MULTIPLE INTELLINGENCES OF TEACHERS IN SIERRA ISLANDS

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APPROVAL SHEET

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Manilyn A. Cabanag

DEDICATION

To my dearest husband,

RAMER L. CABANAG

And to my beloved son,

RAM YNZZO A. CABANAG

Thank you for always loving me and believing in me.

I know that you sacrificed the most.

I hope that this journey that you shared with me will inspire you to reach for the stars.

Mere words cannot express my love for both of you.

My wish for both of you is to always challenge yourselves.

This book is sincerely offered and dedicated with all my heart and love.

Manilyn

ABSTRACT

This study attempted to investigate the multiple intelligences of teachers in Sierra Islands during school year 2014-2015. The descriptive survey method was used in this study. It identified and described a particular condition in a given environment, as a reference point in planning and making appropriate educational decisions. In this study it assessed the multiple intelligences of a group elementary pupils as basis for the design and development of program and instructional materials/activities. About 15 or 42.90 percent of the teacher-respondents had undergone or had attended five and below number of trainings or seminars. This was followed by 12 or 34.30 percent of the teacher-respondents had attended 10-6 trainings or seminar. The highest number of trainings or seminars attended was between 30-21 by one or 2.90 percent of them. The mean number of trainings or seminars attended was eight with a standard deviation of six trainings or seminars attended. Most of the teacher-respondents were females at 25-28 years old, married, had been in service for five years and below, had earned graduate units, attended trainings/seminars for five times and below, engaged in cooking as their hobbies, and organizing events as their-curricular activities. It is recommended that teachers should also develop other intelligences to cater the pupils different learning styles. Literature cites than the teaching styles is directly related to their multiple intelligences. A similar study could be conducted to validate the result of the present study.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

For Filipinos, the school is a very important institution in molding the youth. The school plays a vital role in promoting and equipping every growing child, the knowledge and skills necessary to live productively, comfortably and harmoniously in a society that is becoming scientifically and technologically driven.

Every school aims for the development of human power and talents and the promotion of human life. It is important to every individual for his total development since it is the school which trains them for their gainful places in the society.

Complex factors have been identified that contribute to a successful education including selected curriculum, students' prior knowledge and home environment, resources and funding, nutrition, parental involvement and support, prescribed educational philosophy, and pedagogical practices (Wright, Horn, and Sanders, 1997:120).

Each factor affects student academic success, social maturation, and emotional development. While numerous variables influence student learning, research conducted by Sanders and Rivers (1996:1-5) clearly shows that the

teacher is often one of the most vital and influential variables in the educational and affective development for students.

Through the teachers, the school enriches a pupil's experiences by giving him formal lessons. At the elementary level, the child acquires basic education and prepares him to take on the challenge of higher levels of education, using their knowledge, skills and values acquired in school.

According to Stakes (2001:1065), the task of the teacher is to design lessons that will help learners become scientifically and technologically literate. But the problem is how can a teacher designs lessons that will cater pupils of diverse interests, backgrounds, intelligence and learning styles?

It is increasingly recognized that children's intelligence is multifaceted. Gardner (1999:24) suggested that beyond the two intelligences receiving most focus in educational settings—linguistic and mathematical—there are others that more fully define human intellectual capacity. The theory of multiple intelligences provides a unique view of human intelligence and allows for instructional materials and teaching strategies that is truly individualized embracing differentiation not homogenization.

Teachers differ in their abilities, accomplishments and personal and social qualities. The quality of instruction depends on the teaching competencies and personal characteristics of the teachers such as sense of honesty, diligence, self-discipline and sense of excellence.

Almost anyone who watches a teacher at work, even for a few minutes, forms an immediate, strong, unshakable impression of how effective the teacher is (Medley, 1983:1894).

Effective teaching may be evaluated in the teachers' role in creating a better society through improved attitudes and values of the students. The effective teacher is primarily concerned with what and how much the students learn to the best of their abilities. He feels rewarded and enjoys guiding and helping students to learn and acquire the skills, knowledge, attitudes, and values necessary for their developing self-concepts.

One of the main reasons some of the pupils fail to succeed is teachers make pupils learn in ways that are quite different from the ways they learn in the real world (Workman, 1995:19). Teachers should realize that each child concentrates, processes, absorbs, and remembers new and difficult information in various ways. If they learn in various ways and if there are many ways to be smart, then there must be many ways to teach. Therefore, teaching in more ways will result in reaching more pupils.

It is therefore necessary that teachers themselves must be aware of their own intelligences so that they will be able to design instructional activities that will address diversity in pupil learning, helping them expand their current teaching repertoire to include a broad range of methods, materials, and techniques for teaching a wider and more diverse range of learners. Hence, this research will be conducted. It is the belief of the researcher that knowing one's

multiple intelligences can aid teachers themselves effective ways to tap into pupils' developed intelligences to assist them in understanding the subject.

These observations cannot be a good basis for drawing conclusions because there were only few teachers observed. In view of these observations, the researcher's interest was attracted to undertake a study on Multiple Intelligences of Teachers in Sierra Islands, Catbalogan V District, City of Catbalogan.

Statement of the Problem

This study attempted to investigate the multiple intelligences of teachers in Sierra Islands during school year 2014-2015.

Specifically, the study sought answers the following questions:

1. What is the profile of the teacher-respondents with respect to the following variates:

   1.1 age;

   1.2 sex;

   1.3 civil status;

   1.4 educational background;

   1.5 number of years teaching;

   1.6 number of trainings/seminars attended;

   1.7 hobbies, and

   1.8 extra – curricular activities.

2. What are the multiple intelligences of the teacher-respondents in terms of:

2.1 Bodily/kinesthetic intelligence;

2.2 Existential intelligence;

2.3 Interpersonal intelligence;

2.4 Intrapersonal intelligence;

2.5 Logical/mathematical intelligence;

2.6 Musical intelligence;

2.7 Naturalist intelligence;

2.8 Verbal/linguistic intelligence, and

2.9 Visual/spatial intelligence?

3. Is there a significant relationship between teacher-respondents' multiple intelligences and their profile variates?

4. What is the level of performance of teacher-respondents based on their RPAST?

5. Is there a significant relationship between the level of performance of teacher-respondents and their multiple intelligences?

6. What implications for instructional redirection may be derived from the findings of their study?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between teacher-respondents' multiple intelligences and their profile variates.

2. There is no significant relationship between the level of performance of teacher-respondents and their multiple intelligences along:

2.1 Bodily/kinesthetic intelligence;

2.2 Existential intelligence;

2.3 Interpersonal intelligence;

2.4 Intrapersonal intelligence;

2.5 Logical/mathematical intelligence;

2.6 Musical intelligence;

2.7 Naturalist intelligence;

2.8 Verbal/linguistic intelligence, and

2.9 Visual/spatial intelligence.

Theoretical Framework

This study is anchored on Gardner's (1983) theory of Multiple Intelligences. The theory conceptualizes intelligence as consisting of several distinct intelligences rather than a singular cognitive capacity. According to the theory there are nine intelligences - bodily/kinesthetic, existential, interpersonal, intrapersonal, logical/mathematical, musical, naturalist, verbal/linguistic, and visual/spatial. Multiple Intelligences celebrates the uniqueness and diversity of individuals.

Gardner suggests the need for a broader view of the human mind and of human learning than what currently exists. Multiple Intelligences holds that every learner is smart not just in one or two ways but in many. He believes teachers must attempt to reach all learners and develop their diverse intelligences. Moreover, teachers need to teach in a variety of ways which provide varied learning experiences for students.

Gardner's theory of multiple intelligences (MI) and its application to education has significantly impacted the way in which educators view their students and approach instruction (Ormond, 2001:89). Since the release of the theory, many educators have embraced this model of intelligence because of its implications for instructional practices.

The framework of MI supports teachers in the use of learner-centered approaches, and advocates the use of a variety of instructional practices to reach a wide array of learners. It provides teachers with a language or vocabulary to perceive, articulate, and address diversity in student learning, helping them expand their current teaching repertoire to include a broad range of methods, materials, and techniques for teaching a wider and more diverse range of learners. To achieve this, teachers must be aware of their multiple intelligences.

For teachers to apply various teaching methods for the various Multiple Intelligences, they must have a valid and reliable way to identify their own Multiple Intelligences.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. At its base are the teacher-respondents and research environment of the study, elementary school teachers of Sierra Islands (Figure 1) during the school year 2014-2015.

The base frame is connected by an arrow to a bigger frame above it. The whole frame encloses three boxes representing the research variables wherein the left box contains the respondents' profile such as age, sex, civil status, number of years in teaching, educational background, number of trainings attended for the last three years, hobbies and extra-curricular activities. The box at the center represents the multiple intelligences of the teacher-respondents while the box at the right side represents their performance rating based on Revised Performance Appraisal System for Teachers (RPAST).

Moreover, the center box is connected by double-headed arrows implying correlational analyses, that is the study correlated teacher-respondents' multiple intelligences to the personal variates and their Revised Performance Appraisal System for Teachers (RPAST).

The big frame is again connected to a higher box representing the findings and recommendations of the study. The same box is connected downward to the feedback mechanism of the study and again upward to the main goal of the study which is to improved teacher's performance that considers multiple intelligences.

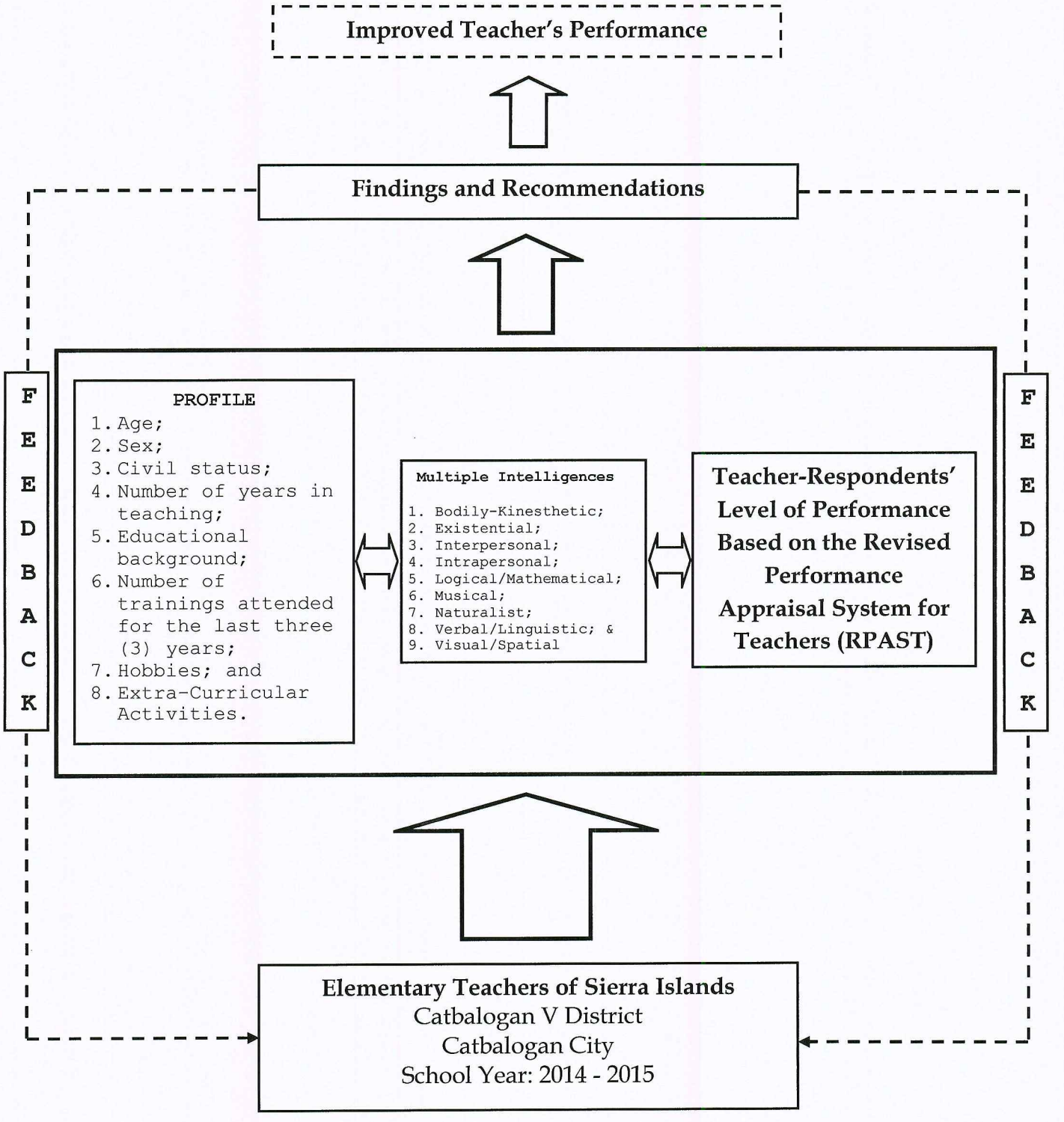

Figure 1. Conceptual Framework of the Study

Significance of the Study

The result of the study would be a great help to the following stakeholders.

To Elementary Teachers of Sierra Islands. Guided by the results of the study, they would be ready and willing to exert efforts in enhancing instructional practices by employing different strategies to enhance and multiple intelligences of their pupils. The study would identify the weaknesses and strengths of teachers.

To Pupils. The result of the study would benefits the pupils since they would be exposed to varied teaching approaches that would develop their multiple intelligences. The study will provide assistance to increase opportunities for intellectual growth, social and emotional development and academic/vocational achievement since they would be exposed to varied teaching approaches that would develop their multiple intelligences.

To School Administrators. The findings of the study would enhance better atmosphere in the school. Likewise, the findings in this study would help make the administrators aware that multiple intelligences influence pupils. Administrators therefore, understand that teachers used to be exposed to seminars/workshops about multiple intelligences within the context of objectivity and fairness to maintain the morale of the teachers.

To Dep-Ed Officials. The study would furnish the Dep-Ed Officials reliable data to determine the strengths and weaknesses of a teacher and thereby give the teacher a sense of direction. Furthermore, the study would induce the Dep-Ed Officials in securing the cooperation of teachers.

To the Community. The information derived from the study would be used as a basis for needing the full cooperation of the parents, the public-at-large, government, and other societal agencies in the teacher's role of developing pupils into productive and effective citizens of the community.

To Future Researchers. The findings of the study would provide the insights for future studies to consider other variables where the present study had not included.

Scope and Delimitation

The study focused on the Multiple Intelligences of Elementary Teachers of Sierra Islands, Catbalogan V District, Catbalogan City for the school year 2014 - 2015. Moreover, the study will delimited the main variables where it focused only in describing the nine multiple intelligences of teacher-respondents such as bodily/kinesthetic, existential, interpersonal, intrapersonal, logical/ mathematical, musical, naturalist, verbal/linguistic, and visual/spatial as to their profile variates in terms of age, sex, civil status, number of years teaching, educational background, number of trainings/seminars attended for the last three years, hobbies and extra-curricular activities and to their latest Revised

Performance Appraisal System for Teachers (RPAST) based on the three areas such as instructional competence; professional and personal characteristics; and punctuality and attendance.

The subjects of study were public elementary school teachers of Sierra Islands. Sierra Islands is located in Catbalogan City. Sierra Islands is composed of seven islets namely: Bagongon, Bulu-an, Cagutsan, Canhawan, Cinco, Mombon and Rama. The mode of transportation is through motorboat. All the 35 teachers (five teachers from Bagongon, four teachers from Bulu-an, seven teachers from Cagutsan, three teachers from Canhawan, five teachers from Cinco, four from Mombon and eight teachers from Rama) were taken as respondents.

The study was conducted during the school year 2014 - 2015.

Definition of Terms

For better understanding of this study, the following terms are hereby defined conceptually as well as operationally.

Bodily/Kinesthetic Intelligence. Refers to the proficiency of using the entire body to express ideas and feelings and the competence of using the body to produce or transform things (Gardner, 1983: 205). In this study, it refers to the capacity of the teacher-respondents to use the whole body or parts of their body (hands, fingers, arms) to solve a problem, make something, or put on some kind of production.

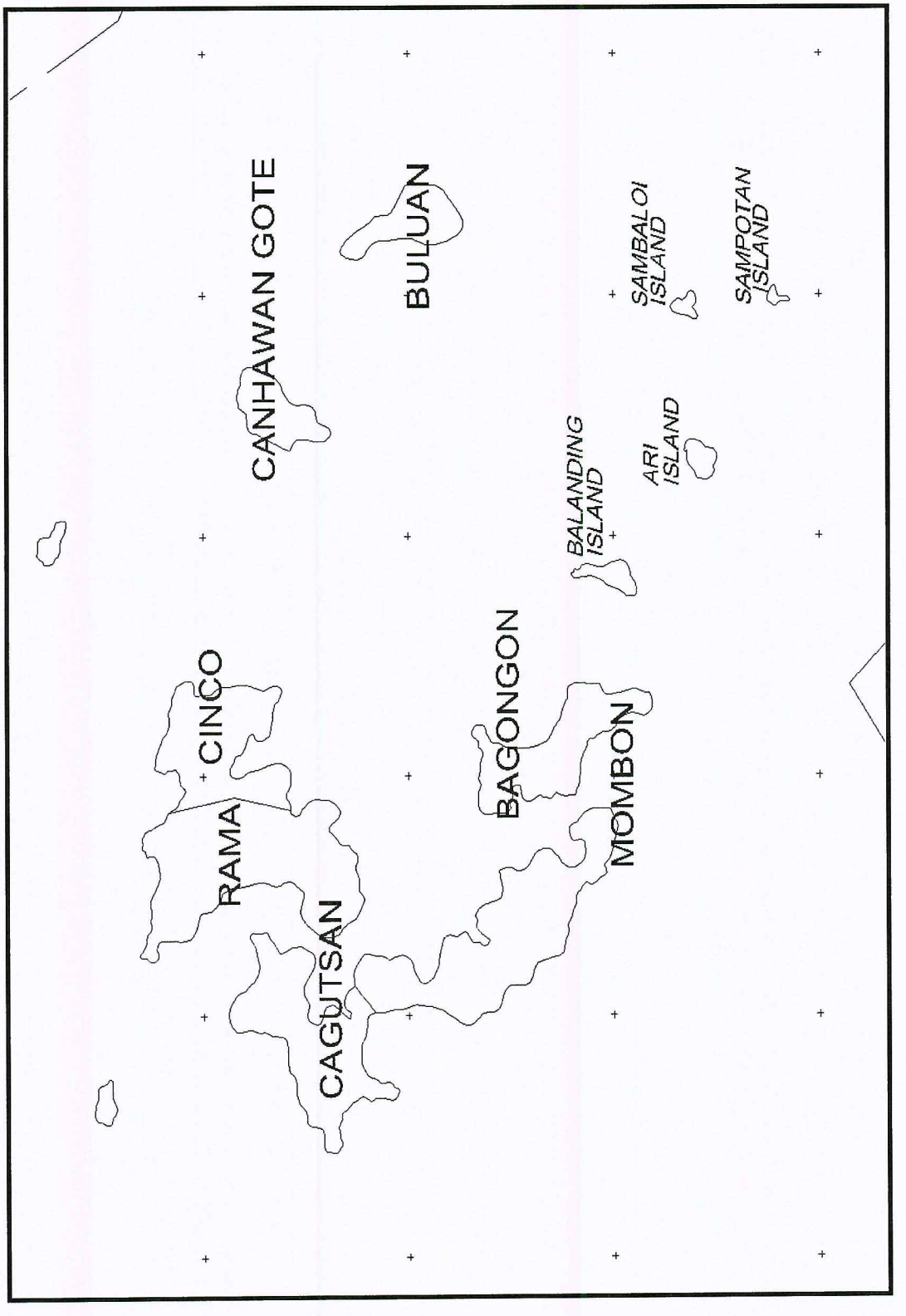

Figure 2. Map of Sierra Islands

Existential Intelligence. Refers to the appreciation of spirituality and understanding questions about life which relates to exploring human existence in the universe (http://surfaquarium.com/MIinvent.htm.). In this study, it refers to the teacher-respondents understanding, connecting to real world and applications of new learning.

Extra - Curricular Activities. The term refers to the activities of the students that are outside the official classroom activities but are designed to help in the total development of the students (Calderon & Gonzales, 1993: 58). In this study, it refers to the teacher-respondents outdoor activities.

Hobbies. The word is a regular activity done for pleasure - typically during leisure - e.g., collecting themed items and objects, engaging in creative and artistic pursuits, playing sports http://en.wikipedia.org/wiki/Hobby. In this study, it refers to activity of the teacher-respondents being done every day.

Intelligence. Refers to the bio-psychological potential of an individual to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture (Gardner, 1999: 33). In this study, it refers to the ability of teacher-respondents to perceive logical relationship and use one's knowledge to solve problems.

Interpersonal Intelligence. Refers to the proficiency of an individuals in perceiving the moods, aims, motivations, and emotions of others (Gardner, 1983: 237). In this study, it refers to the ability of the teacher-respondents to understand other people.

Intrapersonal Intelligence. This term means having a positive self-concept and life direction which is intrinsically grounded and also the competency in knowing oneself and acting to modify oneself based on that knowledge (Gardner, 1983: 276). In this study, it refers to the teacher-respondents understanding of oneselves; knowing who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to gravitate toward.

Logical - Mathematical Intelligence. This involves the elevated skill of manipulating and understanding numbers and the ability to reason effectively (Gardner, 1983: 128). In this study, it is the ability of the teacher-respondents to learn through reasoning and problem solving.

Musical Intelligence. It is the ability to appreciate, distinguish, compose, and perform in various musical forms (Gardner, 1983: 99-127). In this study, it refers to the capacity of the teacher-respondents to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them.

Naturalistic Intelligence. Refers to the ability to appreciate, categorize, classify, explain, and connect to things encountered in nature (Gardner, 1999: 115). In this study, it refers to the ability of the teacher-respondents to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations).

Revised Performance Appraisal System for Teachers (RPAST). It is an emphasis on the concept of a performance and demands the employment of new

approaches to evaluation which measure knowledge and abilities in use, rather than in the abstract http://webcache.googleusercontent.com/search?q=cache:xb7HiBdBeawJ:www.ccs.k12.va.us/uploads/system_forms/Teacher%2520Evaluation1.pdf+&cd=8&hl=en&ct=clnk&gl=ph. In this study, it refers to the teacher-respondents to performance in his/her role as a teacher.

Teacher's Performance. It refers to the behavior of a teacher with a class (both inside and outside the classroom). It is a product of the interaction between certain teacher characteristics and the teaching situation. It is often used as basis from which teaching effectiveness can be inferred (Donald M. Medley, "Teacher Effectiveness" Encyclopedia of Educational Research. Vol. 1983: 1895). In this study, it is the actual accomplishment as distinguished from potential ability.

Verbal/Linguistic Intelligence. The term refers to the ability to understand, use, and manipulate written or spoken words productively (Gardner, 1983:73). In this study, it refers to the teacher-respondents capacity to use language to express what's on their mind and to understand other people.

Visual/Spatial Intelligence. It is the ability to see an image or situation and quickly assess areas that could be changed to transform or improve the appearance (Gardner, 1983:170). In this study, it refers to the teacher-respondents capacity to think in images and pictures, to visualize accurately and abstractly.

Chapter 2

RELATED LITERATURE AND STUDIES

An extensive study of related literature and studies were conducted to strengthen and provide the researcher with the informal background of the study. Some journals, compiled readings, books, thesis and other related studies were referred to and serve as guide in the conduct of the study.

Related Literature

Gardner (1999:29) proposes at least eight different kinds of intelligences: linguistic, logical-mathematical, musical, bodily kinesthetic, spatial, intrapersonal, interpersonal, and naturalistic.

Linguistic intelligence is described as the ability to use written and spoken language. Logical-mathematical intelligence is the aptitude to analyze and manipulate numbers and perform complex mathematical functions. Musical intelligence is the capacity to be sensitive to tone, pitch, rhythm and patterns. Bodily-kinesthetic intelligence refers to the ability to use the parts or whole of one's body. Spatial intelligence is the capacity to manipulate the patterns in wide space (for example, by pilot and navigators), as well as patterns in confined areas (for example, by surgeons, architects, and chess players). Interpersonal intelligence refers to the capability to understand and work well with people. Intrapersonal intelligence refers to the capability to understand oneself and

recognize one's desires and fears and to utilize these to manage one's life. Naturalistic intelligence is the ability to understand and discriminate between elements of nature such as plants, animals, and rocks.

Because Multiple Intelligence theory was intended for psychologists, Gardner (1996:56) had very little to say regarding its application to education and the classroom in his original publication. Yet, its introduction in 1983 generated considerable interest in the educational community, and it has since been widely received by many educators who are aware of the many "smarts" their students bring to the classroom (Kallenbach and Vein, 2001:250). Teachers are drawn to Multiple Intelligence theory because it provides a language that allows them to articulate individual differences among an array of students.

Gardner (1999:20) claimed that MI theory is a tool that can make a significant contribution towards educational reform, the goal of which is to help schools teach for understanding rather than relying on rote memorization. Gardner cautions that it is possible to apply MI theory to an incongruent goal. For example, using the MI theory to memorize information via the eight different intelligences and having the students recall it a month later will not fulfill the goal of teaching for understanding. He wants to ensure that the information learned in class is worth remembering and that it can be applied to new situations and in meaningful ways.

Gardner proposes that all individuals possess and exhibit these eight intelligences in varying amounts and combine them for use in personal and

idiosyncratic ways, exerting a profound effect upon a child as a student (Kornhaber, 2003:95). Regarding classroom application, the selection of an appropriate entry point (a story, image, or hands-on activity) when encountering new materials should be related to a given student's individual strengths regarding different intelligences.

For example, to address two different intelligences, a teacher could use a narrational and quantitative-logical entry point when approaching a topic. An awareness of these various forms of entry points can help a teacher introduce new materials in ways which can be easily grasped by a range of students, who, in turn, explore other entry points, and develop multiple perspectives that allow them to understand the same material in multiple ways.

However, based on Gardner's position that educators are in the best position to determine the uses of MI theory, there is currently no single educational approach based solely on this theory. Gardner does not recommend that educators teach all concepts or subjects using all the intelligences, nor does he recommend the grading of intelligences without regard to context or content. His focus, rather, has been on the utilization of intelligences for learning rather than for assessing each child's intelligences.

According to Gardner (1999:56), constructivism, in which the mind is viewed as an active, sense-making entity, multiple representations of intelligences, individual differences, and the challenge of altering early representations are all responsible for learning. MI theory is grounded in an

eclectic approach to teaching and learning and borrows from behaviorism, constructivism and the cognitive framework to posit human learning as complex and diverse.

To illustrate an eclectic approach to teaching and learning, Armstrong (2004:150) argued that, while MI teachers use all of the traditional instructional methods such as lecturing and writing on the blackboard, they also draw pictures on the blackboard and show videotapes to illustrate a concept. Multiple Intelligence teachers might also play music or tell a story to set the stage for an objective, to make a point, or to provide an appropriate environment for study. Multiple Intelligence teachers also provide hands on activities, have students interacting with each other in groups, plan time for students to self-reflect, and link learning with personal experiences.

Armstrong (2004:153) explained that such Multiple Intelligence principles can be used within a traditional teacher-centered approach. For example, a teacher can lecture (verbal-linguistic), draw a picture to illustrate a point (spatial), give students time to reflect (intrapersonal), and have students interact with each other in groups (interpersonal).

Multiple Intelligence practice draws on the techniques of active learning and cooperative learning methodologies to engage students in their own learning (McCarthy, 2000:2). Active Learning is a method of educating students that allows them to participate in class and encompasses a variety of techniques that include small group discussions, role plays, hands-on projects, and teacher

driven questioning. In order to engage students in active learning, Multiple Intelligence teachers often use activity centers.

As students choose to work among different activity centers, they are engaged in a variety of learning tasks. The goal is to bring students into the process of their own education. Cooperative learning involves the use of small groups that work toward a common instructional goal. Cooperative groups benefit students possessing strengths in interpersonal intelligence because they provide opportunities for interaction.

Using Multiple Intelligence theory also leads teachers to offer a greater variety of learning activities through interdisciplinary lessons that provide authentic experiences for their adult learners (Kallenbach and Veins, 2001:25). In their 18-month study, 10 teachers explored how MI theory supported instruction and assessment in various adult learning contexts. Two themes specifically related to math instruction were identified: Multiple Intelligence reflections and Multiple Intelligence inspired instruction. Multiple Intelligence reflections explored ways to teach about and use Multiple Intelligence theory as a tool for student self-reflection and self-understanding. By creating Adult Multiple Intelligences (AMI) profiles, they were able to help adult learners learn how to best solve problems or address questions using their own intelligences.

Multiple Intelligence inspired instruction further encourage teachers to analyze their own instructional practices and provides students with a range of learning opportunities based on student strengths and interests. Understanding

the plurality of intelligences leads teachers to offer a variety of entry points or ways to engage learners in a topic. Participants in their study found that MI theory validated instructional practices already found successful when working with adults, including multi-modal, real-world based lessons and assignments.

Gardner recognizes that linguistic and mathematical approaches are the most valued areas of instruction in schools today (Brualdi, 2002:3). Therefore, success comes to those students who have high linguistic and logical mathematical abilities. IQ tests reflect these values by primarily testing verbal and linguistic abilities. Because IQ tests were originally developed to determine a student's success in school, only those students who perform well in verbal and logical mathematics have been considered successful.

Supporters of Gardner's Theory of Multiple Intelligences believe that this emphasis is unfair and claim that a better approach to assessment is to allow students to explain the material in their own ways by using different intelligences. In sum, since students do not learn the same way, they cannot be assessed in only one way. As stated by Armstrong (2004:128), Multiple Intelligence assessment incorporates the following principle features: emphasis on assessment rather than testing; instruments which are "intelligence-fair"; uses of multiple measures; the use of intrinsically interesting and motivating materials; and the application of assessment for the student's benefit. Multiple Intelligence assessment will thereby provide an opportunity for diverse learners to be successful in schools.

The National Center for Educational Statistics (NCES) Study, in an attempt to understand instructional practices, conducted a study to understand how elementary and secondary teachers teach their students (NCES, 2001:5). To carry out this study, the National Board of Professional Teaching Standards (NBPTS, 2001:2) developed voluntary national curriculum standards in several subject areas, thereby providing a framework within which to examine teachers' practice. Since the 1980s, general education has expanded from the mastery of basic skills to include strategies that involve thinking, problem-solving, and the ability to work effectively with others.

Using these broad goals, the National Council of Teachers of Mathematics (NCTM) developed the first set of voluntary standards for a subject area, based on information from several sources, including teachers, education researchers, university mathematicians, mathematics education supervisors, and teacher educators to produce the Curriculum and Evaluation Standards in School Mathematics (NCTM), followed by the NCTM's Professional Standards for Teaching Mathematics in 2001, and Assessment Standards for School Mathematics in 2000 (NCES, 2001:3).

In the early 1990s, the U.S. Department of Education and other federal agencies subsequently funded standards projects in core areas, including English and language arts, science, history, and geography. Initially, the goal of the NBPTS was to understand the content and skills that students should master. The NBPTS noted that in order to meet these educational goals, teachers need to

teach additional skills and concepts and expand their teaching and assessment strategies. Further, teachers' must include new as well as traditional teaching and assessment practices.

Overall, the standards addressed four aspects of instruction: the roles that teachers and students play in learning, the materials and technology used in the classroom, the kind of learning tasks that students do both in the classroom and at home, and how teachers assess and evaluate student learning. This closely relates to Cuban's (2003:24) categories of dominant instructional practices.

Cuban (2003:120) reviewed national data on classroom practices from 1990-2000 and summarized dominant instructional practices: the organization of space in the classroom, instructional grouping and classroom activities, and classroom talk. Roles that teachers and students play in learning include interaction between teachers and students, student-teacher dialogue, and the grouping practices used by the teachers. In classroom talk, teachers lecture, explain, and question students in the classroom, while students respond to teacher questions, ask procedural questions, and converse with other students in the classroom.

Most often teachers determine what questions are to be asked, who should be asked, and the quality of student response. Grouping practices consist of cooperative small groups in which each student works in a self-directed manner. Creating these cooperative groups involves dividing the class into small groups in which students work together to complete a project. Closely related to

the constructivist framework, cooperative groups, in which learners actively construct their understanding of concepts through discourse, encourage student motivation and learning.

Constructivist approaches also encourage students to learn new concepts by expressing their ideas, being challenged by the ideas and questions of others, and reformulating their understanding (Ginsburg and Opper, 2005:180). Such discourse promotes dialogue between students and with the teacher. The NCES accordingly reported that the NCTM standards emphasize a teacher's role in facilitating discourse about mathematics in the classroom (NCES, 2001:2).

Additionally, the NBPTS recommends flexibility in teacher use of interaction patterns, suggesting that teachers select patterns that are appropriate to the objectives of the lesson (NBPTS, 2001:4).

Critical to the effective application of MI theory is teacher choice of materials. Educational reformers advocate a wide array of instructional materials and technologies. Print material, such as textbooks, supplementary reading materials, workbooks, and worksheets are commonly used in classrooms today. Kaestle (2003:78) notes that the use of print material became prominent in elementary and secondary education in the United States as early as the 19th century. Concrete materials such as blocks and geometric figures have also been utilized in elementary schools since the 19th century.

Recently, instructional reformers have promoted their use in mathematics and science lessons among older students as well (NCTM, 2002:4). To enhance

learning, teachers are currently using technological resources such as videos, Internet and audio and visual recordings. Likewise, Armstrong (2004:19) found that MI teachers use a variety of techniques and materials in their teaching such as books, tape recorder, graphs, videos, and board games. The NCES (2001:1) also reported that although primary teachers were more likely to use manipulatives than any other grade levels, 63 percent of the high school teachers reported using various manipulatives in their classrooms.

As contemporary goals of instruction place increasing emphasis on higher order thinking skills, Gardner (1999:29) and various professional organizations have called for teachers to implement higher order thinking activities such as solving complex problems that involve organizing, synthesizing information, and oral and written communication, and the use of authentic or real world problems recommended by the NCTM (2002:4), thus adhering to the principles of Multiple Intelligence. Armstrong (2004:23) likewise argues against the teaching of isolated chucks of knowledge, instead suggesting that content be connected to the real world through the use of authentic examples.

The NCES (2001:3) noted that it is important to understand not only how teachers teach, but also how teachers assess and evaluate student learning. They discuss the need for a variety of assessment tools to address higher order thinking skills and diverse student populations. In response to this need to assess student ability to develop coherent arguments or solve problems in new situations, teachers use a variety of assessment tools, including a portfolio that

contains tests and assessments, worksheets, homework assignments, and measures of authentic assessment, allowing teachers to evaluate higher order, complex skills that are not easily assessed by multiple-choice tests.

The NCES (2001:2) further reported that nearly three-quarters of the primary grade teachers and 60 percent of intermediate grade teachers used portfolios. In contrast, only 41 percent of the high school teachers used portfolios in at least one subject area.

There remains a need for further research regarding teachers' perceptions of these instructional practices. Reflecting on the four NCES areas, this study examined the roles that teachers and students play in learning, the materials and technology used in the classroom, the kind of learning tasks that students do both in the classroom and at home, and how teachers assess and evaluate student learning.

Related Studies

Previous studies related to the present problem, under study had been reviewed by the researcher and these are presented below.

Hessell (2005) conducted a study entitled "Teachers and Parents Perceptions of Children's Multiple Intelligences". A comparative study of teacher and parent perceptions of first grade children's multiple intelligences was conducted. In addition, race/ethnic origin and gender differences were examined. The sample consisted of three classrooms, each from different public

charter schools in Tallahassee, Florida. Three teachers and 40 parents were asked to complete a questionnaire to assess their children's multiple intelligences. Twenty-eight of the children's were female, 12 were male. Twenty-six children were Caucasian, 6 African American, 4 East Indian, 2 Hispanic, and 2 Asian. Children's ages ranged from 6 to 7 years old. Result revealed that parent perceptions of children's mathematical and natural intelligences were significantly higher than teacher perceptions. Gender contributed significantly to teacher and parent perceptions of girls' greater spatial, interpersonal, and intrapersonal intelligences. Race also contributed significantly to teacher and parent perceptions of children of color's greater mathematical and linguistic intelligences.

This study is similar to the present study, since both studies deal on determining a person's multiple intelligences. It is also in this respect that the two studies differed. The study of Hessell was an indirect process of determining the multiple intelligences of students through the perceptions of their parents and teachers while the present study it is teacher who will accomplish an instrument to identify their multiple intelligences.

Laruan (2007) conducted a study on "Multiple Intelligences of Bachelor of Secondary Education (BSE) Students." This study undertakes to determine the multiple intelligences of the second year Bachelor of Secondary Education students of the College of Teacher Education; Benguet State University, La

Trinidad, Benguet. The reasons of the students in choosing their major field were also included.

The respondents of the study were 242 second year students belonging to different fields of specialization.

The findings of the study are as follows: 1.) All of the major fields except Library Science chose their major because it is their field of interest. 2.) The multiple intelligences of the second year students in the different major fields of specialization were: a.) The BSE English majors perceived themselves strongly inclined towards interpersonal, intrapersonal, naturalist, verbal linguistic, and musical intelligences. b.) The BSE Filipino majors were strongly inclined towards naturalist, interpersonal, and intrapersonal intelligences. c.) The BSE Math majors were strongly inclined towards interpersonal and intrapersonal intelligences. d.) The BSE Biology majors were strongly inclined towards naturalist, interpersonal, verbal linguistic, intrapersonal, musical, bodily-kinesthetic, and visual-spatial intelligences. e.) The BSE Physics majors were strongly inclined towards intrapersonal, interpersonal, verbal linguistic, visual-spatial, naturalist, and mathematical intelligences. f.) The BSE Library Science majors were strongly inclined towards naturalist, intrapersonal, interpersonal, and verbal-linguistic intelligences. g.) The BSE PEHMA majors were strongly inclined towards musical, bodily-kinesthetic, interpersonal, verbal-linguistic, visual-spatial, intrapersonal, and naturalist intelligences.

This study is similar to the present study, since both studies deal on determining a person's multiple intelligences. However, the present study differs to the previous study in terms of the type of respondents and place of the study.

Hammond (2007) studied "How can Multiple Intelligence Theory be used to foster teacher development, support, and informed curriculum supplementation?" This research seeks to examine the use of Multiple Intelligence Theory within a six-month teacher development project in a faculty of twenty teachers at a private language school in Vancouver, Canada.

Initially the development project sought to initiate, foster and track knowledge transfer within the faculty by grouping teachers with contrasting Multiple Intelligence profiles and encouraging peer planning, observation and feedback. Ironically, this intention was based on the common assumption that teachers teach to their own intelligences. This was found to be, in itself, a somewhat groundless leap of faith and led to a reframing of the project and ultimately an attempt to suggest how Multiple Intelligences Theory can be more successfully applied to English Language Teaching.

While the teacher development project was being assessed qualitatively through open questionnaires, quantitative research was conducted into the reliability of Multiple Intelligence quick-tests. This was attempted via inter-observer and alternate-form testing. The most revealing strand of the study was to analyze the intelligence bias inherent both in coursebook and teacher supplementary material.

A strong degree of correlation was found between the chosen Multiple Intelligence quick-test and the alternate-form instruments. The inter-observer process revealed an 83.20 percent correlation, and while such tests should be used cautiously, a basic indication of reliability was tentatively established.

The coursebook and teacher-supplement analysis highlighted the sheer weight of logic-based activities present in coursebooks and while linguistic, logical, interpersonal and intrapersonal intelligences are well catered for, the remaining five intelligences usually comprise less than 25.00 percent of activities. It is argued that in most ESL contexts this balance is unsatisfactory. More surprisingly, supplementary activities chosen or created by the teachers follow precisely the pattern found in coursebooks indicating that teachers unconsciously teach to an unspoken yet pervasive common standard that outweighs personal proclivities. This tendency may be counter-balanced by an understanding of how Multiple Intelligence Theory may be activated in the ESL classroom by an attention to the intrinsic, thematic, dynamic and activity applications of each intelligence.

The research challenges the existing literature on Multiple Intelligences in ELT that exaggerates rather than balances the prevalent intelligence bias in published materials, and also challenges the assumption that 'teachers teach to their intelligences'. The research attempts to provide a clear model for immediate classroom application and looks towards a synthesis of Multiple Intelligence Theory with Task-Based Learning.

The present study and that of Hammond are similar since both studies seek to examine the Multiple Intelligence of teachers. However, the present study differs to the previous study in terms of the type of school of the teacher-respondents.

Bernardo (2008) did a study entitled "Perceptions of Usefulness: Using the Holland Code Theory, Multiple Intelligences Theory, and the Role Model Identification to Determine a Career Niche in the Fashion Industry of Fashion Students". The study investigated the perceptions that student participants had on the development of a career exploration model and a career exploration project. The Holland code theory was the primary assessment used for this research study, in addition to the Multiple Intelligences theory and the identification of a role model for the purpose of identifying a career niche in the fashion industry. Twelve student participants took part in this research study as they researched and collaborated in groups and individually to understand the various careers in the fashion industry and how some of those careers can provide a congruent working environment based on their Holland codes and their personality, skills, and interests. Overall student participants found the career exploration model useful, all student participants (100.00 percent) were able to select careers which reflected their Holland code, all student participants (100.00 percent) were able to make a connection with their MI strength(s), all student participants (100.00 percent) selected dream jobs which reflected their personalities, skills, and interests, 75.00 percent of the student participants were

able to make a connection with their role model, finally there was a measurable awareness of various positions in the fashion industry after the career exploration project and based on the post-career test results, student participants identified an average of 14.4 more fashion careers indicating a 332.00 percent increase.

The present study and that of Bernardo are similar since both studies delved on multiple intelligences of respondents. The two studies differ in terms of respondents and other variables. The study did not only involved MI theory but also included Holland Code theory. The study of Bernardo involved fashion students while the present study will involve elementary teachers.

Abdulkader et al. (2009) conducted the study on "The effectiveness of a Multiple Intelligences - based program on improving certain reading skills in 5th - year primary learning disabled students". The main objective of the study was to explore whether there were differences in post-test scores mean between control and experimental groups on basic reading skills, namely reading comprehension and word recognition. The study also examined if the program was effective, if this effect was still evident a month later.

The results of this study show that the MI program was effective in improving the reading comprehension and word recognition skills of students in experimental group compared to the control group whose individuals were left to be taught conventially.

The similarity of the present study to Abdulkader et al. research work is that both involved the Multiple Intelligences of Howard Gardner. They differ however on the kind of respondents because the former study centered on the 5th grade disabled students while the present study centered on the elementary teachers.

Xie et al. (2009) made a research on "Multiple Intelligences Teaching and Assessment". This research aimed at fusing the multiple intelligences theories with the teaching of one chosen course: color theory. Two groups of students from a polytechnic university in central Taiwan were chosen as research subjects, and an experiment was designed and performed to explore the effects of multiple intelligences teaching on the experimental group, versus that of traditional teaching on the control group. Students from the experimental group performed significantly better than students in the control group on an actual hands-on design project assignment.

The present study is similar to the study of Xie et al. because both studies are based on Howard Gardner's Multiple Intelligences Theory. The two studies differ in that the present study will determine the Multiple Intelligences of Elementary Teachers while the study of Xie et al. determined the multiple intelligences theories with the teaching of one chosen course: color theory.

Naoe (2006) conducted the study entitled "The Multiple Intelligences of Grade V Pupils: Bases for the Proposed Learning Enhancement Program of David Elementary School". This study identified the multiple intelligences of the

Grade V pupils of David Elementary School through instructional process which integrates the Multiple Intelligences Theory that helped the learners recognize the importance of discovering and awakening their latent intelligences.

The gathered information from the respondents, namely: 15 parents, four teachers and 15 pupils were processed and analyzed using frequency counts, percentages, weighted mean, and t-test. The pupils who attended the Multiple Intelligence class were found to possess all the eight intelligences in varied degrees. Bodily-kinesthetic intelligence, as perceived by the pupils, appeared to be their strongest intelligence. It was also found out that among the three important subjects that the researcher tested namely Science, English, and Math, the pupil respondents appeared to be naturalists. Both the parent and teacher groups had almost the same perception with regard to the children's pupils' intelligences. However, it was in the intrapersonal intelligence that the two adult groups differed significantly in their perception. Except for this area of intelligence, the null hypothesis that there is no significant difference between the parents' and the teachers' perception on the different multiple intelligences of the pupils is accepted. The activities that integrate the Multiple Intelligence theory were most preferred by the pupils, which gave them relatively high scores in the posttest. This result led to the rejection of the null hypothesis stating a no significant difference in the pupils' pretest and posttest scores before and after the administration of the Multiple Intelligences activities. Indeed, integrating and

applying the Multiple Intelligence theory in the classroom can make learning fun, interesting, and more meaningful in the lives of the children.

The present study is similar to the study of Naoe because both studies are based on Howard Gardner's Multiple Intelligences Theory. The two studies differ in that the present study will determine the MI of Elementary Teachers while the study of Naoe is focused on recognizing the importance of discovering and awakening the latent intelligences of the learners.

Rivera (2007) made a study on "Level of Academic Performance of BEE IV in Social Philosophy and their Multiple Intelligences". The major purpose of this study was to determine the multiple intelligences of the BEE fourth year students for SY 2006-2007. Likewise, it sought to determine if there is a significant relationship among the following variables: the Multiple Intelligences of the respondents, their level of academic performance in social philosophy, and their profile. The descriptive- survey method of research was used in this study. It adopted the Multiple Intelligence Survey-Questionnaire as tool in the collection of data. Findings of the study were: most of the student respondents are 22-23 years old; Female students outnumbered their male counterparts; Most of the respondents belong to the low-income families; Most of their parents finished high school; The level of academic performance of the students is good; Majority of the respondents are musically inclined; The age, sex, economic status and parents' educational attainment do not affect the multiple intelligences of the

students. The academic performance of the students affects the nature of their intelligence.

The present study is similar to the above named study of Rivera in that both studies considered the Multiple Intelligences. However, the present study differs in its respondents because the former study focus on the BEE fourth year students while the present study focus on the elementary teachers.

Guzman (2007) conducted the study entitled "Multiple Intelligences and the Level of Performance of Grade V Pupils in DMMMU-ELS: Basis for Modifying Teaching Strategies and Assessment Tools". The study determined the dominant multiple intelligences of the grade five pupils and their performance. Descriptive research design using MI inventory was used to 30 pupils. Most of the pupils are aged just right for their grade level. Their dominant MI as a group is musical. Half of them are performing satisfactorily and a third of them are on the average level. There is no significant relationship between the level of performance and the dominant MI, age, sex and parents' highest educational attainment and a significant relationship exist between level of performance and parents' family income.

The study of Guzman was deemed similar to the present study since both studies delved on multiple intelligences. However, the present study differs to the previous study in terms of respondents. The present study involved elementary teachers while the previous study involved Grade V pupils.

Chan conducted a study on "Assessing Multiple Intelligences of Chinese Gifted Students in Hong Kong: Self-Perceived Abilities, Preferences, and Intelligence-Related Activities". This study examined the relationships between self-perceived multiple intelligences and areas of intelligence-related activities among 592 Chinese gifted students in Hong Kong. These students perceived their strengths in interpersonal, intrapersonal, and verbal-linguistic intelligences, and their weaknesses in bodily-kinesthetic and naturalist intelligences. They also indicated that they engaged more in activities related to personal intelligences, and less in activities related to visual-spatial, bodily-kinesthetic, and verbal-linguistic intelligences, and creativity. In predicting the areas of activities related to specific intelligences, the corresponding specific intelligences were the most significant predictors, suggesting that the modes of assessment of multiple intelligences through self-perceptions and self-report of intelligence-related activities could be regarded as providing convergent measures. Implications of the findings for integrating the two modes of assessment in a single assessment instrument are discussed.

Chapter 3

METHODOLOGY

This chapter discusses the methods and procedures of the study. It explains the research design, the instruments used, the validation conducted on the instrument, the data gathering procedure, sampling procedure and statistical treatment of data.

Research Design

The descriptive survey method was used in this study. It identified and described a particular condition in a given school environment, as a reference point in planning and making appropriate educational decisions. In this study, it assessed the multiple intelligences of a group of elementary pupils as basis for the design and development of program and instructional materials/ activities. As the descriptive research, it used the pretest-posttest technique to determine the present MI of the learners under study

This study employed the descriptive-correlational research design since the purpose of the study was to determine the multiple intelligences and its association to the profile variates and latest performance rating based on the Revised Performance Appraisal System for Teachers (RPAST) of the teacher-respondents of Sierra Islands, Catbalogan V District, Catbalogan City for the school year 2014 - 2015.

Descriptive research design was used to describe the profile variates, multiple intelligences and latest performance rating based on the Revised Appraisal System for Teachers (RPAST) of the teacher-respondents. Correlational method was used to determine the relationship between profile variates, multiple intelligences, and latest performance rating based on the three areas of the Revised Appraisal System for Teachers (RPAST) of the teacher-respondents.

Data were gathered using a questionnaire that were tallied and organized in a manner which presented in tabular form for easy understanding of the readers. Appropriate statistical tools were utilized to aid in the organization and presentation of data, such as: frequency count, percentage, mean, weighted mean, Standard Deviation and Pearson Product Moment Correlation.

Instrumentation

The research instrument was consists of two parts. Part I which is on respondents' profile will ask for the teacher-respondents' names, age, sex, civil status, number of years teaching, number of trainings/seminars attended for the last three years, and latest performance rating based on the three areas of Revised Performance Appraisal System for Teachers (RPAST)such as Instructional Competence; Professional and Personal Characteristics; and Punctuality and Attendance.

Part II will determine teacher-respondents' multiple intelligences using the instrument borrowed from the work of McClellan (2006). It consists of 27 statements grouped into three sets composed of nine statements where each statement pertains to a particular intelligence ordered as follows: bodily-kinesthetic, existential, interpersonal, intrapersonal, logical-mathematical, musical, naturalist, verbal, and visual. The ranking from the three sets of nine statements are summed up. The lowest sum corresponds to the intelligence of the particular teacher-respondent.

Validation of Instrument

Since the instrument that was used in the study is standardized test (McCllen, 2006) there was no need for its validation. The reliability coefficient of the instrument was 0.85 considered reliable and valid for group measurement as stated in the literature.

Sampling Procedure

The researcher employed total enumeration due to limited number of elementary teacher-respondents at Sierra Islands, Catbalogan V District, Catbalogan City.

There were 35 teacher-respondents in this study. There are five teachers from Bagongon, four teachers from Bulu-an, seven from Cagutsan, three from Canhawan, five from Cinco, four Mombon, and eight from Rama. The

questionnaire will be personally administered to the teacher-respondents and retrieved by the researcher herself.

Data Gathering Procedure

The data of the study were gathered through the use of the questionnaire especially designed for the purpose. The questionnaires were personally administered by the researcher to facilitate their distribution and to ensure a high percentage of retrieval. Permission was sought from the Schools District In-Charge of Catbalogan V District, City of Catbalogan.

Once approved, the researcher asked the assistance of the School Heads or Teachers In-charge where the teacher-respondents were at a particular time to administer the instrument.

Statistical Treatment of Data

The organized data were analyzed using the following descriptive and inferential statistical tools, namely: Frequency Counts, Percentage, Mean, Standard Deviation, Weighted Mean, and Multiple Correlation Analysis. Analysis will be done at 0.05 significance level at two-tailed test.

Frequency counts. This descriptive statistical measure was used to present the profile of the respondents as to the number of occurrence.

Percentage. This was used in the analysis and interpretation of data on age, sex and degree program.

Mean. This measure was employed to calculate the averages where the measure is applicable.

Standard Deviation. This is the positive square root of the variance and measures the spread of dispersion of each variates from the mean of the distribution.

Pearson Product Moment Correlation. This was used to determine the relationship between teacher-respondents' multiple intelligences and their profile variates; and between level of performance of teacher-respondents and multiple intelligences.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data collected in connection with the specific questions of the study.

Profile of Student-Respondents

The section presents the demographic profile of the teacher-respondents in terms of age, sex, civil status, number of years teaching, educational background, number of trainings/seminars attended for the last three years, hobbies, and extra - curricular activities.

Age and sex. In Table 1 is presented the distribution of teacher-respondents according to their age and sex.

Table 1

Age and Sex of Teacher-Respondents

Age Range (years)	Sex				Total	
	Male		Female		f	%
	f	%	f	%		
21 - 24			3	8.6	3	8.6
25 - 28	1	2.9	10	28.6	11	31.4
29 - 32			6	17.1	6	17.1
33 - 36			3	8.6	3	8.6
37 - 40			3	8.6	3	8.6
41 - 44			5	14.3	5	14.3
45 - 48	1	2.9	2	5.7	3	8.6
49 - 52			1	2.9	1	2.9
Total	**2**	**5.8**	**33**	**94.3**	**35**	**100**
Mean	**36.00**		**33.73**		**33.86**	
SD	**15.56**		**8.32**		**8.52**	

As can be gleaned from the table, there are more females at 33 or 94.30 percent compared to two or 5.80 percent the males. About 11 or 31.40 percent of the teacher-respondents are 25-28 years old with one or 2.90 percent male and 10 or 28.60 percent females. The youngest are age 21-24 years old by three or 8.60 percent females. The oldest is age 49-52 years old by one or 2.90 percent of the female teacher-respondents.

The mean age of the group is 33.86 years old with a standard de deviation of 8.82 years.

Civil status. In Table 2 is presented the distribution of teacher-respondents according to their civil status.

Table 2

Civil Status of Teacher-Respondents

Civil Status	Frequency	Percent
Single	15	42.9
Married	19	54.2
Annulled	1	2.9
Total	**35**	**100.0**

The table reveals that 19 or 54.20 percent of the teacher-respondents are married, 15 or 42.90 percent are still single, and one or 2.90 percent is annulled.

Number of years in teaching. Table 3 presents the number of years teacher-respondents have been in the teaching profession.

Twenty one or 60.00 percent of the teacher-respondents had been in service for five years and below. This is followed by nine or 25.70 percent of the teacher-respondents who have been teaching for 6-10 years. The highest length of service is 15 years and above by two or 5.70 percent of the teacher-respondents.

Table 3

Number of Years in Teaching

Years	Frequency	Percent
5 and below	21	60.0
6 - 10	9	25.7
11 - 14	3	8.6
15 and above	2	5.7
Total	**35**	**100**
Mean	**5.6 years**	
SD	**4.2 years**	

The mean number of years of service is 5.6 years with a standard deviation of 4.2 years.

Educational background. Table 4 provides the distribution of teacher-respondents according to their educational background.

Table 4

Educational Background of Teacher- Respondents

Educational Background	Frequency	Percent
College Graduate	7	20.0
Graduate Studies with units	28	80.0
Total	**35**	**100**

Entries of the table show that 28 or 80.00 percent of the teacher-respondents have earned graduates units while seven or 20.00 percent are college graduates with no units in the masteral level.

Number of trainings in last three years. Table 5 reflects the number of trainings or seminar attended by the teacher-respondents for the last three years.

About 15 or 42.90 percent of the teacher-respondents have undergone or have attended 5 and below number of trainings or seminars. This is followed by 12 or 34.30 percent of the teacher-respondents have attended 10-6 trainings or seminar. The highest number of trainings or seminars attended is between 30-21 by one or 2.90 percent of them.

The mean number of trainings or seminars attended is eight with a standard deviation of six trainings or seminars attended.

Table 5

Number Trainings Attended of Teacher-Respondents

Number of Trainings Attended	Frequency	Percent
5 and below	15	42.9
10 - 6	12	34.3
15 - 11	6	17.1
20 - 16	1	2.9
30 - 21	1	2.9
Total	**35**	**100**
Mean	**8**	
SD	**6**	

Hobbies. The different hobbies the teacher-respondents are engaged in are reflected in Table 6.

Seven or 20.00 percent of the teacher-respondents are into cooking. Next two or 5.70 percent of them are engaged in singing and dancing and singing and watching TV, respectively. The rest of the teacher-respondents are equally distributed in the different hobbies listed in the table like planting, texting, etc. Nine or 25.70 percent of them did not specify their hobbies.

Table 6

Hobbies of Teacher-Respondents

Hobbies	Frequency	Percent
Cooking	7	20.0
Singing and Dancing	2	5.7
Dancing	1	2.9
Singing	1	2.9
Listening music, watching movies	1	2.9
Watching TV, singing	2	5.7
Surfing the net	1	2.9
Internet surfing and cooking	1	2.9
Dancing and chatting	1	2.9
Planting	1	2.9
Reading and cooking	1	2.9
Reading, cooking, watching TV	1	2.9
Planting and surfing the net	1	2.9
Texting and reading	1	2.9
Reading and watching TV	1	2.9
Dancing, singing, swimming	1	2.9
Reading, dancing, playing guitar	1	2.9
Reading, cooking, swimming, biking	1	2.9
Not Specified	9	25.7
Total	**35**	**100**

Extra-curricular activities. The distribution of the teacher-respondents according to their extra-curricular activities are presented in Table 7.

Table 7

Extra-Curricular Activities of Teacher-Respondents

Extra-Curricular	Frequency	Percent
Joining Pageant	1	2.9
Organizing events	6	17.1
Coaching athletic events	6	17.1
Singing	1	2.9
Dancing	2	5.7
Badminton	1	2.9
Sports	1	2.9
Not Specified	17	48.6
Total	**35**	**100**

Evident from the table are six or 17.10 percent of the teacher-respondents are involved in organizing events and coaching athletic events, respectively. Two or 5.70 percent are into dancing while the rest are into singing, sports, etc. at one or 2.90 percent of them. Seventeen or 48.60 percent did not indicate their extra-curricular activities.

Multiple Intelligences of Teacher-Respondents

Table 8 presents the multiple intelligences of the teacher-respondents.

Table 8

Multiple Intelligences of Teacher-Respondents

Multiple Intelligences	Frequency	Percent
Kinesthetic	6	17.1
Existentialist	4	11.4
Interpersonal	3	8.6
Intrapersonal	8	22.9
Logico-mathematical	2	5.7
Musical	5	14.3
Naturalist	1	2.9
Verbal	2	5.7
Kinesthetic/Existentialist	1	2.9
Intrapersonal/Logico-mathematical	1	2.9
Intrapersonal/Verbal	1	2.9
Intrapersonal/Logico-mathematical/Naturalist	1	2.9
Total	**35**	**100**

Eight or 22.90 percent of the teacher-respondents possess intrapersonal intelligence, six or 17.10 percent are kinaesthetic, five or 14.30 percent are musically inclined. Next are two or 5.70 percent who are logico-mathematical and verbal, respectively. One or 2.90 percent of the teacher-respondents have dual intelligence which is kinaesthetic-existentialist, intrapersonal-logico-mathematical, intrapersonal-verbal. Another one or 2.90 percent have triple intelligences which is intrapersonal-logico-mathematical-naturalist.

Relationship Between Teacher-Respondents' Multiple Intelligences and Profile Variates

Table 9 provides the results of the correlational analysis conducted between teacher-respondents' multiple intelligences and profile variates.

Table 9

Correlation Between Respondents' Multiple Intelligences and Profile Variates

Multiple Intelligences	r_{xy}	p-value	Interpretation/ Decision
Age	0.153	0.381	NS/ Accept H_o
Sex	0.221	0.203	NS/ Accept H_o
Civil status	0.126	0.472	NS/ Accept H_o
Years of teaching	0.317	0.063	NS/ Accept H_o
Educational background	0.122	0.484	NS/ Accept H_o
No. of Trainings/Seminars	0.175	0.314	NS/ Accept H_o
Hobbies	0.197	0.257	NS/ Accept H_o
Extra-curricular	0.065	0.709	NS/ Accept H_o

*α=0.05; df = 33; two-tailed; S=Significant; NS=Not Significant

The following coefficients of correlation and p-values were obtained between multiple intelligences and profile variates: 0.153 and 0.381 for age; 0.221 and 0.203 for sex; 0.126 and 0.472 for civil status; 0.317 and 0.063 for years of teaching; 0.122 and 0.484 for educational background; 0.175 and 0.314 for number of trainings/seminars; 0.197 and 0.257 for hobbies; and 0.065 and 0.709 for extra-curricular activities. The accompanying p-values are greater that the stipulated 0.05 significance level indicating no significant relationships between pair of variables. So, the hypotheses "there are no significant relationships between teacher-respondents' multiple intelligences and age; sex; civil status; years of teaching; educational background; number of trainings/seminars; hobbies; and extra-curricular activities" is accepted.

Level of Performance of Teacher-Respondents Based on Their RPAST

The level of performance of teacher-respondents based on their RPAST rating is shown in Table 10.

Table 10

Level of Performance of Teacher-Respondents Based on RPAST Ratings

Performance Rating	Level of Performance	Frequency	Percent
8.60 - 10.00	Outstanding	5	14.3
6.60 - 8.50	Very Satisfactory	29	82.8
4.60 - 6.50	Satisfactory	1	2.9
Total	**35**	**100**	
Mean	**8.27**		
SD	**0.43**		

About 29 or 82.80 percent of the teacher-respondents obtained performance rating within the 6.60 to 8.50 interpreted as very outstanding performance level. This is followed by five or 14.30 percent with performance ratings between 8.60 to 10.00 interpreted as an outstanding performance and one or 2.9% with satisfactory performance equivalent to a performance rating between 4.60 to 6.50.

Relationship Between Teacher-Respondents' Level of Performance Based on Their RPAST and Their Multiple Intelligences

Provided in Table 11are the results of the correlational analyses performed between teacher-respondents' level of performance and their multiple intelligences.

Table 11

Correlation Between Respondents' Level of Performance and Multiple Intelligences

Variables	r_{xy}	p-value	Interpretation/Decision
Level of Performance vs Multiple Intelligences	0.308	0.071	NS/ Accept H_o

*α=0.05; df = 33; two-tailed; S=Significant; NS=Not Significant

The correlation between teacher-respondents' level of performance and their multiple intelligences yielded a Pearson r of 0.308 with a p-value of 0.071. The accompanying p-value is greater than the stipulated 0.05 significance level indicating no significant relationship between the two variables. The hypothesis

"there is no significant relationships between teacher-respondents' level of performance and their multiple intelligences" is accepted.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. About 11 or 31.40 percent of the teacher-respondents were 25-28 years old with one or 2.90 percent male and 10 or 28.60 percent females. The youngest were age 21-24 years old by three or 8.60 percent females. The oldest was age 49-52 years old by one or 2.90 percent of the female teacher-respondents. The mean age of the group was 33.86 years old with a standard de deviation of 8.82 years.

2. Nineteen or 54.20 percent of the teacher-respondents were married, 15 or 42.90 percent are still single, and one or 2.90 percent was annulled.

3. Twenty-one or 60.00 percent of the teacher-respondents had been in service for five years and below. This was followed by nine or 25.70 percent of the teacher-respondents who have been teaching for 6-10 years. The highest length of service was 15 years and above by two or 5.70 percent of the teacher-

respondents. The mean number of years of service was 5.6 years with a standard deviation of 4.2 years.

4. Twenty-eight or 80.00 percent of the teacher-respondents had earned graduate units while seven or 20.00 percent were college graduates with no units in the masteral level.

5. About 15 or 42.90 percent of the teacher-respondents had undergone or had attended five and below number of trainings or seminars. This was followed by 12 or 34.30 percent of the teacher-respondents had attended 10-6 trainings or seminar. The highest number of trainings or seminars attended was between 30-21 by one or 2.90 percent of them. The mean number of trainings or seminars attended was eight with a standard deviation of six trainings or seminars attended.

6. About 24 or 68.60 percent of the teacher-respondents had performance rating between 8.00 to 8.49. This was followed by eight or 22.80 percent of the teacher-respondents having performance rating between 8.50 to 8.99 which were the highest rating obtained by said proportion of teacher-respondents. The lowest rating was obtained by one or 2.90 percent of the respondents at a value between 6.50 to 6.99. The mean performance rating is 8.27 with a standard deviation of 0.43.

7. Seven or 20.00 percent of the teacher-respondents were into cooking. Next two or 5.70 percent of them were engaged in singing and dancing and singing and watching TV, respectively. The rest of the teacher-respondents

were equally distributed in the different hobbies listed in the table like planting, texting, etc. Nine or 25.70 percent of them did not specify their hobbies.

8. Six or 17.10 percent of the teacher-respondents were involved in organizing events and coaching athletic events, respectively. Two or 5.70 percent were into dancing while the rest are into singing, sports, etc. at one or 2.90 percent of them. Seventeen or 48.60 percent did not indicate their extra-curricular activities.

9. Eight or 22.90 percent of the teacher-respondents were intrapersonal intelligence, six or 17.10 percent are kinesthetic, five or 14.30 percent were musically inclined. Next are two or 5.70 percent who are logical-mathematical and verbal, respectively. One or 2.90 percent of the teacher-respondents had dual intelligence which is kinesthetic-existentialist, intrapersonal-logical-mathematical, intrapersonal-verbal. Another one or 2.90 percent had triple intelligences which is intrapersonal-logical-mathematical-naturalist.

10. The following coefficients of correlation and p-values were obtained between multiple intelligences and profile variates: 0.153 and 0.381 for age; 0.221 and 0.203 for sex; 0.126 and 0.472 for civil status; 0.317 and 0.063 for years of teaching; 0.122 and 0.484 for educational background; 0.175 and 0.314 for number of trainings/seminars; 0.308 and 0.071 performance rating; 0.197 and 0.257 for hobbies; and 0.065 and 0.709 for extra-curricular activities. The accompanying p-values were greater that the stipulated 0.05 significance level

indicating no significant relationships between pair of variables. So, the hypotheses "there are no significant relationships between teacher-respondents' multiple intelligences and age; sex; civil status; years of teaching; educational background; number of trainings/seminars; performance rating; hobbies; and extra-curricular activities" was accepted.

11. About 29 or 82.80 percent of the teacher-respondents obtained performance rating within the 6.60 to 8.50 interpreted as very outstanding performance level. This was followed by five or 14.30 percent with performance ratings between 8.60 to 10.00 interpreted as an outstanding performance and one or 2.90 percent with satisfactory performance equivalent to a performance rating between 4.60 to 6.50.

12. The correlation between teacher-respondents' level of performance and their multiple intelligences yielded a Pearson r of 0.308 with a p-value of 0.071. The accompanying p-value is greater than the stipulated 0.05 significance level indicating no significant relationship between the two variables. The hypothesis "there is no significant relationships between teacher-respondents' level of performance and their multiple intelligences" is accepted.

Conclusions

The following conclusions were drawn based on the findings of the study.

1. Most of the teacher-respondents were females at 25-28 years old, married, had been in service for five years and below, had earned graduate units,

attended trainings/seminars for five times and below, engaged in cooking as their hobbies, and organizing events as their extra-curricular activities.

2. Most of teacher-respondents were mono-intelligent while some have dual and triple intelligences.

3. There were no significant relationships between teacher-respondents' multiple intelligences and age; sex; civil status; years of teaching; educational background; number of trainings/seminars; performance rating; hobbies; and extra-curricular activities.

4. Majority of the teacher-respondents obtained very outstanding performance level.

5. There was no significant relationships between teacher-respondents' level of performance and their multiple intelligences.

Recommendations

In view of the foregoing findings and conclusions, the following recommendations are advanced:

1. It is recommended that teachers should also develop other intelligences to cater to pupils different learning styles. Literature cites than the teaching styles is directly related to their multiple intelligences.

2. A similar study could be conducted to validate the results of the present study.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

November 19, 2011

The Dean of Graduate Studies
Samar State University
Catbalogan City

Madame:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following problems preferably No. 1, to wit:

1. **Multiple Intelligences of teachers in Sierra Islands**
2. Competence of teachers in using computers as aid to teaching in Sierra Islands
3. Effectiveness of multi-grade classes in Catbalogan V District
4. Mother-tongue based instruction: Its effect on the reading performance of Catbalogan V District

Very truly yours,

(SGD.) MANILYN A. CABANAG
Researcher

APPROVED:

MARILYN D. CARDOSO, PH. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Department of Education
Region VIII
Catbalogan City Division
CATBALOGAN V DISTRICT
Catbalogan City, Samar

May 19, 2014

The District In-Charge
Catbalogan V District
Catbalogan City

Sir:

I have the honor to request permission to conduct a dry-run of my questionnaire to the teachers of your school. This is in connection with my thesis entitled **"MULTIPLE INTELLIGENCES OF TEACHERS IN SIERRA ISLANDS"** which the undersigned is presently working on.

Your favorable consideration and action on this request is highly appreciated.

Very truly yours,

(SGD.) MANILYN A. CABANAG
Researcher

APPROVED:

ROGELIO B. BURGOS
District In-Charge

APPENDIX C

Republic of the Philippines
Department of Education
Region VIII
Catbalogan City Division
CATBALOGAN V DISTRICT
Catbalogan City, Samar

May 19, 2014

The District In-Charge
Catbalogan V District
Catbalogan City

Sir:

I have the honor to request permission to administer my questionnaire to the teachers of your school on May 26, 2014.

The data to be gathered will be utilized in the writing of my thesis entitled **"MULTIPLE INTELLIGENCES OF TEACHERS IN SIERRA ISLANDS"** which the undersigned is presently working on. This is in connection with the partial requirement for the degree of Master of Arts in Education, major in Elementary at Samar State University, Catbalogan City, Samar, which I hope to complete very soon.

Your favorable consideration and action on this request is highly appreciated.

Very truly yours,

(SGD.) MANILYN A. CABANAG
Researcher

APPROVED:

ROGELIO B. BURGOS
District In-Charge

APPENDIX D

Republic of the Philippines
Department of Education
Region VIII
Catbalogan City Division
CATBALOGAN V DISTRICT
Catbalogan City, Samar

May 26, 2014

Dear Respondents,

Greetings!

This questionnaire is designed to solicit the necessary data in connection with the thesis entitled **"MULTIPLE INTELLIGENCES OF TEACHERS IN SIERRA ISLANDS"** which the undersigned is writing now. Please indicate your frank, sincere, and honest responses. If possible, do not leave anything unanswered. Rest assured that whatever information you will give will be treated with strict confidentiality in accordance with the ethics of research.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) MANILYN A. CABANAG
Researcher

APPENDIX E

MULTIPLE INTELLIGENCES OF TEACHERS IN SIERRA ISLANDS

QUESTIONNAIRE

Name: _____

(Optional)

Part I. PROFILE

Direction: This is a study of the multiple intelligences of elementary teachers. You are requested to fill in your personal information by making a tick (X) or writing the required information applicable to you in the appropriate space provided.

1. Age (in years): _____

2. Sex: [ ] Male [ ] Female

3. Civil Status: [ ] Single [ ] Married [ ] Separated [ ] Widow(er)

4. Educational background:
   - [ ] BEED/BSED graduate
   - [ ] MA/MS/MAT/MAEd units
   - [ ] MA/MS/MAT/MAEd graduate
   - [ ] Ph.D./Ed.D./D.A. units
   - [ ] Ph.D./Ed.D./D.A. graduate

5. Number of Years Teaching: _____

6. No. of Trainings/Seminars/Conferences Attended for the last three (3) years_____

7. Hobbies:

_____

_____

8. Extra-curricular activities:

_____

_____

9. Latest Performance Rating (RPAST) along the three areas:

9.1 Instructional Competence _____

9.2 Professional and Personal Characteristics _____

9.3 Punctuality and attendance _____

Total _____

Part II. MULTIPLE INTELLIGENCES SURVEY

Multiple Intelligences Survey

Directions: People differ in their ways of learning and knowing. These are called Multiple Intelligences. Below is a list of 27 items in 3 sets that relate to each type of Multiple Intelligence. Some of these will apply to how you like to learn, and others will not.

Ranking: There are nine items in each group. For each group, **rank** the items according to how they apply to you. Put a "1" next to the item that is *most* like you**.** Put a 2 next to the item that is second most like you. Do this for each item until you have numbered every item with a number from 1 to 9. **The item *least* like you should be 9.** Do not use a number more than once in each group.

Ranking	Rank each of the following 9 items from 1 to 9.
	1. I live an active lifestyle.
	2. Meditation exercises are rewarding.
	3. I am a "team player".
	4. Fairness is important to me.
	5. Structure helps me be successful.
	6. I enjoy many kinds of music.
	7. My home has a recycling system in place.

Ranking	Rank each of the following 9 items from 1 to 9.
	8. I keep a journal.
	9. I enjoy doing three dimensional puzzles.

Ranking	Rank each of the following 9 items from 1 to 9.
	10. I enjoy outdoor games.
	11. Questions about the meaning of life are important to me.
	12. I learn best interacting with others.
	13. Social justice issues concern me.
	14. I get easily frustrated with disorganized people.
	15. I have always been interested in playing a musical instrument.
	16. Animals are important in my life.
	17. I write for pleasure.
	18. I can recall things in mental pictures.

Ranking	Rank each of the following 9 items from 1 to 9.
	19. I like working with tools.
	20. I enjoy discussing questions about life.
	21. Things such as clubs and extracurricular activities are fun.
	22. I learn best when I have an emotional attachment to the subject.
	23. Step-by-step directions are a big help.
	24. Remembering song lyrics is easy for me.
	25. Hiking is an enjoyable activity.
	26. Foreign languages interest me.
	27. I can imagine ideas in my mind.

Checking for Accuracy: Please go back and check the rankings that you entered for each of the five sets of statements. Each set should have one entry for each of the numbers 1 through 9 with no duplicates. Please correct any duplicates that you may have in any set.

CURRICULUM VITAE

CURRICULUM VITAE

Name	: Manilyn Aguilar - Cabanag
Address	: Purok 1-A CasantolanBrgy. Mercedes, Catbalogan City
Date of Birth	: June 08, 1988
Place of Birth	: Brgy. Cabugao, Daram Samar
Civil Status	: Married
Husband	: Ramer LabradaCabanag
Son	: Ram Ynzzo Aguilar Cabanag
Brother/s	: None
Sister/s	: AnniefelAcabado Aguilar
Mother	: Anita Acosta Acabado
Father	: ElpedioBendo Aguilar

EDUCATIONAL BACKGROUND

Elementary	: Catbalogan I Central Elementary School Catbalogan City 1995 - 2001
Secondary	: Samar State University Catbalogan City 2001 - 2005
Tertiary	: Samar State University Catbalogan City 2005 - 2009
Graduate	: Samar State University Catbalogan City

SEMINARS/TRAININGS/CONFERENCES ATTENDED

- **National Training for Physical Educators**, conducted by A. T. Ancheta Enterprises, National Association of Physical Educators and Department of Education, January 20-22, 2012.

- **Badgework Workshop** conducted by the Girl Scouts of the Philippines, Samar Council, DEPED Catbalogan City, Samar, July 20, 2013.

- **Basic Leadership Course Training**, conducted by the Girl Scouts of the Philippines, Samar Council, DEPED Catbalogan City, Samar, August 16-18, 2013.

- **Catbalogan V District Athletic Meet 2013**, conducted by Rama ES, Catbalogan City, Samar, September 11-14, 2013.

- **National Training and Workshop on Physical Education, Health, Music, Art, Dance and Sports**, conducted by A. T. Ancheta Enterprises, National Association Of Physical Educators, Commission on Education and Department of Education, September 13-15, 2013.

- **Division Workshop on the Customization of NCBTS - TSNA and NCBSSH - TDNA Tools**, conducted by DEPED Catbalogan City Division, Catbalogan City, Samar, October 21, 2013.

- **Division Sports Coaching and Officiating Refresher Course** conducted by DEPED Catbalogan City Division, Catbalogan City, Samar, October 30 - November 1, 2013.

- **Catbalogan City Athletic Association Meet 2013**, conducted by DEPED Catbalogan City Division, Catbalogan City, Samar, December 11-14, 2013.

- **Division Orientation/Briefing for DEPED Computerization Program (DCP) for Batches 16, 19 and 24**, conducted by DEPED Catbalogan City Division, Catbalogan City, Samar, January 20-21, 2014.

- **Division STEP/TECHNOLYMPICS Skills Training and Competition for Elementary and Secondary**, DEPED Catbalogan City Division, Catbalogan City, Samar, January 27, 28 & February 3, 2014.

- **Division Orientation on the Utilization of the E - Classroom for DCP Batches 16, 19 and 24**, conducted by DEPED Catbalogan City Division, Catbalogan City, Samar, March 6-7, 2014.

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