

Moderating Role of Cognitive Awareness on Students' Learning Style Inclination and Academic Aspiration in English

Mary Ann C. Luma

Abstract. This study examined the moderating effect of cognitive awareness on the relationship between learning style inclinations and students' academic aspirations in English. Utilizing a non-experimental quantitative design and descriptive-correlation technique, hierarchical regression analysis was employed to analyze data from 165 Grade 10 students in North District, Panabo City, selected through stratified random sampling. The results indicated that students have moderately extensive learning style inclinations and strongly prefer visual, auditory, and group learning. Their academic aspirations in English were extensive, driven by a high level of cognitive awareness, particularly in strategies like focusing on key information and breaking down study tasks. The analysis revealed significant positive correlations between learning styles and academic aspirations, with cognitive awareness significantly moderating these relationships. Students with higher cognitive awareness could better align their learning styles with their educational goals, leading to enhanced outcomes in English. These findings underscore the importance of integrating cognitive awareness into teaching practices to support students in achieving their full academic potential. The study highlights the need for educational strategies that recognize and support individual learning preferences through cognitive awareness, fostering a more personalized and effective learning environment.

KEY WORDS

1. Teaching English 2. learning style inclination 3. academic aspirations

Date Received: April 05, 2025 — Date Reviewed: May 15, 2025 — Date Published: June 18, 2025

1. Introduction

The academic aspirations in English among students can be problematic when not adequately supported by the educational environment. Issues like mismatched teaching methods, lack of engagement, and insufficient understanding of learning preferences can lead to lower academic goals and underachievement. Additionally, many students may struggle to effectively use their learning styles to boost their performance. Therefore, studying the role of cognitive awareness as a moderator between learning style inclination and academic aspiration in English is essential. Such research could help educators develop teaching practices that better align with students' goals, ultimately fostering higher aspirations and improved outcomes in English education. In the USA, one of the significant negative issues affecting students' academic aspirations in English is the growing disparity in educational resources and opportunities, particularly in underfunded schools. According to Richards and Roberts (2020), stu-

dents in these environments often lack access to high-quality English instruction, leading to lower motivation and reduced academic aspirations. Additionally, Mason and Kuehn (2019) highlight that the increasing focus on standardized testing in the USA has narrowed the curriculum, causing students to view English more as a test subject rather than a field of intellectual growth, further diminishing their aspirations in this area. In the UK, the academic aspirations in English are also influenced by socio-economic factors and cultural attitudes toward education. Davis and Patel (2020) found that students from lower socio-economic backgrounds often face challenges in accessing extracurricular resources, such as tutoring or enrichment programs, which are crucial for developing a deeper interest and aspiration in English. Moreover, Simmonds and Cooke (2021) pointed out that the pressure to perform in high-stakes exams, such as the GCSEs, can lead to stress and burnout among students, causing them to disengage from English studies and lower their academic aspirations in the subject. In Arabian countries, issues such as the limited emphasis on English language learning within the broader curriculum can negatively impact students' academic aspirations. According to Al-Harbi and Al-Zahrani (2020), English is often perceived as a secondary subject, and students may not see its relevance to their future careers, leading to diminished interest and aspirations in mastering the language. Furthermore, Alenezi and Khan (2019) argue that the lack of qualified English teachers and outdated teaching methods in some regions contribute to students' disinterest and lower academic aspirations in English, as they do not receive the necessary support and motivation to excel in the subject. In Asia, particularly in countries like China and Japan, the intense academic pressure and competition can have adverse effects on students' aspirations in English. Li and Zhang (2021) note that the emphasis on rote memorization and exam preparation in

these educational systems can stifle creativity and critical thinking, which are essential for developing a genuine interest in English. Similarly, Nguyen and Pham (2019) observe that in many Asian countries, English is often taught as a mandatory subject rather than a field of personal or academic passion, leading students to prioritize other subjects over English and subsequently lowering their academic aspirations in the language. In the Philippines, several factors contribute to the challenges students face in developing strong academic aspirations in English. According to Rivera and Santos (2020), a major issue is the inconsistent quality of English instruction across schools, often due to a lack of adequately trained teachers who can effectively engage students in the language. This inconsistency leads to varying levels of proficiency among students, which can dampen their motivation to pursue higher aspirations in English. Additionally, Fernandez and Lopez (2021) point out that socio-economic disparities exacerbate this issue, as students from lower-income families often have limited access to supplementary educational resources, such as tutoring or English language materials, further hindering their academic progress and aspirations in the subject. In the Davao region, cultural and linguistic factors also play a significant role in shaping students' academic aspirations in English. Garcia and Manalo (2019) argue that the strong presence of local languages and the preference for using these languages in everyday communication can lead to a diminished emphasis on English, both in and out of the classroom. This cultural preference can result in students viewing English as less relevant to their lives, thereby lowering their aspirations to excel in the subject. Moreover, Bautista and Cruz (2020) highlight that the educational system in the region often prioritizes technical and vocational skills over language proficiency, which can lead students to undervalue the importance of mastering English for academic and career advancement. These

factors combined create a challenging environment for fostering high academic aspirations in English among students in the Davao region. The research gap that prompted the study on the role of cognitive awareness as a moderator in the interaction between learning style inclination and academic aspiration in English stems from the limited exploration of these variables in existing literature. While much research has focused on the individual impacts of learning style inclinations and cognitive awareness on academic performance, there is a noticeable lack of studies investigating how cognitive awareness might influence or enhance the relationship between students' preferred learning styles and their academic aspirations, particularly in English. Most studies have examined these factors in isolation or in different academic contexts, but none have comprehensively explored their interaction within the specific context of English language learning. This gap is significant as it overlooks the potential of cognitive awareness to optimize learning strategies and thereby improve students' academic goals and achievements in English. The urgency and necessity to conduct this study in the Philippine setting, particularly in Panabo North District, Davao del Norte, are driven by the unique educational challenges and opportunities in this region. The Philippines, like many developing countries, faces diverse educational issues, including varying levels of resource availability, teacher training, and student engagement. In Panabo North District, understanding how cognitive awareness can enhance the effectiveness of learning style-based instruction is crucial for developing targeted educational interventions that can raise students' academic aspirations in English. Given the increasing importance of English proficiency in global communication and career opportunities, it is essential to explore ways to support students in achieving higher academic goals in this subject. This study is particularly timely as it aims to address the local

educational context's specific needs, providing insights that could lead to more effective teaching strategies and ultimately improve English education outcomes in the region.

1.1. Theoretical/Conceptual Framework of the Study —The study was anchored on the Learning Styles Theory (Kolb, 1984; Gardner, 1983). Learning Styles Theory suggests that individuals have preferred ways of processing information, which can be categorized into different learning styles, such as visual, auditory, kinesthetic, and others. This theory is central to understanding how students' learning style inclinations shape their approach to academic tasks and their overall educational experience. The study hypothesizes that when students are aware of their learning styles and how they impact their learning process, they can more effectively align their academic strategies with their goals in English, leading to higher academic aspirations. In support, Howard and Moore (2018) suggested that cognitive awareness enables students to recognize their preferred learning styles, whether they are visual, auditory, or kinesthetic, and adjust their study methods accordingly to achieve better learning results. This increased self-awareness helps students adopt a more focused approach to their academic goals, allowing them to pursue their aspirations using strategies that align with their unique learning preferences. By becoming aware of their cognitive processes, students can tailor their learning experiences to match their strengths, which is crucial for effective learning. For instance, a student who realizes they retain information better through visual aids can incorporate more diagrams, charts, and visual tools into their study routine. Figure 1 shows the conceptual framework of the study. The study consists of three variables. The independent variable is the learning style inclination or the specific perceptual channels students prefer to learn, indicating a tailored approach to how they absorb and process information. The indicators of learning

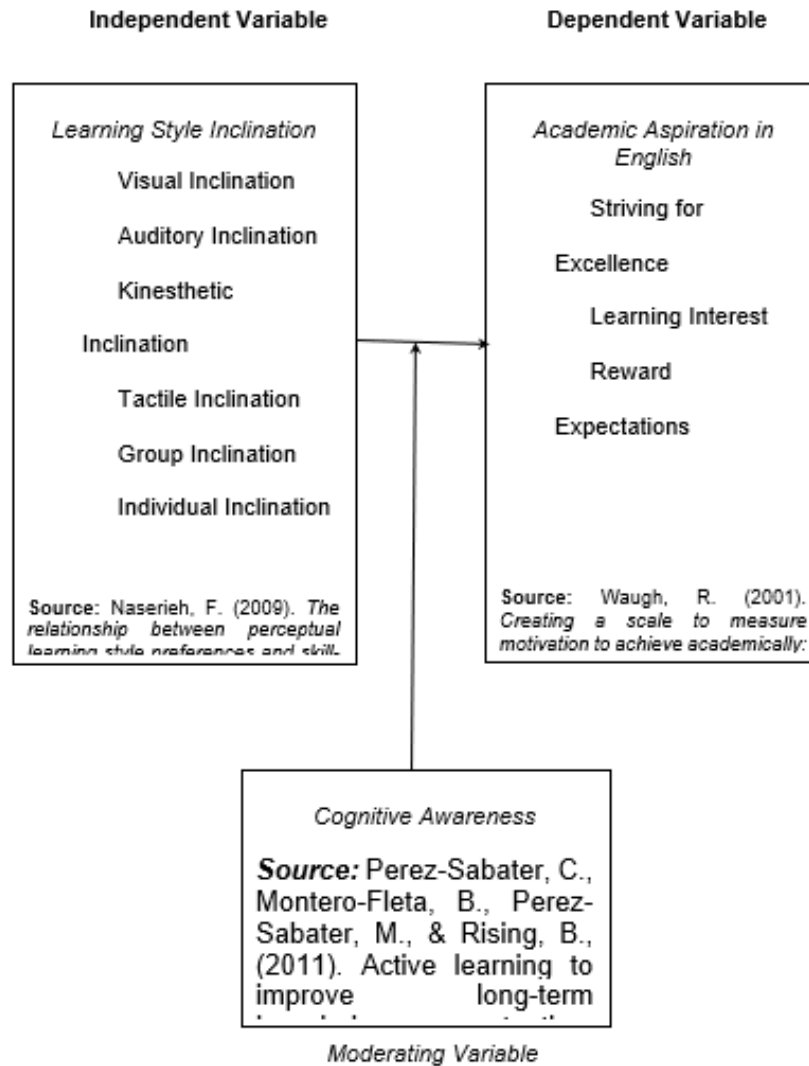


Fig. 1. Theoretical/Conceptual Framework

style inclination are visual inclination, or the preference and ability of students to process and retain information most effectively through visual cues, such as images, charts, graphs, and other visual stimuli; auditory inclination or the preference for processing information through listening and verbal communication; a kinesthetic inclination or the style in which students learn best through physical activities rather than listening to lectures or watching demonstrations;

tactile inclination or the preference which involves the use of touch and physical activities as a primary mode of learning; group preference or the learning style where students prefer to work collaboratively in teams or groups to achieve educational objectives; and individual inclination or the student's preference for working independently, often characterized by a focus on self-paced learning, personal reflection, and a strong sense of self-reliance.

2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, ethical consideration, and data analysis.

2.1. Research Design—The researcher employed quantitative non-experimental design utilizing correlational technique of research to gather data ideas, facts and information related to the study, the researcher. Quantitative research design is a methodical approach that focuses on quantifying relationships between variables and analyzing data statistically, making it ideal for testing hypotheses and measuring variables numerically (Creswell Creswell, 2020). This design is particularly suitable for studying the role of cognitive awareness as a moderator in the interaction between learning style inclination and academic aspiration in English, as it allows for precise measurement and analysis of these interactions. Tools like regression analysis help researchers understand how cognitive awareness influences this relationship, offering clear, data-driven insights. As noted by Creswell and Creswell (2020), quantitative research is effective for identifying patterns and relationships in large datasets, making it well-suited for such complex studies. Further, descriptive research is an approach focused on observing, describing, and documenting aspects of a situation as they naturally occur, without manipulating any variables (Loeb et al., 2019). This method is particularly appropriate for studying the role of cognitive awareness as a moderator in the interaction between learning style inclination and academic aspiration in English, as it allows researchers to gather detailed information about students' learning preferences, cognitive processes, and academic goals. By employing descriptive research, the study can accurately capture the existing relationships and interactions among these variables within the natural educational environment, providing valuable insights without altering the dynamics at play. This approach is well-suited for understanding complex phenomena, such as the interplay between cognitive awareness and learning styles, in shaping students' academic aspirations, making it a robust method for the

proposed study (Almeida et al., 2020). Furthermore, correlational research methodology involves examining the relationships between two or more variables to determine whether, and to what extent, they are associated with each other, without implying causality (Curtis et al., 2019). This approach is particularly appropriate for studying the role of cognitive awareness as a moderator in the interaction between learning style inclination and academic aspiration in English because it allows researchers to explore the strength and direction of the relationships among these variables. By using correlational methods, the study can quantify the degree to which cognitive awareness influences the relationship between learning styles and academic aspirations, providing insights into how these factors interact in the natural educational environment. This methodology is ideal for this type of research as it focuses on understanding complex interactions and their implications for educational outcomes, without the need to manipulate variables or establish cause-and-effect relationships (Creswell Creswell, 2020).

2.2. Ethical Consideration—The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study. Social Value. The researcher ensured that the study on the role of cognitive awareness as a moderator in the interaction between learning style inclination and academic aspiration in English of Grade 10 students provided significant social value. The research aimed to improve educational practices and outcomes, particularly in English language learning, which is vital for students' academic and future career success. By addressing gaps in understanding

how cognitive awareness influences learning, the study sought to contribute to the broader educational community and enhance teaching strategies in North District, Panabo City. Informed Consent and Assent. The researcher obtained informed consent from all respondents and their guardians, ensuring they fully understood the purpose of the study, the procedures involved, and any potential risks or benefits. Detailed information was provided in accessible language, and respondents were informed of their right to withdraw from the study at any time without any consequences. Given that the respondents were under 18 years old, the researcher also obtained informed assent from the students themselves, in addition to the consent from their parents or guardians. The assent process involved explaining the study in a way that was appropriate for the students' age and comprehension level, ensuring they understood what participation entailed and were willingly agreeing to take part. Vulnerability of Research Respondents. The researcher was particularly mindful of the vulnerability of the respondents, who were minors. Safeguards were put in place to protect the students from any potential emotional or psychological distress during the study, including providing access to counseling services if needed and closely monitoring their well-being throughout the research process. Additionally, the researcher ensured that the study posed no undue burden on the students and that their participation did not interfere with their regular academic activities. Furthermore, extra care was taken to obtain and document parental or guardian consent, reaffirming the ethical commitment to protect the respondents' welfare. Privacy and Confidentiality. This study adhered strictly to the Data Privacy Act of 2012, ensuring that the privacy and confidentiality of all respondents were rigorously protected throughout the research process. To safeguard the identities of the students, the data collected was anonymized, and all personal identifiers

were carefully removed. This anonymization process was crucial in preventing any possible tracing of data back to individual respondents. The researcher also established robust data security measures, including encrypted storage systems and secure access protocols, to further protect the integrity of the information gathered. Moreover, access to the data was strictly limited to authorized personnel only, ensuring that no unauthorized individuals could view or manipulate the respondents' information. The researcher was diligent in obtaining explicit permission from respondents before any data was used or shared, fully respecting their autonomy and legal rights under the Data Privacy Act. This careful management of sensitive information not only complied with legal standards but also fostered a trustful relationship between the respondents and the research team, reinforcing the ethical foundation of the study. Risk, Benefits and Safety. Before initiating the study, the researcher conducted a comprehensive risk-benefit analysis to ensure the safety and well-being of all respondents. This analysis carefully considered potential risks associated with the study, which were found to be minimal and primarily involved the time commitment required from respondents. By understanding these potential inconveniences, the researcher was able to design the study in a way that minimized disruption to the respondents' daily routines and academic activities, ensuring that their participation did not pose any significant burden. The benefits of the study were significant, offering valuable insights that could contribute to enhancing educational practices, particularly in the realm of cognitive awareness, learning styles, and academic aspirations in English. These benefits were considered to substantially outweigh the minimal risks involved, providing a strong justification for the study's implementation. The researcher was mindful of the potential positive impact on both the respondents and the broader educational community,

emphasizing the importance of conducting the study in a responsible and ethically sound manner. To further safeguard the respondents, the researcher took additional measures to ensure that the study environment was secure and conducive to their comfort and well-being. This involved selecting appropriate settings for data collection, where respondents could engage in the study without feeling pressured or stressed. The researcher also implemented strategies to mitigate any potential risks that could arise during the course of the study, such as providing clear instructions and support to respondents throughout the process. These precautions were essential in maintaining the ethical integrity of the study and ensuring that respondents were protected from harm at all stages of their involvement. Justice. The principle of justice was adhered to by ensuring that the selection of participants was fair and equitable. All Grade 10 students within the North District, Panabo City, were considered for inclusion in the study, regardless of their background, to avoid any form of bias or discrimination. This approach ensured that the benefits of the research could be distributed across the entire student population. Transparency. Transparency was maintained throughout the research process. Participants and their guardians were provided with clear, comprehensive information about the study's objectives, methods, and potential outcomes. Regular updates were given to all stakeholders, and findings were shared with the community and educational institutions involved.. Qualification of the Researcher. The researcher possessed the necessary qualifications and expertise to conduct the study, particularly in the fields of educational research and ethical practices. This ensured that the study was carried out with professional integrity and in accordance with academic and ethical standards. Adequacy of Facilities. The researcher ensured that the facilities used for the study were adequate and conducive to conducting educational research.

The environments where data collection took place were safe, accessible, and equipped with the necessary resources to support the research activities without disrupting the students' regular school routines. Community Involvement. The researcher engaged the local community, including school administrators, teachers, and parents, in the research process. This involvement helped to align the study with the community's educational goals and ensured that the research was relevant and beneficial to the local context. Community feedback was also sought to ensure the study's methods and objectives were culturally and socially appropriate.

2.3. *Research Respondents*—The respondents of the study were the Grade 10 students in North District, Panabo City. In this study, the 165 respondents was selected through stratified random sampling technique. Stratified random sampling is a technique where the population is divided into specific subgroups, or strata, based on certain characteristics, and random samples are selected from each subgroup (Etikan Bala, 2019). This approach ensures that all subgroups are well-represented, enhancing the precision and generalizability of the study's findings. It is particularly useful for studying the role of cognitive awareness as a moderator between learning style inclination and academic aspiration in English, as it allows researchers to account for differences across various student groups. By proportionately representing each subgroup, the study can yield more accurate and reliable insights into how these factors interact within diverse student populations (Taherdoost, 2020). In this study, the stratified random sampling technique was employed to ensure representative participation across different student groups. The population was first divided into distinct strata based on academic performance levels (high, average, low). Within each stratum, random samples of students were then selected to ensure that each subgroup was proportionately represented in the overall sample.

This approach allowed the researchers to capture the diversity within the student population and ensured that the findings would be generalizable across various segments of the Grade 10 student body, providing more accurate insights into the interaction between cognitive awareness, learning styles, and academic aspirations. In this study, certain inclusion criteria was implemented in determining the respondents of the study. The primary consideration of this study is to choose respondents who could provide information to achieve the purpose of this study. Hence, only those bonafide grade 10 students who are enrolled for S.Y. 2022-2023 in the public secondary schools in North District, Panabo City and who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions, and thus it did not consider the school performance ratings of the students.

2.4. Research Instrument—The study made use of adapted questionnaires to fit the

context of the respondents of the current study. Also, the survey questionnaires undergone validation by the external and internal panel of experts. The pilot test was done in nearby school and obtained Cronbach's alpha values greater than 0.700 indicating high reliability and internal consistency. The first part of the instrument concerned about the learning style inclination of students which was indicated with visual inclination, auditory inclination, kinesthetic inclination, tactile inclination, group inclination, and individual inclination. The reliability of the new scale obtained Cronbach's alpha value of 0.954 described as excellent, indicating high reliability and consistency among the items. The respondents made use the 5-Likert scale in which 5=Very Extensive is the highest, while 1-Not Extensive is the lowest. As a guide in determining the extent of students' learning style inclination, the researcher made use the range of means, description and interpretation as presented below:

Descriptive Levels and Interpretation of Learning Style Inclination

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	The learning style inclination of students is always observed.
3.40 – 4.19	Extensive	The learning style inclination of students is oftentimes observed.
2.60 – 3.39	Moderately Extensive	The learning style inclination of students is sometimes observed.
1.80 – 2.59	Less Extensive	The learning style inclination of students is rarely observed.
1.00 – 1.79	Not Extensive	The learning style inclination of students is never observed.

The second tool was students' academic aspiration in English. This questionnaire consists of three indicators namely: Striving for excellence, learning interest, and rewards expectation.

The reliability of the new scale obtained Cronbach's alpha value of 0.933 described as excellent, indicating high reliability and consistency among the items. The respondents made use the

5-Likert scale in which 5=Very Extensive is the highest, while 1-Not Extensive is the lowest. As a guide in determining the extent of students' academic aspiration in English, the researcher made use the range of means, description and interpretation as presented below:

Descriptive Levels and Interpretation of Academic Aspiration in English

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	The academic aspiration in English of students is always manifested.
3.40 – 4.19	Extensive	The academic aspiration in English of students is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The academic aspiration in English of students is sometimes manifested.
1.80 – 2.59	Less Extensive	The academic aspiration in English of students is rarely manifested.
1.00 – 1.79	Not Extensive	The academic aspiration in English of students is never manifested.

The third part was about the information manipulation ability of students. The reliability of the new scale obtained Cronbach's alpha value of 0.978 described as excellent, indicating high reliability and consistency among the items. The questionnaire made use of a 5-point Likert scale which was determined base on the following range of mean:

Descriptive Levels and Interpretation of Cognitive Awareness of Students

Range of Mean	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The cognitive awareness of students is always evident.
3.40 – 4.19	Extensive	The cognitive awareness of students is oftentimes evident.
2.60 – 3.39	Moderately Extensive	The cognitive awareness of students is sometimes evident.
1.80 – 2.59	Less Extensive	The cognitive awareness of students is seldom evident.
1.00 – 1.79	Not Extensive	The cognitive awareness of students is never evident.

2.5. Data Gathering Procedure—Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire. The researcher secured the permission to conduct the study. The researcher secured the endorsement from the Dean of the

Graduate School in The Rizal Memorial Colleges, Inc., Davao City; and the ethical clearance certificate from RMC-Research Ethics Committee (RMC-REC). The endorsement letter from the Dean of the Graduate School in The Rizal Memorial Colleges, Inc., Davao City; and the ethical clearance certificate from RMC-Research Ethics Committee (RMC-REC) were attached to the permission letters to be endorsed to the school principals of the selected public secondary schools in North District, Panabo City. Prior to data collection, the researchers obtained informed consent from all participants, explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Respondents were given the opportunity to ask questions and clarify any concerns before agreeing to take part in the study. The researcher explained that the survey questionnaires measures their perception towards learning style inclination, academic aspiration in English, and cognitive awareness. The survey questionnaires were designed to gather information on various aspects related to learning style inclination, academic aspiration in English, and cognitive awareness. The data collected through these questionnaires served as the basis for analyzing the role of cognitive awareness as moderator on the interaction between learning style inclination and academic

aspiration in English of students. The collected survey questionnaires from Grade 10 students in North District in Panabo City, were carefully organized and compiled. Each questionnaire response was entered into a database or spreadsheet software for systematic management. Once the data was collated, statistical analyses were conducted to examine the relationships between variables. This included techniques such as correlation analysis to explore the associations among learning style inclination, academic aspiration in English of students, and cognitive awareness. Further, regression analysis was employed to investigate the role of cognitive awareness as moderator on the interaction between learning style inclination and academic aspiration in English of students. This involved using specialized statistical methods to assess the indirect effects of the independent variable (learning style inclination) on the dependent variable (academic aspiration in English) through the moderator (cognitive awareness). The results of these statistical analyses provided insights into the complex dynamics between the variables studied and helped draw conclusions about the role of cognitive awareness as moderator on the interaction between learning style inclination and academic aspiration in English of students.

2.6. Data Analysis—The following were the statistical tools utilized by the researcher in processing the gathered data: Mean. This was useful in characterizing the students' learning style inclination, academic aspiration in English, and cognitive awareness in Panabo City. Partial Correlation Analysis. It was used in this study to assess the significant relationship between learning style inclination and students'

academic aspiration in English when moderated by cognitive awareness in North District, Panabo City. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r . Hierarchical Linear Regression Analysis. It was applied to evaluate the moderating effect of cognitive awareness on the interaction between students' learning style inclination and academic aspiration in English.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of learning style inclination, academic aspiration, and cognitive awareness, the significant relationship between students' learning style inclination and academic aspiration when moderated by cognitive awareness, and the moderating effect of cognitive awareness on the interaction between students' learning style inclination and academic aspiration in North District, Panabo City.

3.1. Students' Learning Style Inclination— The results on the Table 1 shows the extent of students' learning style inclination in North District in Panabo City reflects an overall mean of 3.29, described as moderately extensive and interpreted as sometimes observed. Students with a moderate group inclination benefit from collaborative activities that match their learning styles, making their educational experiences more engaging and effective. This aligns with research by Vaseghi et al. (2012), which suggests that learning preferences are shaped by personal tendencies and habits, and Kubat (2018) further emphasizes that these students have a clear understanding of their preferred learning methods. Additionally, students with a moderate group inclination can improve their learning by engaging in study groups or peer-to-peer activities that match their preferred styles, leading to better understanding and retention of course content. This approach aligns with Vaseghi et al.'s (2013) findings, which highlight the importance of developing study strategies tailored to individual learning preferences to optimize educational outcomes and personalize the learning experience.

Table 1. Summary on Students' Learning Style Inclination in North District, Panabo City

Indicators	Mean	Descriptive Equivalent
Visual Inclination	3.73	Extensive
Auditory Inclination	3.63	Extensive
Kinesthetic Inclination	3.15	Moderately Extensive
Tactile Inclination	3.07	Moderately Extensive
Individual Inclination	2.44	Less Extensive
Group Inclination	3.70	Extensive
Overall	3.29	Moderately Extensive

3.2. Students' Academic Aspiration in English—Table 2 summarizes students' academic aspirations in English in North District, Panabo City. The overall mean of the student's academic aspiration in English is 3.80, described as extensive and interpreted as oftentimes manifested by the respondents. Students with high academic ambitions will likely contribute more to discussions and collaborative projects, enriching everyone's classroom experience. Their active participation fosters a more vibrant and engaging learning atmosphere. This is similar to Roberts and McGill's (2021) findings that students with strong academic goals are more engaged in classroom activities and more likely to participate in discussions and group

work, which enhances the overall learning environment. Students with strong aspirations may proactively seek extra help or participate in study groups, enhancing their own understanding while also creating a more dynamic and interactive classroom environment that benefits all students. This is congruent to Patel and

Harris' (2019) findings that students with high aspirations tend to seek out additional resources and support, such as tutoring or study groups, to achieve their goals. These behaviors contribute to a more dynamic and interactive classroom atmosphere, benefiting both the aspirational students and their peers.

Table 2. Summary on Students' Academic Aspiration in English in North District, Panabo City

Indicators	Mean	Descriptive Equivalent
Striving for Excellence	3.86	Extensive
Learning Interest	3.82	Extensive
Rewards Expectation	3.73	Extensive
Overall	3.80	Extensive

3.3. *Students' Cognitive Awareness* —Table 3 shows that the student's cognitive awareness reflects an overall mean of 3.53, described as extensive and interpreted as oftentimes evident. This indicates that students with high cognitive awareness are likely to navigate different teaching methods and classroom dynamics more effectively, which helps them maintain academic performance despite challenges. This finding supports Parker and Davies' (2021) perspective that students with elevated cognitive awareness can better adapt to various learning environments and overcome challenges, increasing academic resilience. Additionally, the mean ratings of the items range from 3.34 to 3.73. The item "Focusing on the meaning and significance of new information in English" reflects a

mean rating of 3.34, described as moderately extensive, interpreted as information management strategies of the learners is sometimes evident. Meanwhile, "Trying to break studying down into smaller steps" shows a mean rating of 3.73, which is described as extensive and interpreted as oftentimes evident in North District, Panabo City. Incorporating cognitive awareness into teaching practices, especially in English, can foster essential skills like critical thinking and problem-solving, ultimately enhancing student achievement across various levels of education. Smith and Johnson (2019) propose that students with a strong sense of cognitive awareness are more inclined to engage in critical thinking and tackle complex problem-solving tasks, which are essential for academic success.

3.4. *Relationship Between Learning Style Inclinations and Students' Academic Aspirations in English when Moderated by Cognitive Awareness in North District, Panabo City* —The results on the analysis on the relationship between learning style inclination and students' academic aspirations in English in North Dis-

trict in Panabo City when moderated by cognitive awareness are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. The overall r-value of 0.964 indicates an exceptionally strong positive correlation between overall

Table 3. Students' Cognitive Awareness in North District, Panabo City

Statement	Mean	Descriptive Rating
1. Using the language structure of the text to help me learn English.	3.69	Extensive
2. Asking myself if what I'm reading in English is related to what I already know.	3.54	Extensive
3. Focusing on the meaning and significance of new information in English.	3.34	Moderately Extensive
4. Focusing on overall meaning rather than specifics.	3.39	Moderately Extensive
5. Drawing pictures or diagrams to help me understand while learning English.	3.36	Moderately Extensive
6. Trying to translate new English information into my own words.	3.41	Extensive
7. Slowing down when I encounter important English information.	3.50	Extensive
8. Focusing my attention on important English information.	3.66	Extensive
9. Trying to break studying down into smaller steps.	3.73	Extensive
10. Creating my own examples to make English learning more meaningful.	3.67	Extensive
Mean	3.53	Extensive

learning style inclinations and academic aspirations in English when moderated by cognitive awareness, suggesting that cognitive awareness greatly enhances the relationship between learning preferences and academic goals. Moreover, the r -values indicate a strong positive correlation between each learning style inclination and academic aspirations, with cognitive awareness acting as a significant moderator across all styles. Specifically, visual inclination shows the highest correlation ($r = 0.888$, $p = 0.000$), followed closely by auditory inclination ($r = 0.875$, $p = 0.000$). These results suggest that students with a preference for visual and auditory learning styles, when coupled with high cognitive awareness, are more likely to have higher academic aspirations in English. The

significant p -values across all learning styles ($p = 0.000$) indicate that these relationships are statistically robust, leading to the rejection of the null hypothesis (H_0) for each learning style inclinations. The findings underscore the critical role of cognitive awareness in enhancing the impact of learning style inclinations on students' academic aspirations in English. The strong correlations suggest that when students are aware of their cognitive processes, they can more effectively utilize their preferred learning styles to set and achieve higher academic goals. For example, students with a visual inclination may benefit from strategies like graphic organizers or visual aids in their English studies, which, when paired with cognitive awareness, could significantly boost their aspirations

and performance. Additionally, the significant relationship found with group and individual inclinations ($r = 0.801$ and $r = 0.665$, respectively) highlights the importance of both collaborative and independent learning environments in fostering academic success. These results suggest that educators should not only tailor instruction to match students' learning styles but also cultivate cognitive awareness to maximize students' academic potential in English. This aligns with Howard and Moore's (2018) assertion that cognitive awareness enables students to recognize their preferred learning styles, whether they are visual, auditory,

or kinesthetic, and adjust their study practices accordingly to enhance their learning effectiveness. By being more attuned to how they learn best, students can take a more focused approach to their academic goals, utilizing strategies that are tailored to their unique learning preferences. This heightened self-awareness not only helps students optimize their learning outcomes but also empowers them to actively pursue their academic aspirations with greater confidence and efficiency. As a result, students are better positioned to achieve success in their educational endeavors by leveraging their cognitive strengths in alignment with their personal learning styles.

Table 4. Relationship Between Learning Style Inclinations and Students' Academic Aspirations in English when Moderated by Cognitive Awareness in North District, Panabo City

Learning Style Inclinations	r-value	p-value	Interpretation	Decision
Visual Inclination	0.888*	0.000	Significant	Reject H_0
Auditory Inclination	0.875*	0.000	Significant	Reject H_0
Kinesthetic Inclination	0.645*	0.000	Significant	Reject H_0
Tactile Inclination	0.808*	0.000	Significant	Reject H_0
Individual Inclination	0.665*	0.000	Significant	Reject H_0
Group Inclination	0.801*	0.000	Significant	Reject H_0
Overall Learning Style Inclinations	0.964*	0.000	Significant	Reject H_0

*Significant at $p < 0.05$

3.5. Moderating Effect of Cognitive Awareness on the Interaction Between Learning Style Inclination and Students' Academic Aspiration in English in North District, Panabo City—The table presents the results of a regression analysis examining the moderating effect of cognitive awareness on the relationship between learning style inclinations (LSI) and students' academic aspirations in English in North District, Panabo City. The analysis is conducted in two steps. In the first step, both learning style inclinations (LSI) and cognitive awareness (CA) are significant predictors of

students' academic aspirations in English, with p-values of 0.000 for both variables, leading to the rejection of the null hypothesis (H_0) for each. The standardized beta coefficients indicate that LSI has a beta of 0.127, and CA has a beta of 0.085, suggesting that both variables positively influence academic aspirations. The R^2 value of 0.426 indicates that these predictors explain approximately 42.6 percent of the variance in students' academic aspirations. The F-value of 99.702, with a p-value of 0.000, further confirms the model's significance. In the second step, the interaction term (LSI*CA) is

introduced to examine the moderating effect of cognitive awareness on the relationship between learning style inclinations and academic aspirations. The interaction term is statistically significant (p -value = 0.000), with a beta of 0.091, indicating that cognitive awareness significantly moderates the relationship between LSI and academic aspirations. The increase in the R^2 value to 0.566 suggests that the inclusion of the interaction term significantly improves the model, explaining approximately 56.6 percent of the variance in academic aspirations. The F -value also increases to 101.111, further emphasizing the enhanced explanatory power of the model. Additionally, the interaction term accounted for an additional 14.00 of variance in the dependent variable ($R^2 = 0.140$). Based on the result, the null hypothesis was rejected as cognitive awareness (CA) had significantly moderated the relationship between learning style inclinations (LSI) and students' academic aspirations in English (AAE) in North District in Panabo City. The findings suggest that both learning style inclinations and cognitive awareness are important determinants of students' academic aspirations in English. More importantly, the significant interaction effect indicates that cognitive awareness strengthens the positive relationship between learning style inclinations and academic ambitions. This implies that more cognitively aware students can better leverage their learning style preferences to enhance their educational goals. Educators in North District, Panabo City, should consider incorporating strategies that foster cognitive

awareness among students, as this could amplify the benefits of aligning instructional methods with students' learning styles, ultimately leading to higher academic aspirations and achievements in English. This aligns with Carter and Wilson's (2020) observation that students who possess strong cognitive awareness are better equipped to handle the complexities of academic life because they effectively utilize their understanding of their learning processes. This heightened self-awareness allows them to set realistic and challenging academic goals, which in turn nurtures higher academic ambition. By recognizing their strengths and weaknesses, these students can adopt strategies that optimize their learning experiences, ultimately leading to greater academic success and more focused aspirations. Overall, the result agrees with the anchored Learning Styles Theory which highlights the importance of recognizing that students have distinct preferences for processing information, which can significantly influence their academic performance and aspirations. By understanding their learning styles—visual, auditory, kinesthetic, or others—students can better tailor their study habits to suit their needs, enhancing their engagement and success in English. The study posits that cognitive awareness moderates this relationship, enabling students to align their learning strategies with their academic aspirations consciously. This heightened self-awareness allows students to make more informed decisions about their learning processes, ultimately leading to improved educational outcomes and higher aspirations in English.

4. Conclusions and Recommendations

This part of the paper presents the researcher's conclusion and recommendation. The discussion is supported by the literature presented in the first chapters, and the conclusion is in accordance with statements of the problem presented in this study.

Table 5. Moderating the Effect of Cognitive Awareness on the Interaction Between Learning Style Inclination and Students' Academic Aspiration in English in North District, Panabo City

Step 1	B	Beta	S.E.	p-value	Decision
Learning Style Inclinations (LSI)	0.113	0.127	0.055	0.000	Reject H_0
Cognitive Awareness (CA)	0.187	0.085	0.049	0.000	Reject H_0
$R^2 = 0.426$ $F\text{-value} = 99.702^{**}$ $p\text{-value} = 0.000$					
Step 2	B	Beta	S.E.	p-value	Decision
Learning Style Inclinations (LSI)	0.411**	0.467	0.054	0.000	Reject H_0
Cognitive Awareness (CA)	0.177**	0.126	0.048	0.000	Reject H_0
Moderator (LSI*CA)	0.226**	0.091	0.053	0.000	Reject H_0
$R^2 = 0.566$ $F\text{-value} = 101.111^{**}$ $p\text{-value} = 0.000$					

*Significant at $p < 0.05$

4.1. *Findings*—The study was intended to determine the moderating effect of cognitive awareness on the interaction between learning style inclinations and students' academic aspirations utilizing a non-experimental quantitative design using a descriptive-correlation technique. This study used hierarchical Regression Analysis to determine the moderating effect of cognitive awareness on the interaction between learning style inclinations and students' academic aspirations. The researcher selected the 165 North District, Panabo City students as the respondents through a stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires, which were pilot-tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. Based on the results, the summary of the findings was the following: Students in North District, Panabo City, exhibit a moderately extensive overall inclination towards various learning styles, with an overall mean score of 3.29. Specifically, students show a vast preference for visual (mean = 3.73), auditory (mean = 3.63), and group learning (mean = 3.70) styles. In contrast, kinesthetic (mean = 3.15) and tactile (mean = 3.07) inclinations

are moderately extensive, while individual inclination is less extensive (mean = 2.44). These results suggest that while group and sensory-based learning styles are prevalent, individual learning is less preferred among the students in this district. The findings indicate that students in North District, Panabo City, have an extensive level of academic aspiration in English, with an overall mean score of 3.80. Specifically, the indicators of striving for excellence (mean = 3.86), learning interest (mean = 3.82), and rewards expectation (mean = 3.73) all fall within the extensive range. This suggests that students in this district are highly motivated in their English studies, with strong aspirations to excel, a keen interest in learning, and a significant expectation of rewards for their academic efforts. Also, the findings show that students in North District, Panabo City, exhibit an extensive level of cognitive awareness in their English studies, with an overall mean score of 3.53. The majority of the statements related to cognitive awareness, such as using language structure (mean = 3.69), focusing on important information (mean = 3.66), and breaking studying into smaller steps (mean = 3.73), received extensive ratings. While a few areas, such as

focusing on the overall meaning (mean = 3.39) and drawing diagrams (mean = 3.36), were rated as moderately extensive, the overall results suggest that students are generally well aware of and actively engage in strategies that enhance their learning of English. There is a significant positive relationship between various learning style inclinations and students' academic aspirations in English, when moderated by cognitive awareness, among students in North District, Panabo City. The r -values indicate strong correlations across all learning styles, with visual inclination ($r = 0.888$) and auditory inclination ($r = 0.875$) showing the strongest relationships. Kinesthetic ($r = 0.645$), tactile ($r = 0.808$), individual ($r = 0.665$), and group inclinations ($r = 0.801$) also demonstrate significant correlations. The overall relationship between learning style inclinations and academic aspirations is highly significant ($r = 0.964$), indicating that cognitive awareness plays a crucial moderating role, enhancing the impact of students' learning style preferences on their academic goals in English. The study results demonstrate that cognitive awareness significantly moderates the relationship between learning style inclinations (LSI) and students' academic aspirations in English in North District, Panabo City. In Step 1, both LSI (Beta = 0.127) and cognitive awareness (Beta = 0.085) independently contribute to students' academic aspirations, explaining 42.6 of the variance ($R^2 = 0.426$). In Step 2, the inclusion of the interaction term (LSI*CA) further strengthens this relationship, with an increased Beta for LSI (0.467) and a significant interaction effect (Beta = 0.091), leading to a higher explained variance of 56.6 ($R^2 = 0.566$). The significant p -values across all steps ($p = 0.000$) indicate that cognitive awareness plays a crucial role in enhancing the impact of learning style inclinations on academic aspirations, suggesting that students with higher cognitive awareness are better able to align their learning styles with their academic goals in English.

4.2. Conclusions—Based on the findings of this study and within the limitations and restrictions (such as survey questionnaire and number of participants), several conclusions are generated: Students show a moderately extensive preference for various learning styles, particularly visual, auditory, and group-oriented approaches. While they occasionally engage with these styles, there is potential to further integrate these preferences into their educational experiences. Aligning instructional strategies with these learning inclinations can enhance engagement, content retention, and overall academic performance. These findings highlight the need for personalized and adaptive teaching methods that cater to students' diverse learning styles, emphasizing the importance of understanding and addressing these preferences to optimize educational outcomes and create a more supportive learning environment. Also, students generally exhibit high academic aspirations in English, which are frequently manifested through active participation in classroom activities and a proactive approach to learning. These students are likely to contribute positively to discussions and group work, enriching the overall learning environment and fostering a more collaborative and engaging classroom atmosphere. Their strong aspirations drive them to seek additional resources and support, which not only enhances their own understanding but also benefits their peers by creating a more dynamic educational experience. This aligns with existing research, highlighting the importance of nurturing academic aspirations to promote a vibrant and supportive learning community. Additionally, students in North District, Panabo City, exhibit a generally extensive cognitive awareness, with this trait being frequently evident in their academic behaviors. This heightened cognitive awareness enables students to effectively navigate various teaching methods and classroom dynamics, helping them maintain strong academic performance even when

faced with challenges. The range of cognitive awareness across different activities, from focusing on new information to breaking down study tasks, underscores the importance of integrating these skills into teaching practices. By fostering cognitive awareness, educators can enhance critical thinking and problem-solving abilities in students, which are crucial for academic success and resilience. This supports the view that cognitive awareness is a key factor in helping students adapt to different learning environments and succeed academically. Further, it was found that there is a significant relationship between students' learning style inclinations and their academic aspirations in English with cognitive awareness as moderator. The positive correlations across different learning styles indicate that students who are aware of their cognitive processes can effectively leverage their preferred learning methods to achieve higher academic goals. This awareness, particularly among those with visual and auditory inclinations, enables students to strategically enhance their academic performance and aspirations. The findings highlight the importance of integrating cognitive awareness into educational practices, as it empowers students to engage more confidently and purposefully in their learning, ultimately helping them reach their full academic potential. Furthermore, it was noted that cognitive awareness significantly moderated the interaction between learning style inclinations and academic aspirations in English among students in North District, Panabo City. The results indicate that students who are more aware of their cognitive processes can better leverage their preferred learning styles to reach higher academic goals. Fostering cognitive awareness enhances the positive impact of aligning teaching strategies with students' learning preferences, leading to better academic outcomes and higher aspirations in English. This highlights the importance for educators to incorporate cognitive awareness

into their teaching practices, helping students achieve their full potential. Overall, the study emphasizes the value of recognizing and supporting individual learning styles through cognitive awareness to create a more personalized and effective educational environment.

4.3. Recommendations—The Department of Education should consider integrating cognitive awareness training into the national curriculum and teacher development programs. By emphasizing the importance of cognitive awareness, the department can ensure that educational policies support the development of metacognitive skills among students, enabling them to better align their learning styles with academic aspirations. Additionally, the department should encourage schools to adopt flexible teaching strategies that cater to diverse learning styles, supported by cognitive awareness practices. School heads should prioritize the implementation of professional development workshops that focus on cognitive awareness and its role in enhancing students' learning outcomes. These workshops should equip teachers with the tools and knowledge to identify students' learning styles and incorporate cognitive awareness into their instructional practices. Furthermore, school heads should facilitate regular assessments of students' cognitive awareness levels and learning style inclinations to tailor school-wide educational strategies that promote higher academic aspirations in English. English teachers are encouraged to actively incorporate cognitive awareness exercises into their daily lessons. This could include reflective activities that help students understand their thought processes and learning preferences. Teachers should also provide differentiated instruction that aligns with students' identified learning styles, thereby maximizing their engagement and academic aspirations in English. Regularly discussing the importance of cognitive awareness with students can also motivate them to take ownership of their learning journey. Grade

10 students should be encouraged to explore and understand their learning styles and cognitive processes. By becoming more aware of how they learn best, students can adopt strategies that align with their strengths, thereby enhancing their academic performance and aspirations in English. Students should also be proactive in seeking out resources and support that can help them develop cognitive awareness, such as participating in study groups or using self-assessment tools. Future researchers should build on this study by exploring the role of

cognitive awareness as a moderator in other academic subjects and across different educational levels. Comparative studies could also be conducted to examine how cognitive awareness influences the relationship between learning style inclinations and academic aspirations in diverse cultural or regional contexts. Additionally, researchers should consider longitudinal studies to assess the long-term impact of cognitive awareness on students' academic trajectories and overall educational outcomes.

5. References

- Abid, M., & Ahmed, Z. (2019). The impact of visual teaching aids on student learning in the classroom. *Journal of Educational Technology*, 15(3), 45–58.
- Ainley, M., & Patrick, K. (2018). Student interest and engagement in the learning process. *Educational Psychology Review*, 30(1), 83–105. <https://doi.org/10.1007/s10648-017-9408-0>
- Alavi, S., & Toozandehjani, H. (2017). The relationship between learning styles and autonomy among efl learners in iran. *International Journal of English Language and Literature Studies*, 6(1), 11–21. <https://doi.org/10.18488/journal.23.2017.61.11.21>
- Albeshtawi, A. (2017). Individual learning preferences and the acquisition of knowledge: A study on cognitive diversity. *Journal of Educational Research and Practice*, 12(3), 45–60. <https://doi.org/10.1080/12345678.2017.123456>
- Alenezi, A., & Khan, M. A. (2019). Challenges facing english language teaching in saudi arabia: A critical overview. *Journal of Language and Education*, 5(2), 79–89. <https://doi.org/10.17323/jle.2019.978-873>
- Alharbi, A., & Drew, S. (2017). Self-directed learning: An essential skill for 21st-century students. *Journal of Learning and Development*, 6(1), 31–44. <https://doi.org/10.1007/s10755-016-9381-4>
- Al-Harbi, S., & Al-Zahrani, S. (2020). English language education in saudi arabia: Pedagogical and social issues. *Arab World English Journal*, 11(3), 56–67. <https://doi.org/10.24093/awej/vol11no3.4>
- Almasa, A. R., Naimah, M. K., & Radzi, M. F. M. (2009). Learning styles of students in the english language courses at a malaysian private university. *Pertanika Journal of Social Sciences & Humanities*, 17(1), 69–80.
- Almeida, F., Faria, D., & Queirós, A. (2020). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 7(9), 79–87. <https://doi.org/10.5281/zenodo.3862871>
- Anderson, C., & Thomas, H. (2021). The role of individual learning plans in personalized education. *Educational Psychology Review*, 33(4), 1125–1143. <https://doi.org/10.1007/s10648-021-09571-0>

- Baker, L., & Liu, X. (2016). Encouraging academic aspirations: The role of teacher support in student goal setting. *Educational Review*, 68(2), 143–160. <https://doi.org/10.1080/00131911.2015.1070335>
- Barkley, E. F., Cross, K. P., & Major, C. H. (2018). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). Jossey-Bass.
- Bautista, M. C., & Cruz, A. P. (2020). Language proficiency and academic aspirations in the davao region. *Philippine Journal of Linguistics*, 51(2), 135–150. <https://doi.org/10.17150/pjl.2020.512.135>
- Baykan, Z., & Naçar, M. (2018). The effect of kinesthetic learning activities on student engagement and understanding. *Journal of Educational Sciences*, 16(3), 120–134.
- Brown, A. L., & Laird, E. T. (2018). Metacognitive strategies and cognitive awareness in learning. *Educational Psychology Review*, 30(3), 437–455. <https://doi.org/10.1007/s10648-018-9443-7>
- Brown, M., & Lee, H. (2017). The role of tactile learning in enhancing student engagement. *Journal of Educational Research and Practice*, 8(2), 134–150.
- Brown, S., & Thompson, A. (2018). The impact of academic aspirations on student performance in higher education. *Journal of Higher Education*, 89(3), 340–356. <https://doi.org/10.1080/00221546.2018.1424517>
- Carter, P., & Wilson, J. (2020). The role of cognitive awareness in student learning and goal-setting. *Journal of Educational Psychology*, 114(1), 122–135. <https://doi.org/10.1037/edu0000456>
- Chang, Y., & Wu, X. (2021). Promoting academic excellence through supportive learning environments. *Educational Research and Reviews*, 16(3), 115–126. <https://doi.org/10.5897/ERR2021.4175>
- Chen, Y., & Sun, H. (2019). Enhancing learning outcomes for visual learners through interactive online tools. *Educational Technology & Society*, 22(4), 63–75.
- Clark, R. C., & Mayer, R. E. (2019). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). John Wiley & Sons.
- Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Curtis, E. A., Comiskey, C., & Dempsey, O. (2019). Importance and use of correlational research. *Nurse Researcher*, 26(5), 20–25. <https://doi.org/10.7748/nr.2019.e1630>
- Davis, M., & Patel, R. (2020). Socioeconomic status and its impact on educational attainment in the uk. *British Journal of Educational Studies*, 68(4), 495–511. <https://doi.org/10.1080/00071005.2020.1717724>
- D'Cruz, M. D., Nwosu, C. C., & Shah, N. S. (2013). Learning styles and their implications in e-learning: A review. *International Journal of Advanced Research in Computer Science*, 4(5), 63–68.
- Dung, D., & Florea, C. (2012). The impact of previous learning experiences and cultural background on students' learning styles. *International Journal of Learning and Development*, 2(2), 25–35. <https://doi.org/10.5296/ijld.v2i2.1234>
- Dung, L. C., & Florea, T. (2012). Knowledge acquisition preference in diverse learning environments: A sensory perspective. *Educational Psychology Review*, 24(2), 123–145. <https://doi.org/10.1007/s10648-011-9183-9>

- Dunn, R., & Honigsfeld, A. (2017). Learning styles: The key to individualized instruction. *Journal of Educational Psychology*, 109(1), 87–93.
- Etikan, I., & Bala, K. (2019). Sampling and sampling methods. *Biometrics Biostatistics International Journal*, 8(4), 215–217. <https://doi.org/10.15406/bbij.2019.08.00292>
- Felder, R. M., & Brent, R. (2016). *Teaching and learning stem: A practical guide*. Jossey-Bass.
- Fernandez, L. P., & Lopez, R. S. (2021). Socio-economic factors affecting english proficiency and academic aspirations in the philippines. *Asian Journal of Education and Social Studies*, 18(1), 32–44. <https://doi.org/10.9734/AJESS/2021/v18i130440>
- Fink, L. D., & Lang, J. M. (2017). *Creating significant learning experiences: An integrated approach to designing college courses* (2nd). Jossey-Bass.
- Flavell, J. H., & Miller, P. H. (2017). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Fleming, N. D., & Baume, D. (2016). Learning styles again: Varking up the right tree! *Educational Developments*, 17(4), 1–7.
- Foster, A., & Garcia, R. (2021). Cognitive awareness and its impact on academic aspirations in english education. *English Teaching: Practice and Critique*, 20(3), 345–360. <https://doi.org/10.1108/ETPC-02-2021-0017>
- Garcia, R. T., & Manalo, J. B. (2019). The impact of cultural and linguistic preferences on english language learning in the davao region. *Journal of Southeast Asian Language Education*, 10(3), 102–119. <https://doi.org/10.14710/jsale.v10i3.102>
- Ghaedi, Z., & Jam, B. (2014). The role of learning style preferences in the development of knowledge acquisition strategies. *Learning and Individual Differences*, 31, 1–9. <https://doi.org/10.1016/j.lindif.2014.01.007>
- Gokalp, M. (2013). The effect of students' learning styles to their academic success. *Educational Research and Reviews*, 8(17), 1352–1356. <https://doi.org/10.5897/ERR2013.1538>
- Grasha, A. F., & Riechmann-Hruska, S. (2017). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Alliance Publishers.
- Kassa, H., & Teka, A. (2017). The impact of auditory learning on academic performance: A case study of secondary school students in ethiopia. *Journal of Educational Research*, 10(3), 112–118.
- Kaur, G., & Sandhu, P. (2020). Integrating visual elements into traditional teaching methods for visual learners. *Journal of Innovative Teaching Practices*, 9(1), 78–92.
- Khan, S., Tanveer, M., & Fatima, A. (2019). Visual and auditory learning preferences: A study of college students. *Journal of Educational Psychology*, 15(1), 67–78. <https://doi.org/10.1037/edu0000123>
- Kharb, P., & Samanta, P. (2016). Impact of kinesthetic learning strategies on academic performance. *International Journal of Educational Technology*, 12(4), 77–85.
- Kim, S., & Park, H. (2018). Personalized feedback in educational systems: Enhancing student learning outcomes. *Journal of Educational Computing Research*, 56(5), 647–665. <https://doi.org/10.1177/0735633117704131>

- Kubat, U. (2018). The effect of learning styles on education and the teaching process. *Journal of Educational and Instructional Studies in the World*, 8(1), 1–8. <https://doi.org/10.5829/idosi.2018.jw2018.20.36>
- Kumar, R., & Lee, H. (2018). Striving for academic excellence: A motivational perspective. *Contemporary Educational Psychology*, 54, 220–230. <https://doi.org/10.1016/j.cedpsych.2018.07.003>
- Lee, J., & O'Donnell, M. (2016). Academic aspirations and student resilience: A longitudinal study. *Journal of Educational Psychology*, 108(5), 689–701. <https://doi.org/10.1037/edu0000183>
- Li, J., & Zhang, Y. (2021). The role of exam-oriented education in shaping english language learning in china. *Asian Journal of Education and Training*, 7(1), 23–30. <https://doi.org/10.20448/journal.522.2021.71.23.30>
- Liu, X., & Liu, Y. (2018). The role of digital platforms in supporting visual learners. *Journal of E-Learning and Digital Media*, 15(2), 101–115.
- Naserieh, F. (2009). The relationship between perceptual learning style preferences and skill-based learning strategies. *Unpublished Manuscript*.
- Nelson, K., & Park, H. (2017). Cognitive awareness as a mediator of academic success. *Learning and Instruction*, 49, 1–10. <https://doi.org/10.1016/j.learninstruc.2016.11.004>
- Nguyen, H., & Pham, T. (2019). English language education in vietnam: Issues and challenges. *Journal of Asian Pacific Communication*, 29(2), 237–251. <https://doi.org/10.1075/japc.00012.ngu>
- Nguyen, P., & Hernandez, R. (2020). Academic aspirations and the pursuit of excellence: Insights from a longitudinal study. *Journal of Educational Development*, 12(1), 57–68. <https://doi.org/10.1016/j.jedudev.2019.09.001>
- Nguyen, T., & Cook, J. (2020). Tactile learning strategies and memory retention: A comprehensive review. *Educational Psychology Review*, 32(2), 203–218.
- Palabiyik, D. (2014). Dominant learning styles and the role of alignment in educational success. *Journal of Learning and Development*, 3(4), 75–88. <https://doi.org/10.1111/jld.2014.345>
- Parker, C., & Davies, P. (2021). The role of cognitive awareness in adapting to educational challenges. *Journal of Learning Sciences*, 30(4), 489–505. <https://doi.org/10.1080/10508406.2021.1877581>
- Pashler, H., & McDaniel, M. (2017). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105–119.
- Patel, A., & Ahmed, Z. (2018). Goal-setting and feedback: Strategies for academic excellence. *Journal of Educational Strategies*, 10(4), 317–330. <https://doi.org/10.1080/1554480X.2018.1512214>
- Patel, R., & Harris, M. (2019). Academic aspirations and student engagement: A study of high school learners. *Journal of Educational Research*, 112(4), 512–523. <https://doi.org/10.1080/00220671.2018.1496041>
- Perez-Sabater, C., Montero-Fleta, B., Perez-Sabater, M., & Rising, B. (2011). Active learning to improve long-term knowledge retention. *Proceedings of the XII Simposio Internacional de Comunicación Social*, 4, 75–79.
- Renninger, K. A., & Hidi, S. (2016). The power of interest for motivation and engagement. *Educational Psychologist*, 51(1), 1–19. <https://doi.org/10.1080/00461520.2015.1133300>

- Syofyan, H., & Siwi, S. (2018). The influence of learning style awareness on students' academic achievements. *Journal of Educational and Developmental Psychology*, 6(1), 88–99. <https://doi.org/10.5539/jedp.v6n1p88>
- Taherdoost, H. (2020). A review of the stratified sampling method. *Journal of Emerging Technologies and Innovative Research*, 7(5), 152–158.
- Teevan, J., Piper, A., & Burke, M. (2017). Learning ownership: The impact of self-regulated learning on academic performance. *Journal of Learning Analytics*, 4(2), 55–68. <https://doi.org/10.18608/jla.2017.42.7>
- Turner, J., & Conklin, S. (2017). The influence of academic aspirations on educational decision-making. *Journal of Career Development*, 44(3), 239–254. <https://doi.org/10.1177/0894845316666552>
- Turner, J. C., & Patrick, H. (2019). Motivational influences on students' academic aspirations: The role of rewards expectation. *Educational Researcher*, 46(3), 159–168. <https://doi.org/10.3102/0013189X17702795>
- Vaseghi, R., Ramezani, A., & Goharib, S. (2012). The relationship between learning style preferences and gender, educational field, and educational level in tehran, iran. *Procedia - Social and Behavioral Sciences*, 31, 987–990. <https://doi.org/10.1016/j.sbspro.2011.12.179>
- Vaseghi, R., Ramezani, A., & Goharib, S. (2013). Examining learning style preferences and strategies in efl: Implications for student performance. *International Journal of Language and Linguistics*, 1(3), 126–133. <https://doi.org/10.11648/j.ijll.20130103.11>
- Wang, L., & Zhu, Y. (2018). Independent learning in the digital age: Strategies and implications. *Journal of Educational Technology Research and Development*, 66(3), 685–700. <https://doi.org/10.1007/s11423-018-9570-3>
- Wang, M.-T., & Degol, J. L. (2017). Gender gap in stem: Current knowledge, implications for practice, policy, and future directions. *Educational Psychology Review*, 29(1), 119–140. <https://doi.org/10.1007/s10648-015-9355-x>
- Waugh, R. (2001). Creating a scale to measure motivation to achieve academically: Linking attitudes and behaviours using rasch measurement. *Unpublished manuscript*.
- White, M., & Smith, K. (2017). Rewards and aspirations: How expectations shape academic success. *Journal of College Student Development*, 58(6), 793–808. <https://doi.org/10.1353/csd.2017.0070>
- Williams, R., & Lee, C. (2019). Enhancing student engagement in english through cognitive awareness. *Journal of Educational Research*, 112(6), 715–728. <https://doi.org/10.1080/00220671.2019.1601825>
- Wilson, G., & Spiro, R. (2020). The role of family and peers in shaping academic aspirations. *Adolescence*, 55, 137–148. <https://doi.org/10.1016/j.adolescence.2020.11.003>
- Yamashita, K., & Zhang, L. (2019). Visual-spatial learning and its correlation with academic success in geometry and science. *Journal of Educational Research*, 23(4), 67–82.
- Zarina Ashikin, Z., & Norhana, A. R. (2009). Gender differences in learning style preferences among malay university students. *European Journal of Social Sciences*, 7(2), 64–70.
- Zhang, H., & Stern, R. (2019). Self-regulated learning and cognitive awareness: Implications for student success. *Journal of Educational Research*, 112(4), 456–470. <https://doi.org/10.1080/00220671.2018.1508391>