

**BRAIN DOMINANCE, HANDEDNESS AND LEARNING
STYLE OF SELECTED 4th YEAR HIGH SCHOOL
STUDENTS IN PUBLIC SCHOOLS AT TRECE
MARTIRES CITY, CAVITE**

THESIS

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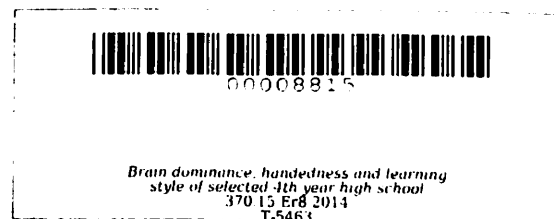
**College of Arts and Sciences
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**BRAIN DOMINANCE, HANDEDNESS AND LEARNING STYLE
OF SELECTED 4TH YEAR HIGH SCHOOL STUDENTS
IN PUBLIC SCHOOLS AT TRECE MARTIRES
CITY, CAVITE**

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ABSTRACT

ERSANDO, SHALOM G., AND MITU, MARIEL DANICA “Brain Dominance, Handedness and Learning Style of Selected 4th Year High School Students in Public Schools at Trece Martirez City, Cavite.” Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University, Indang Cavite. March 2014. Adviser: Mrs. Armi Grace B. Desingano, MA.

The study aimed to determine if there is a significant relationship between Brain Dominance, Handedness and Learning Style of selected fourth year high school students. Descriptive Correlational Design was used in this study. Stratified Random Sampling was used to select the participants. Slovin's formula was used to get the sample size of population. Brain Dominance Questionnaire by Mariani (1996) and Learning Style Questionnaire by Honey and Mumford (1992) adopted by Rosete (2009) were the instrument utilized and administered to selected fourth year high school students in Trece Martirez City, Cavite. Statistics used included frequency, percentage and chi-square.

The results revealed that most of the students were left brain dominant. Then most of the respondents were right handed. Majority of the respondents preferred reflector as their learning style. The study also found out that brain dominance and learning style have no significant relationship to handedness.

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MARTIRES CITY, CAVITE**

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INTRODUCTION

Learning style is the way in which each learner begins to concentrate on process, and retain new and difficult information (Dunn, et.al, 2010). Each person has their own learning style. The preferred learning style of a person affects the way they learn. It also changes the way individual recall information (overview of learning style, 2004).

Scientist gathered data on how both sides of the brain might be related to learning process. Students preferentially take in and process information in different ways. It has been determined that brain structure influences language structure acquisition. It has been shown that different hemispheres of the brain contain different perception avenues (Anderson, n.d). By involving more of the brain during learning, students remember more of what they have learnt.

Particularly, brain is divided into two parts: the left hemisphere and the right hemisphere. The left hemisphere is considered adept at tasks that involve logic, language,