, tabulated and analyzed, including percentages for all nominal and ordinal data were used.

RESULTS AND DISCUSSION

This study included variables relating to children with dyslexia in relation to their personality type and learning styles. The first variable referred to in this study is the profile of children with dyslexia which includes sex, age, birth order, grade level, intelligence quotient (IQ), parents' highest educational attainment, parents' occupation, number of siblings, monthly family income. The personality types and learning styles of children with dyslexia were looked into.

Profile of Children with Dyslexia

Table 1. Profile of Children with Dyslexia

Attributes		Frequency	Percent
Sex	Male	6	60
	Female	4	40
Age	14-17 years old	6	60
	18-21 years old	4	40

Intelligence Quotient (IQ)	Moderate	5	50
	Mild	4	40
	Below Average	1	10
Birth Order	Middle Child	7	70
	Eldest Child	2	20
	Youngest Child	1	10
Grade Level	Grade 11	3	30
	Grade 8	2	20
	Grade 9	2	20
	Grade 12	2	20
	Grade 10	1	10

Continuation of Table 1

Fathers' Educational Attainment	High School Graduate	6	60
	Elementary Graduate	3	30
	College Graduate	1	10
Mothers' Educational Attainment	College Graduate	5	50
	High School Graduate	4	40
	Elementary Graduate	1	10
Fathers' Occupation	Farmer	3	30
	Driver	2	20
	OFW	1	10
	Construction Worker	1	10
	Carpenter	1	10
	Unemployed	1	10
Mothers' Occupation	Self-Employed	4	40
	Housekeeper	3	30
	Laundry Woman	1	10
	OFW	1	10
	Teacher	1	10
Monthly Family Income	Php 6,000-15,000	4	40
	Php 5,000 below	2	20
	Php 16,000-25,000	2	20
	Php 26,000-35,000	2	20

The majority of children with dyslexia are male with 60 percent. Also, 60 percent are age 14-17 years old. Most children with dyslexia have moderate mental handicapped with a 50% intelligence quotient (IQ). Likewise, children with dyslexia were born as a middle child with 70 percent. As to their grade level, 30 percent are in grade 11.

Moreover, most fathers of children with dyslexia are graduate in high school with 60 percent. On the other hand, most mothers are college graduates with 50 percent. Most fathers of the respondents are working as a farmer with 30 percent. On the other hand, four or 40 percent of mothers are self-employed. Furthermore, as to the monthly income of the family, most parents are earning Php 6,000-15,000 with four or 40 percent.

Personality Type of Children with Dyslexia

Table 2. Personality Type of Children with Dyslexia

Personality Type	F	%	Percent of Introvert-Extrovert
Introvert-Designer	3	30	
Introvert-Systematizer	2	20	70
Introvert-Harmonizer	1	10	
Introvert-Strategizer	1	10	
Extrovert-Innovator	1	10	
Extrovert-Performer	1	10	30
Extrovert-Socializer	1	10	

Most of the respondents' personality type falls under the Designer with a frequency of three or 30 percent. Therefore, the children with dyslexia were identified as Designer which refers to introverted learners who usually have original minds and great drive for their own ideas and purposes in fields that appeal to them,

they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes to serve the stubborn. Must learn to yield less important points in order to win the most important

.**Learning Style of Children with Dyslexia**

Table 3. Learning Style of Children with Dyslexia

Learning Style	Frequency	Percent
Accommodating	5	50
Assimilating	3	30
Converging	1	10
Diverging	1	10

Findings show that the majority of children with dyslexia are Accommodating Learners with a frequency of five or 50 percent.

In this study, results show that the majority of children with dyslexia have a learning style of being Accommodating. Learners who perceive or take in new information concretely and who process or transform it actively are known as Accommodating for their ability to adapt to changing immediate circumstances. Accommodating combine the learning stages of concrete experience and active experimentation. Learners of this type enjoy doing, carrying out plans and tasks, and getting involved in new experiences [15].

CONCLUSION AND RECOMMENDATION

Based on the thorough review and analyses, the following are therefore concluded: (1) Most children with dyslexia are male, school-aged, with mild mental handicapped, born as youngest in the family, under grade 7 classes, most fathers are high school graduate and working as farmer while most mothers are college graduate and self-employed, earning Php 6,000-15,000 as monthly family income. (2) Most children with dyslexia have a personality type of being an introvert, specifically a designer. (3) The majority of children with dyslexia have a learning style of being an accommodating learner.

In a bird's eye view, we can feel from the experiences of children with dyslexia their personal struggles and doubts as they pursue their education. However, it is noteworthy that being introvert-designers and accommodators can be a start to tap Local Government Units (LGUs) to help these learners build their self-image as they develop programs that will cater the needs of children with dyslexia.

There should be verification in the form of further research in other secondary schools where the results

were collected and presented in this study. This will help Senior High School Principals meet the needs of children with dyslexia in preparation of the Strategic Implementation Plan (SIP) that will be used in operation for three years starting this school year 2019-2020.

In-service training, workshops, and seminars could be organized by secondary schools in San Carlos City Division for teachers and parents to keep them abreast on how to identify and also deal with children with learning difficulties. The Curriculum Implementation Division could use this study to collaborate with Special Education Teachers, professionals and other education officials to run such workshops.

Further analysis and improvement of the instrument developed and utilized by the researchers be employed upon us in future researches regarding the same subject matter. Different use of statistical analysis and extensive study can yield into another result that can make the research strong or be changed.

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