MULTIPLE INTELLIGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS FOR SCHOOL POLICY REDIRECTION

_____

A Thesis

Presented to

the Faculty of the College of Graduate Studies

SAMAR COLLEGE

Catbalogan City

_____

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

(Educational Management)

_____

SHERYL P. GARCIA

March 2018

A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree, **Master of Arts in Education major in Educational Management**, this thesis entitled, "**MULTIPLE INTELLIGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS FOR SCHOOL POLICY REDIRECTION**" has been prepared and submitted by **SHERYL P. GARCIA.**

MA. LINDA S. LEGARSE, Ph.D.
SEPS-Planning & Research
DepEd Catbalogan City Division
Adviser

Approved by the Committee on Oral Examination on **March 20, 2018** with the rating of **PASSED.**

NIMFA T. TORREMORO, Ph.D.
Dean, College of Graduate Studies
Chairman

GUILLERMO D. LAGBO, D.P.A.
PSA, Statistics Specialist
PSA, Catbalogan
Member

NATALIA B. UY, Ph.D.
Dean, College of Business Administration
Member

MICHELLE L. MUSTACISA, Ph.D.
Public Schools District Supervisor
Member

IMELDA M. UY, Ed. D.
Public Schools District Supervisor
Member

Accepted and approved in partial Fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION,** major in **Educational Management.**

NIMFA T. TORREMORO, Ph.D.
Dean, College Graduate Studies

Date of Oral Examination

March 20, 2018

A C K N O W L E D G M E N T

The success and completion of this research work required a lot of perseverance, determination and courage; hence, the researcher thanks all the people who extended guidance, assistance, and support. The researcher is extremely privileged to have these people throughout the completion of this research paper. All the appreciation is due to such supervision and assistance of which she is so thankful.

The researcher owes her deep gratitude to her adviser, **DR. MA. LINDA S. LEGARSE**, for her constructive suggestions for the refinement of this manuscript.

To the Dean of the Graduate School, **DR. NIMFA T. TORREMORO**, who has always reminded the researcher to finish her thesis; and to her statistician, **DR. GUILLERMO D. LAGBO**, for his great effort in leading and supervising her to accomplish this work, particularly in the computation, analysis, and interpretation of the data.

To her family, relatives, teachers, and friends, for their support and encouragement which inspired the researcher to work towards the completion of this research.

Also, the researcher is thankful to everyone who, in one way or another, encouraged her in pursuing this dream of finishing this paper.

Above all, to the **Divine Father**, for the protection and blessings all throughout these years, particularly in providing strength and will power to continue with this research despite the challenges encountered.

S.P.G.

D E D I C A T I O N

To all those who extended support which led to the completion of this humble work;

To her husband and daughter, for the love, support, and encouragement;

To her family and relatives, for the unconditional love and endless support, which serve as her strength and inspiration in pursuing this study;

To her friends, classmates, schoolmates, and respondents of this study, for their cooperation; and most especially,

To the Almighty God, for the strength, compassion and graces;

This humble piece of accomplishment is heartily dedicated.

-Sheryl

A B S T R A C T

Title of Thesis	:	**MULTIPLE INTELLIGENCES AND ACADEMIC PERFORAMNCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS FOR SCHOOL POLICY REDIRECTION**
Authors	:	**SHERYL P. GARCIA**
Language Use	:	English
Research Type	:	Thesis
Discipline Group	:	Educational Management
Program	:	Master of Arts in Education
Full Title of the Degree	:	Master of Arts in Education (Educational Management)
Year Completed	:	March 2018
Keywords	:	Multiple Intelligences Academic Performance Primary Learners Policy Redirection Samar College

---

This study determined the multiple intelligences and academic performance of primary learners of Samar College Elementary Department, Catbalogan City during the School Year 2017-2018. Using a questionnaire and documents as the data-gathering instruments, this study involved 127 primary students as respondents.

Findings revealed that the mean age of the learner-respondents was 7.52 years old with a standard deviation (SD) of 0.96 year; majority were in normal nutritional status

accounting for 122 or 96.07 percent; the mean number of attendance in school was posted at 60.38 days with a SD of 13.80 days; 17 or 13.40 percent were inclined to sports; 68 or 53.54 percent of the fathers were baccalaureate degree holders while 73 or 57.48 percent of the mothers had master's degree units; the mean monthly family income was posted at ₱63,759.50 with a SD of ₱26,810.69; and 27 or 21.36 percent of the fathers were government employees while 41 or 32.28 percent of the mothers were government employees as well.

In addition, the learner-respondents agreed on their attitude toward schooling based on the weighted mean of 4.29. The learner-respondents averred that they often manifested multiple intelligences along visual and linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential. More so, the mean academic rating of the learner-respondents was posted at 87.79 with a SD of 2.60.

A significant relationship was found between the learner-respondents' multiple intelligences and their interests and attitude toward schooling. However, no significant relationship existed between the learner-respondents' academic performance and their multiple intelligences.

T A B L E O F C O N T E N T S

LIST OF TABLES

LIST OF FIGURES

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The school is a learning producing enterprise with its chief concern to see to it that productive and efficient learning is taking place in the classroom where planned learning opportunities are translated into actual learning engagement through instruction (Mayer, 2007:9-14).

In the classroom, teachers are able to discover the varied intelligences of the students which include musical, linguistics, logical, interpersonal, intrapersonal, bodily-kinesthetic, naturalist, and existentialist. With this discovery, the teachers try to develop lessons where students may utilize their multiple intelligences. According to Mayer (2007:14), multiple intelligences refer to individual differences in the pupils' ability to construct and express appropriate motion given a particular context. In simpler understanding, drawing a picture, composing, listening to music, watching a performance, and performing activities are vital to learning, and a manifestation of how multiple intelligences come into interplay.

According to Cantu (2008:135), students differ on how they learn, and therefore, it is up to the teachers to

incorporate as many approaches as possible into each lesson. It is in this respect that a multi-sensory approach improves pupils' comprehension and retention. The need for a multi-disciplinary approach stems from an ever changing educational environment and the diversity of pupils' needs rapidly changes along with it.

According to Koksal and Yel (2007:357), it is fairly obvious that teachers' pedagogical styles must adapt as well. Teachers must quickly recognize that each pupil is a unique individual that what works for one may not work for all. More than ever, the present day schools contain pupils with diverse backgrounds, interests and strengths, hence; educators are faced with the task of motivating them toward curriculum appreciation.

Consequently, the teacher is the most important element in a successful program, particularly someone who is capable of introducing new knowledge and appreciation of all learning areas. This teaching enthusiasm is best manifested in teaching devices, whether visual or audio-visual, that are used to stimulate interest and enrich the students' experience. In fact, educators agree that effective teaching can never be captured on paper alone. Apparently, it is versatile and diverse to provide for the other developmental needs of learners, especially those who possess multiple

potentials that need to be nurtured in order for them to emerge as more productive members of society (Hunter, 2005:146).

It is important, therefore, that as teachers, the individual differences among learners must be taken more seriously. Teachers cannot be considered good teachers if they do not know the learners very well and try their best to discern the learners' ability to develop their multiple intelligences for their future educational endeavours. Thus, the study was conceived to determine the multiple intelligences and academic performance of primary learners of Samar College and the results of which would serve as take-off point for some policy redirections.

Statement of the Problem

This study determined the multiple intelligences and academic performance of primary learners of Samar College, Elementary Department, Catbalogan City, during the School Year 2017-2018.

Specifically, this study sought answers to the following questions:

1. What is the profile of the learner-respondents in terms of the following variates:

    1.1 age and sex;

    1.2 nutritional status;

1.3 number of learners' attendance in school;

1.4 learners' interests;

1.5 parents' highest educational attainment;

1.6 gross monthly family income;

1.7 parents' occupation; and

1.8 attitude toward schooling?

2. What are the multiple intelligences of the learner-respondents along the following:

2.1 visual-linguistic;

2.2 mathematical-logical;

2.3 musical;

2.4 bodily-kinesthetic;

2.5 interpersonal;

2.6 intrapersonal;

2.7 naturalist; and

2.8 existential?

3. Is there a significant relationship in the multiple intelligences of the learner-respondents and their profile variates?

4. What is the academic performance of the primary learners based on the second quarter grade in all subjects?

5. Is there a significant relationship between the academic performance of the learner-respondents and their multiple intelligences in terms of the identified areas?

6. What inputs for policy redirection can be drawn from the findings of the study?

Hypotheses

From the aforelisted specific questions, the following hypotheses were tested in this study:

1. There is no significant relationship between the multiple intelligences of the learner-respondents and their profile variates.

2. There is no significant relationship between the academic performance of the learner-respondents and their multiple intelligences in terms of the identified areas, to wit:

2.1 visual-linguistic;

2.2 mathematical-logical;

2.3 musical;

2.4 bodily-kinesthetic;

2.5 interpersonal;

2.6 intrapersonal;

2.7 naturalist; and

2.8 existential.

Theoretical Framework

This study was anchored on Gardner's Theory of Multiple Intelligences (1993:196), Bruner's Cognitive Learning Theory

(https://wwww.hrdevelopmentinfo.com, March 13, 2017), and Piaget's Cognitive Development Comprehensive Theory (https://www.simplypsychology.org, June 12, 2016).

The primary theory which supported this study was the Theory of Multiple Intelligences of Gardner (1993:196). Said theory proposes that intelligence is the ability to create an effective product or offer a service that is valued in a culture; a set of skills that make it possible for a person to solve problems in life; and the potential for finding or creating solutions for problems, which involve gathering new knowledge and abilities. Furthermore, the theory proposed a model of intelligence that differentiates it into specific primary sensory modalities, instead of seeing intelligence as dominated by a single general ability.

The foregoing theory documented the extent to which students possess different kinds of mind-sets and therefore learn, remember, perform, and understand in different ways. It further revealed that individuals are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of body to solve problems or to create things. This implies that individuals differ in the strength of these intelligences and such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in

various domains (https://www.hrdevelopmentinfo.com/three-categories-of-learning-theory accessed March 13, 2017).

The Cognitive Learning Theory of Bruner was the secondary theory which supported the present research (https://wwww.hrdevelopmentinfo.com, March 13, 2017). Based on this theory, when learners have committed the new information into their memories, it, then, allows them to master new knowledge and skills. This theory allows pupils to develop new solutions to problems and in order to learn attitude, but learners must be exposed to a credible role model or persuasive arguments.

Finally, this study was based on the Cognitive Development Comprehensive Theory formulated and proposed by Piaget (https://www.simplypsychology.org, June 12, 2016). The said theory dealt with a comprehensive principle about the nature and development of human intelligence which is a progressive reorganization of mental processes resulting from biological maturation and environmental experience. Moreover, the theory believed that children construct understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, and then adjust their ideas accordingly. Furthermore, it is averred that reality is a dynamic system of continuous change and, as such, is defined in reference to the two conditions

that define dynamic systems. Specifically, it is argued that reality involves transformations and states.

As applied in this study, when teachers develop teaching-learning activities, they must be mindful of the different learning capacities of their students which are, in turn, based on their strengths identified in the various intelligences to be able to develop their full potentials. They must allow areas for flexibility to cater to the students' varied learning abilities and intelligences.

The foregoing theories gave the researcher insights as legal bases and anchorage of this study. These further gave additional learning and perspective to lay the groundwork for the present research.

Conceptual Framework

Figure 1 illustrates the conceptual framework of this study which depicts the variates, their interrelationships, and how this research was conducted.

As it can be seen at the bottom of the schema are the respondents of this study, the primary learners of Samar College, City of Catbalogan, during the School Year 2017-2018. The said base frame is connected to a bigger frame by a single-headed arrow moving upwards. The bigger frame contains two smaller boxes which consist of the variates of the present research.

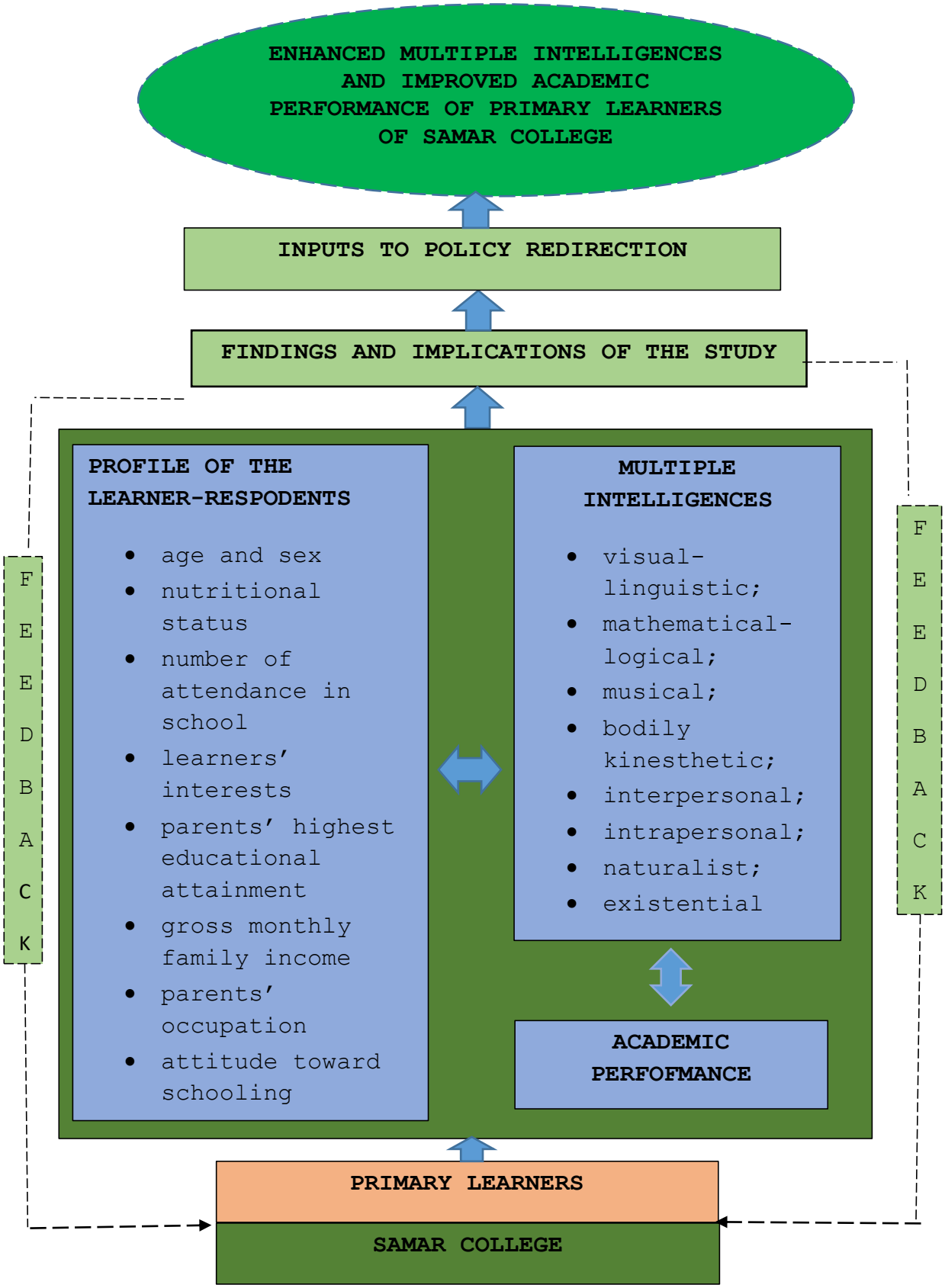

Figure 1. The Conceptual Framework of the Study

The profile of the learner-respondents was described in this study in terms of their age and sex, nutritional status, number of learners' attendance in school, learners' interests, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling, shown in the smaller box at the left part of the bigger frame. In addition, the multiple intelligences of the learner-respondents were described along visual-linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential intelligences, as shown in the upper smaller box at the right part of the bigger box. Lastly, the academic performance of the primary learners based on the second quarter grade in all subjects was also assessed in this study as seen in the lower smaller box at the right part of the bigger frame.

The multiple intelligences of the learner-respondents and their profile variates were correlated as reflected in the double-directional arrow connecting the smaller frames inside the bigger frame. Similarly, the academic performance of the learner-respondents was correlated with their multiple intelligences, reflected by the double-directional arrow connecting the smaller boxes inside the bigger box at the right part of the bigger frame.

The findings and implications of this study, shown in the third higher smaller frame, served as inputs for school policy redirection, contained in the fourth higher smaller frame. Ultimately, those inputs would contribute to the attainment of an enhanced and improved academic performance of the primary learners, as seen in the uppermost perforated oblong, and as guaranteed by the feedback loops connecting the box on the findings and implications of the study to the base frame on the respondents of the study.

Significance of the Study

The findings of this study would be beneficial to the primary learners, teachers, school administrators, DepEd key officials, parents, and future researchers.

To the Primary Learners. The findings of this study would benefit the primary learners in as much as they would be provided with insights about their multiple intelligences and how these intelligences impact on their academic performance. Eventually, they would be able to give the best academic performance in all the learning areas by tapping on the most appropriate intelligence.

To the Teachers. The findings of this study would be beneficial to the teachers because they, too, have to learn the various types of intelligences their students have for them to be able to teach them according to the type of their

intelligences. The findings would also enable the teachers to employ instructional strategies attuned to their students' multiple intelligences.

To the School Administrators. The findings of this study would be beneficial to the school administrators who are at the forefront of policy formulation. Hence, the results of this study would provide them the baseline knowledge in order to propose, plan, and formulate educational programs which are supportive and facilitative of the students' multiple intelligences, including curriculum changes which incorporate these nine multiple intelligences.

To the DepEd Key Officials. The findings of the study would give DepEd key officials with objective information regarding the students' multiple intelligences and how these intelligences contribute to their academic performance. With such information, they would be able to provide assistance to the school for much needed policy redirection and re-assessment to strengthen and enrich the existing elementary curriculum.

To the Parents. The findings of this study would encourage the parents to make important assessments of their children's multiple intelligences and how these can be tapped to help them improve their students' academic performance. In a sense, this study would enable the parents to make necessary

decisions that affect their children's cognitive aspects, and ultimately, increase the likelihood of their success in the classroom, in particular, and in the society, in general.

To the Future Researchers. The results of this study would enable the future researchers to conduct researches which would validate the results of the present research, and make comparison of the multiple intelligences of students in higher and lower sections.

Scope and Delimitation

This study determined the multiple intelligences and academic performance of primary learners of Samar College, City of Catbalogan. The multiple intelligences assessed in this study included visual-linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential intelligences. Meantime, the learner-respondents' academic performance was assessed based on their second quarter grade in all subjects.

Finally, the study was conducted during the School Year 2017-2018.

Definition of Terms

The following terms are given their conceptual and operational definitions for the readers to have better understanding of how the terms were used in this study.

Academic Performance. Conceptually, the term refers to the manifestation of doing well in the classroom (Lardizabal, et al. 1995:13). Operationally, it referred to the learner-respondents' grades in the different learning areas for the second quarter.

Advanced. Conceptually, this term refers to the idea stipulated in DepEd Order No. 73, Series of 2012, which means that students exceed the core requirements in terms of knowledge, skills, and understanding in which average Grade is from 90 percent and above (https://www.deped.gov.ph, September 5, 2012). Operationally, the term referred to the adopted grading system to measure the academic performance of the learner-respondents.

Approaching Proficiency. Conceptually, the term refers to the grading system under DepEd Order. 73, Series of 2012, which means that students develop fundamental knowledge and skills and core understanding, and little guidance from the teacher (https://www.deped.gov.ph, September 5, 2012). Operationally, the term referred to the adopted grading system to measure the academic performance of the learner-respondents.

Beginning. Conceptually, the term refers to the grading system under the DepEd Order No. 73, Series of 2012, which means that students at this point in time have not yet

acquired the fundamental knowledge and skills required. Grade is from 74 percent and below (https://www.deped.gov.ph, September 5, 2012). Operationally, the term referred to the adopted grading system to measure the academic performance of the learner-respondents.

Bodily-Kinesthetic Intelligence. Conceptually, the term refers to the ability to control one's body movements and to handle objects skilfully (https://www.techweb.org, February 12, 2018). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Developing. Conceptually, the term refers to the grading system under DepEd Order No. 73, Series of 2012 which means that at this level, the students possess the minimum knowledge and skills and core understanding, but needs help throughout the performance of the task, with grades from 75-79 percent (https://www.deped.gov.ph, September 5, 2012). Operationally, the term referred to the adopted grading system to measure the academic performance of the learner-respondents.

Existential Intelligence. Conceptually, the term refers to the type of multiple intelligence that specifically pertains to the sensitivity and capacity to tackle questions about human existence such as the meaning of life (https://www.techweb.org, February 12, 2018). Operationally,

the term was taken as one of the intelligences assessed in the learner-respondents.

Intelligence. Conceptually, the term refers to the capacity to learn from experience, using metacognitive processes to enhance learning, and the ability to adapt to the surrounding environment, which may require different adaptations within different social and cultural context (Sternberg, 2003:231). Operationally, the term referred to the same context in this study as it was defined in the preceding statement.

Intelligence Quotient. Conceptually, the term refers to the score derived from a set of standardized tests developed to measure a person's cognitive abilities in relation to their age group (https://www.123test.com, November 23, 2017). Operationally, this referred to the intelligence quotient or cognitive abilities of the learner-respondents.

Interpersonal Intelligence. Conceptually, the term refers to the capacity to detect and respond appropriately to the moods, motivations, and desires of others (Gardner, 2000:451). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Intrapersonal Intelligence. Conceptually, the term refers to the capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes

(https://www.techweb.org, February 12, 2018). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Mathematical-Logical Intelligence. Conceptually, the term refers the ability to think conceptually and abstractly, and the capacity to discern logical or numerical patterns (https://www.techweb.org, February 12, 2018). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Multiple Intelligence. Conceptually, the term refers to the nine intelligences exhibited by a person as theorized by Gardner, namely: logical and mathematical, visual and spatial, verbal and linguistic, bodily and kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential intelligence (Gardner, 2000:451). Operationally, the term was used in the same context as it was conceptually defined.

Musical Intelligence. Conceptually, the term pertains to the ability to produce and appreciate rhythm, pitch, and timber (https://www.techweb.org, February 12, 2018). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Naturalist Intelligence. Conceptually, the term refers to the ability to recognize and categorize plants, animals

and other objects in nature (https://www.techweb.org, February 12, 2018). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Policy Redirection. Conceptually, the term refers to the redirected policy of any organization for the improvement of productive policies that will be undertaken in the organization (https://wwww.dictionary.reference.com, May 20, 2015). Operationally, the term referred to the intended output of this study, an outgrowth of the findings and implications of this study.

Primary Learner. Conceptually, the term refers to the learners from Grade 1 to Grade 4 (Webster Encyclopedia, 1995:635). Conceptually, the term referred to the students enrolled in Grades 1 to 4 in Samar College during the School Year 2017-2018 who were involved as respondents of this study.

https://www.deped.gov.ph

Proficient. Conceptually, the term refers to the grading system under DepEd Order No. 73, Series of 2012, which specifically refers to the students who developed the fundamental knowledge and skills, and core understanding, and can transfer them independently through authentic assessment (, September 5, 2012). Operationally, the term referred to the adopted grading system to measure the academic performance of the learner-respondents.

Teacher. Conceptually, the term refers to the key learning support person who is responsible in facilitating the learning process and activities of the learners (Republic Act No. 9155). Operationally, the term referred to the teachers teaching in the primary grade levels in Samar College.

Verbal-Linguistic Intelligence. Conceptually, the term refers to the well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words (Gardner, 2000:196). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Visual-Spatial Intelligence. Conceptually, the term refers to the capacity to think in images and pictures and to visualize accurately and abstractly (Gardner, 2000:196). Operationally, the term was taken as one of the intelligences assessed in the learner-respondents.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses the related literature taken from published materials such as books, journals, magazines, and newspapers that are related to the present study. This also includes excerpts from previous studies taken from the electronic sources which were seen as significant to this research.

Related Literature

This part consists of relevant literature reviewed by the researcher to strengthen the problem of the present research.

Many educators interested in their efforts at educational reform have focused on the learners acquiring new skills. It is clarifying to have such a focus but any efforts at reform are doomed to fail unless they concentrate on the potentials of the individual learner. This suggested that teachers should work on a range of intellectual strengths of the learners (https://www.cityu.edu/hk, February 12, 2018).

Educators and teachers had been concerned with assessing what children learn instead of focusing on how children learn. Focusing on how children learn gave the child a comprehensive approach to teaching and learning. By taking the time to

investigate how children learn, educators were forced to examine values about people, learning and education (Piburn, 2008:12).

According to Armstrong (2004:115), there are several key points in the Multiple Intelligences Theory that are worth mentioning. First, every individual possesses all eight intelligences. Some individuals possess higher levels of certain intelligences than others, do but most importantly, most of the individuals are highly intelligent in some, modestly intelligent in others and underdeveloped in the rest. Second, most people can develop each intelligence to a certain level of competency. Everyone has the capacity to learn or become better in certain intelligence by instruction and encouragement. Third, intelligences usually work together in complex ways. They are always interacting with one another. Fourth, there are many ways to be intelligent within each category.

The Multiple Intelligences Theory is concerned with the exclusive ways that children were being taught in school. There had been an emphasis on teaching children in predominantly two forms of intelligences, namely: linguistic symbolization and logical-mathematical symbolization. The emphases on linguistic and logical-mathematical ways of learning were highly focused on intelligence, aptitude, and

achievement tests children must take (https://www.ericae.net, December 23, 2017).

The benefits of using Multiple Intelligences Theory in the classroom includes the following: a) as a teacher and learner one realizes that there were many ways to be smart; b) all forms of intelligence were equally celebrated; c) by having students created output that was displayed to parents and other members of the community, the school could see more parent and community involvement; d) a sense of increased self-worth may be seen as students built on their strengths and work toward becoming an expert in certain areas; and e) students develop strong problem solving skills they could use in real life situations (https://thesushilegend.com, November 20, 2017).

According to Valle (1994:223), teaching has always meant a decision-making about curriculum, materials and pedagogy. Good teaching, therefore, provides rich environment and learning experience through instructional materials and devices that challenge the attention of the learners to stimulate their thinking and facilitate understanding.

Claveria (1991:392) revealed that out of 100 children who entered grade one, only 66.62 percent graduate from elementary grades. There was an appealing problem on school leaving rate of 33 percent in the elementary. The implications

of these situations were as follow: wastage, illiteracy, unemployment, and ineffectiveness of the educational system. These implications may be exaggerations because the educational establishment had produced a mass of Filipinos who have become leaders.

Reyes (2000:47-50), however, pointed out that good health and proper nutrition enable human to easily acquire skills, learn more, and do progressively in a short duration of time. Health and nutrition now stand as the most vital determinant to physical, intellectual, social, emotional and moral development of any individual. As the World Health Organization (WHO) defined, health is the complete physical, mental and social being not just the absence of infirmity. The proper supply of food and nutrients to children would enable them to easily acquire skills and discover their maximum potentials.

On the whole, the foregoing literature provided the researcher with insights into the possible variables that have relationship with the multiple intelligences and academic performance of learners. In addition, these concepts gave the researcher the headway to formulate and investigate the multiple intelligences variables that would affect the academic performance of the learners. Therefore, the foregoing literature shed light to the problem of this study.

Related Studies

The following excerpts from unpublished materials such as master's thesis and dissertations were reviewed since they are related to the present study.

Shaik (2016) conducted a study entitled, "A Comparative Study of Multiple Intelligences of Students with Respect to Grades". The study found that the coefficient of correlation between the different types of multiple intelligences were high in the case of the Grade 7 students in comparison to the Grade 9 students. The findings showed that Grade 9 students were found to be high on all types of intelligences than Grade 7 students.

The previous study paralleled the present research in terms of the topic studied on multiple intelligences. Yet, they differed because the previous research focused exclusively on multiple intelligences whereas the present research was on multiple intelligences and academic performance. In addition, the previous research was comparative in nature as opposed to the present research which was a correlation research.

Perez (2014) conducted a study entitled, "Relationships among Multiple Intelligences, Motor Performance and Academic Achievement in Secondary School Children". It was found out that female students scored significantly higher on the

linguistic, spatial, and interpersonal intelligences, and older pupils scored significantly higher on the linguistic and naturalistic intelligences. Moreover, it was the logical-mathematical intelligence which showed significant relationships with academic performance and it was the intelligence that better predicted this achievement. It was the bodily-kinesthetic intelligence that was significantly related to motor competence and the best intelligence that predicted its achievement. Finally, the findings indicated that school children with better scores in the motor test were those who scored higher in both academic achievement and all the multiple intelligences, with the exception of musical intelligence.

The foregoing study had similarities with the present study in as much as they both dealt with multiple intelligences of the students. In addition, the two researches were both concerned with the relationship between multiple intelligences and academic achievement of the students. Nonetheless, they differed because the previous research was more complex as it included a third variate of motor performance which was not anymore included in the present research. Also, the previous research involved secondary students in contrast with the present research which involved primary learners.

Ayesha (2013) in a study entitled, "The Relationship of Multiple Intelligence and Effective Study Skills with Academic Achievement among University Students", revealed that the multiple intelligence, study skills, and academic achievement were the interrelated constructs in the teaching learning environment. It was found out that the multiple intelligence, study skills and academic achievement significantly and positively correlated with each other. The verbal-linguistic abilities and visual/spatial intelligence of the students of Management Sciences were higher compared to the students of Humanities and Social Sciences. The interpersonal intelligence skills of students of Management Sciences were more developed as compared to students of Humanities and Social Sciences. The logical-mathematical abilities of the students of Management Sciences were higher compared to students of Social Sciences and Humanities. The verbal-linguistic abilities of the female university students were more developed compared to male university students. The logical-mathematical abilities of male university students were more developed compared to female university students.

The foregoing study had similarities with the present study in as much as they both dealt with multiple intelligences such as the visual-linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal,

intrapersonal, naturalist, and existential. Likewise, the previous research correlated the students' multiple intelligences with their academic achievement in much the same way as the present research. Despite these similarities, the two studies differed because the previous research was more complex as it included a third variate on the students' study skills. Another difference centered on the fact that the previous research involved college students compared to the present research which involved primary learners.

Senbas (2012) conducted a study entitled, "The Multiple Intelligences and Activities Used in English Classes at Primary Schools". It was found out that the primary school students' multiple intelligences showed variety according to their grade levels, gender and school. There seems to be a correlation between students' dominant multiple intelligence types and activities preferred in English classes. Also, the students perceived activities related to the musical intelligence to be the least useful activities.

The previous and the present studies paralleled in the sense that they both focused on multiple intelligences of students. Furthermore, they both involved primary learners as respondents. Nevertheless, the studies differed in some aspects. The previous research included activities used in class as additional variates while the present research did

not include them as variates. Also, the previous research was specific to English while the present research included all learning areas.

Malinao (2012) conducted a study entitled, "Academic Performance in Science of Multigrade Pupils". The study found out that the pupil-respondents manifested highly favorable attitude toward Science. In addition, the pupil-respondents surpassed half the items of the teacher-made test signifying that their academic performance was good; however, needed some enhancement to make it more favourable.

The previous study was relevant to the present study because they both dealt with academic performance of the pupils. However, they differed because the previous research was specific to academic performance in Science in contrast to the present research which included all learning areas. Furthermore, the previous study involved multi-grade students as respondents in contrast to the present research which focused on students enrolled in mono-grade classes as respondents.

Gulap (2011) in a study entitled, "Relationship between Students' Self-Perceived Multiple Intelligences and Their Academic Achievement", showed that there was a significant correlation between the self-perceived verbal and linguistic, logical and mathematical, interpersonal, intrapersonal,

naturalistic intelligence and students' academic achievement. There was an insignificant correlation between self-perceived musical intelligence and academic achievement. The results of the study showed that the relationship between the self-perceived bodily and kinesthetic intelligence and academic achievement were very weak.

The foregoing study was closely related to the present study in as much as they both dealt with multiple intelligences which affected the academic performance of the students. They differed because the previous research emphasized the students' self-perceived intelligences. More important, the differed in terms of scope and procedures used.

Selkuck (2010) in a research entitled, "Effects of Multiple Intelligences Supported Project-Based Learning on Students' Achievement Levels and Attitudes towards English Lesson", showed a significant difference between the attitude scores of the experimental group and the control group. It was also found out that the multiple intelligences approach activities were more effective in the positive development of the students' attitudes. It was revealed that the students who were educated by multiple intelligences supported project-based learning method were more successful and had a higher motivation level than the students who were more educated by the traditional instructional methods.

The foregoing study was relevant to the present study in as much as they both dealt with multiple intelligences which affected the academic performance of the students. However, the previous study was more specific to the students' academic performance in English as opposed to the present research which included all learning areas and hence, broader in scope. Secondly, the present research was just focused on multiple intelligences and academic performance whereas the present research highlighted project-based learning in contrast to the present research that did not delve into it. Lastly, the previous research included as variate attitude toward English whereas the present research did not include said variate.

Serin (2009) conducted a study entitled, "Relationship between the Primary Teachers' Teaching Strategies and their Strengths in Multiple Intelligences Types". The findings indicated that there were statistically significant differences between the primary teachers working in İzmir and those working in Lefkoşa when the relationships between their strengths in multiple intelligences and the sub-components of their teaching styles such as courageousness, being a model, and planning were considered. There was also a significant difference between gender and planning, but no significant differences between the multiple intelligence types and the other sub-components of the teaching styles.

The previous and the present studies were parallel in the sense that they both dealt with multiple intelligences. However, they differed in the respondents and locale of the study in as much as the previous study utilized teachers as respondents, while the present study utilized the primary learners in Samar College.

Dapuran (2009) conducted a study entitled, "Multi-Intelligence Level of Grade VI Pupils and their Academic Performance in Science". The study revealed that of the different personal characteristics of the Grade 6 pupils, only six influenced the multi-intelligence level while the other personal characteristics, namely: age, family monthly income, family size and educational background of the parents did not influence the multiple intelligence level of the Grade 6 pupils. The seven multiple intelligences of linguistics, musical, spatial, body and kinesthetic, intrapersonal, and interpersonal posed no significant influence to the academic performance of the grade six pupils in Science.

The study of Dapuran was closely related to the present study because it dealt with the multiple intelligences of pupils. Also, they were similar in as much as the two studies correlated the pupils' multiple intelligences and their academic performance. Yet, they differed because the previous research focused on the students' academic performance in

Science whereas the present research was more generic as it included the learner-respondents' academic performance in all the learning areas. Also, the previous research focused on intermediate students, specifically Grade 6 students, while the present research focused on primary grade level students enrolled in Grades 1 to 3.

Tan (2008) conducted a study entitled, "Academic Performance and Reading Attitude of Grade One Pupils Based on Pre-School Preparation". The study found out that there was a significant difference in academic performance between the groups of respondents. It was also revealed that there were no significant difference in the academic performance of the pupil-respondents; and there was no significant relationship between reading attitude of the two groups of pupil-respondents with their variates of sex, age, parents' educational background and average family monthly income.

The previous and the present studies were parallel in the sense that they both dealt with academic performance of pupils. However, they differed with the considered variables which the previous study focused on because the present study focused on the multiple intelligence and academic performance of primary grade pupils in Samar College.

The different studies cited herein proved to be useful to the present study. These guided the researcher in the

formulation of research instrument and the research design of the study on the multiple intelligences and academic performance of primary learners of Samar College.

Chapter 3

METHODOLOGY

This chapter discusses the various procedures used in the conduct of the present research. This specifically includes the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study used the descriptive-correlation research design to determine the multiple intelligences and academic performance of the primary learners of Samar College. Specifically, the descriptive method was used to determine the profile of the learner-respondents in terms of their age and sex, nutritional status, number of learners' attendance in school, learners' interest, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling.

The descriptive method was likewise used to determine learner-respondents' multiple intelligences along Gardner's nine multiple intelligences, to wit: visual-linguistic intelligence, mathematical-logical intelligence, musical intelligence, interpersonal intelligence, intrapersonal

intelligence, naturalist intelligence, and existential intelligence and their academic performance based on the mean grade of the second quarter.

Correlation analysis was conducted in order to determine the relationship the multiple intelligences of the learner-respondents and their profile variates; and between the academic performance of the learner-respondents and their multiple intelligences.

Descriptive as well as inferential statistical tools were utilized in order to compute, analyze, and interpret the data of this study. These included frequency count, percentage, mean, standard deviation, Pearson's Product-Moment Correlation Coefficient, and the Fisher's t-test.

Locale of the Study

Figure 2 shows the locale of the study, the Samar College, City of Catbalogan.

The school opened its doors in July 1, 1949, with the initial tertiary program offering of Elementary Teacher Certificate for the College of Education, and the Associate in Arts for the College of Liberal Arts. The pioneering Board of Directors was chaired by Mrs. Felicidad G. Hernandez, with Mrs. Presentacion D. Raynaldo, Mr. Esteban S. Piczon, Mr. Marciano Lim, Dr. Antonio Merida, Atty. Francisco Astilla, and Atty. Emilio Astorga as members of the board.

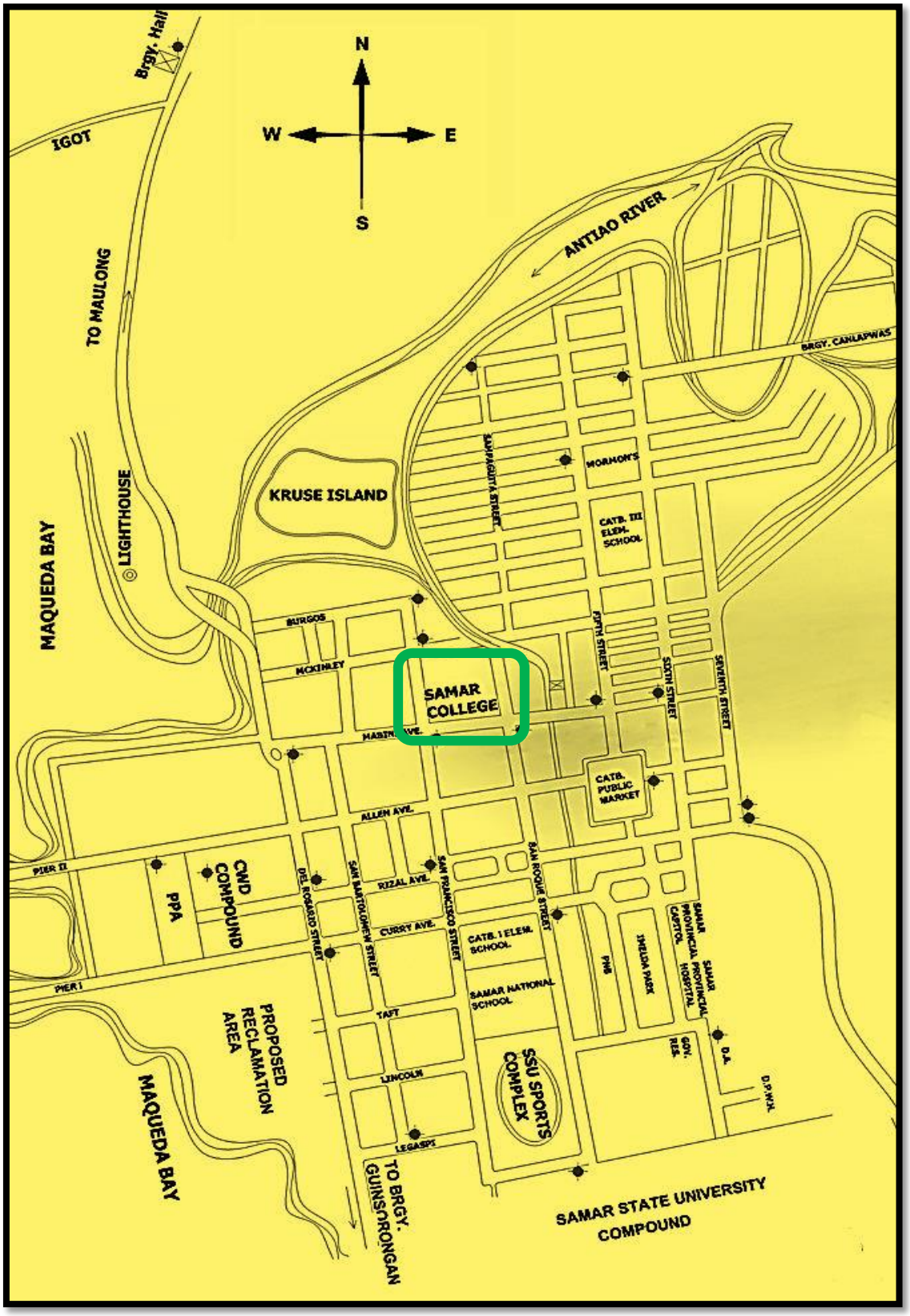

Figure 2. The Map Showing the Locale of the Study

The instructional support staff included Mr. Sixto Q. Salazar as Director, Mr. Marciano Lim as the Training Department Supervisor, Mr. Fidel Lim as Registrar and Treasurer, Atty. Jose C. Santos as Librarian, Mr. Esteban S. Piczon as Auditor, Mr. Alfredo C. Perez as Accountant, and Mr. Carlos Valera as Cashier.

The 1950s saw Samar College's emergence as a hub of academic excellence and as sports and cultural center as well. It was also during this period when the school expanded the College of Education as it offered the Bachelor of Science in Elementary Education (BSEED) and the Bachelor of Science in Education-inverted courses, where graduates of the degree could teach in either elementary or secondary level.

In the 1960s, the school Administration Building transferred location to its present site marking May 4, 1966 as a red letter day for its inauguration.

The Board of Directors continued to be under the reins of Mrs. Felicidad G. Fernandez, while the then Governor EstebanS. Piczon was installed as the Vice-Chairman of the said policy-making body. At that time, the entry of educators such as Mr. Castor Pacoli, Mr. Sixto Q. Salazar, Mrs. Pia A. Astilla, Mr. Jesus Japzon, and Mr. Delfin Raynaldo provided more promise to the school. The 21st Century paved the way for further development in the institution's curricular offerings

when it opened additional courses like the Bachelor of Science in Information Management (BSIM) and Bachelor of Science in Criminology. In February 2011, Mr. Fidelindo G. Fernandez, the Chairman of the BoD and College President, entrusted his sensitive positions to a new and younger brand of manager who could continue the progress he painstakingly tried to attain and sustain for 27 years.

In the same year, Mr. Rhett Caesar L. Piczon was elected as the Chairman of BoD (https://samarcollege.edu.ph, August 29, 2019).

Instrumentation

This study used a questionnaire and documents as instruments to gather the needed data of this study.

Questionnaire. This served as the primary data gathering instrument which was divided into two parts.

Part I of the questionnaire solicited data on the learner-respondents' profile variates such as their age and sex, nutritional status, number of learners' attendance in school, learners' interest, parents' highest educational attainment, gross monthly family income, and parents' occupation. In this part, the learner-respondents were tasked to fill in the needed information on the spaces provided and/or to place a check mark (/) on the appropriate spaces of their answers.

Part II solicited data on the multiple intelligences of the learner-respondents along visual and linguistic, mathematical and logical, musical, bodily and kinaesthetic, interpersonal, intrapersonal, naturalist, and existential. The learner-respondents' responses in this part of the questionnaire was quantified using the following five-point scale: 5 for Always (A), 4 for Often (O), 3 for Sometimes (S), 2 for Rarely (R), and 1 for Never (N).

Documents. The researcher borrowed and secured the Permanent Record/Progress Report Card of the learner-respondents to get the second quarter grades from the Office of the Elementary Principal to determine their academic performance in all the learning areas.

Validation of Instrument

The questionnaire underwent validation as regards its content and reliability through expert analysis and Internal Reliability Consistency Test through Cronbach's alpha since it was a researcher-made one. Meanwhile, the medium used in the questionnaire was English in as much as the learner-respondents understood the language.

A draft of the questionnaire was presented to the research adviser for comments and suggestions with the hope of improving its contents. Based on the suggestions of the adviser, the questionnaire was revised and was subjected to

expert validation through the members of the panel of oral defense. The final draft of the questionnaire was pilot tested among the primary learners in Catbalogan III Central Elementary School, City of Catbalogan. The results of which was forwarded to the researcher's statistician for tabulation and after which, the reliability coefficient was computed using the Spearman rho Correlation Coefficient Formula (Walpole, 1982:231).

After computing the aforementioned formula, the Cronbach Coefficient Alpha yielded a value equal to 0.96, interpreted as Very High based on the interpretations in Table 1.

Table 1

Table of Coefficient of Reliability

Coefficient of Reliability	Degree of Reliability	Interpretation/Action to be Taken
≥0.90	Excellent	Good Questionnaires
0.81-0.90	Very Good	Good Questionnaires
0.70-0.80	Good-There are probably a few items which could be improved	Improve some items
0.61-0.70	Acceptable-There are probably some items which could be improved	Improve some items
0.51-0.60	Poor-Suggests need tor revision of the research instrument	Revise
≤ 0.50	Questionable/Unacceptable-This research instrument should not contribute heavily to the research, and its needs revision	Restructure

Hence, the questionnaire was both valid and reliable for individual testing. Meantime, the documents were not validated because they were standard public records.

Sampling Procedure

The respondents of this study are the primary learners of Samar College, City of Catbalogan, during the School Year 2017-2018. There was a total of 195 Grades 1 to 3 students during the said school year which were broken down as follows, as shown in Table 2: 64 students in Grade 1; 66 students in Grade 2; and 65 students in Grade 3.

Table 2

Sampling Frame of the Study

Grade Level	Population (N)	Sample Size (n)	Percent (%)
1	64	39	32.82
2	66	44	33.59
3	65	44	33.59
Total	**195**	**127**	**100.00**

Using the Slovin's formula (Sevilla, 1993:182) below, the sample size was computed at and distributed as follows: 39 or 32.82 percent from Grade 1; 44 or 33.59 percent from Grade 2; and 44 or 33.59 percent from Grade 3.

$$n = N / (1 + N e^2)$$

where n = sample size

N = total population

e^2 = margin of error

To identify the individual learner-respondents of this study, the stratified random sampling with equal probability samples was employed. The researcher took the grades 1, 2,

and 3 learners as respondents of the study. When the data and information were gathered and obtained from the respondents, they were tallied, organized, and analyzed.

Data Gathering Procedure

The researcher gathered the data by first securing approval from the Senior Vice President for Academic Program through a communication letter. When the letter was approved, the researcher sought permission from the elementary principal before the survey using the questionnaire, preferably right after class hours to ensure 100 percent retrieval. Before proceeding to the tabulation of the data gathered, the researcher secured the learner-respondents' report cards or the Students' Permanent Records from the Records Section of the said school in order to obtain the data pertaining to the primary learners grade for the second quarter.

Finally, the researcher tabulated, computed, analyzed, and interpreted the data gathered during the whole month of February 2018, during which the researcher had enough time to work.

Statistical Treatment of Data

The computation, analysis, and interpretation of data were made using the following descriptive and inferential

statistical tools: Frequency Count, Percentage, Mean, Standard Deviation, Pearson's Product-Moment Coefficient Correlation, and Fisher's t-Test.

Frequency Count. This descriptive statistical tool was used to present the data on age and sex, nutritional status, number of learners' attendance in school, learners' interests, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling as to the number of occurrences.

Percentage. This descriptive statistical tool was used to present the data on age and sex, nutritional status, number of learners' attendance in school, learners' interests, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling as to the magnitude of occurrences.

$$P=F/N \times 100$$

where: P - Percentage

F - Frequency

N - Total Number of Respondents

Mean. This statistical tool was employed to calculate the averages where the measure is applicable such as computation of the respondents' profile as to their age.

$$M = \frac{\sum fx}{N}$$

Where: M - Computed Mean;

∑ - Symbol of Summarization;

F – Frequency;

X – Item value;

N - Total Number of respondents

Standard Deviation. This statistic was used to ascertain the group perception of the respondents relative to the multiple intelligences of primary learners such as: age and sex; nutritional status; number of learners attendance in school; learners interest; parents highest educational attainment; gross monthly family income; parent's occupation; and attitude toward schooling and academic performance of primary learners of Samar College, using the five-point Likert scale, as follows:

Ranges	**Interpretation Symbols**	
4.51-5.00	Always	(A)
3.51-4.50	Often	(O)
2.51-3.50	Sometimes	(S)
1.51-2.50	Rarely	(R)
1.00-1.5	Never	(N)

The formula for this is:

$$\Sigma = \sqrt{\frac{1}{N} \sum_{I=1}^{N} (xi - p)2}$$

Pearson's Product-Moment Coefficient of Correlation. This statistical tool was used to ascertain the relationship between the multiple intelligences of the primary learners

and their profile variates. The following formula was used (Walpole, 1982:376):

$$rxy = \frac{N\sum Xy - (\sum x)(\sum y)}{\sqrt{(N\sum X^2 - (\sum x]^2 [N\sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy - refers to the correlation coefficient between X and y;

$\sum Y$ - refers to the sum of the values in the first set of dependent variable;

$\sum X$ - refers to the sum of the values in the second set of dependent variables;

$\sum XY$ - refers to the product of X and Y;

N - refers to the number of observations;

$\sum X^2$ - refers to the sum of the squared X-values;

$\sum Y^2$ - refers to the sum of the squared y-values.

Fisher's t-test. This tool was employed to test if there was significant relationship between the academic performance of the learner-respondents and their multiple intelligences in terms of the identified areas.

The following formula was used (Walpole, 1982:311):

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

r - refers to the computed correlation coefficient;

N - refers to the number of paired observations;

t - refers to the computed Fisher's t-value

The .05 level of significance was used in all cases of hypothesis testing. Moreover, the decision rule of data was facilitated using the MICROSOFT Excel Data Analysis. To determine whether the null hypothesis (Hᴏ) would be accepted or rejected, the decision rule provided by Ferguson and Takane (1989:417-418) was employed, which stated that if the t-computed value was equal or greater than the t-tabular/critical value, the null hypothesis (Hᴏ) should be rejected. On the other hand, if the t-computed value failed to match or exceeded the t-tabular/critical value, the null hypothesis (Hᴏ) should be accepted.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of this study with the corresponding analyses and interpretation. Included in this chapter are the profile of the learner-respondents, their multiple intelligences, their academic performance, and the tests of hypotheses, and the inputs for policy redirection drawn from the findings of the study.

Profile of the Learner-Respondents

This part presents the profile of the learner-respondents in terms of their age and sex, nutritional status, number of attendance in school, learners' interest, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling.

Age and Sex. Table 3 presents the distribution of the learner-respondents as to their age and sex.

From the table, it can be gleaned that the learner-respondents ranged from six years old to 10 years old whereby a number of them, that is, 46 or 36.22 percent were aged at eight years old while 42 or 33.07 percent were aged at seven years old, 19 or 14.96 percent were aged at six years old, 16 or 12.61 percent were nine years old, and two or 1.57 percent were aged at 10 years old.

Table 3

Age and Sex of Learner-Respondents

Age	Sex		Total (f)	%
	Male	Female		
10	0	2	2	1.57
9	9	7	16	12.61
8	20	26	46	36.22
7	20	22	42	33.07
6	11	8	19	14.96
Not Stated	2	0	2	1.57
Total	**62**	**65**	**127**	**100.00**
%	**48.82**	**51.18**	**100.00**	
Mean		**7.52 years old**		
S. D.		**.96 year**		

But, there were two learner-respondents or 1.57 percent who did not give disclosure as regards to their ages. The mean age of the learner-respondents was posted at 7.52 years old with a standard deviation (SD) of .96 year.

The data signified that the learner-respondents were on their right age fitted for the grade level they were enrolled in which indicated that they were ready in learning the different learning areas.

Moreover, more than half of the learner-respondents were female accounting for 65 or 51.18 percent, whereas the male counterpart was composed of 62 or 48.82 percent.

The data signified female dominance among the learner-respondents which was the usual observation in the roster of

enrollment whereby the female learners outnumbered the male ones.

Nutritional Status. Table 4 shows the nutritional status of the learner-respondents.

Table 4

Nutritional Status of Learner-Respondents

Nutritional Status	f	%
Normal	122	96.07
Obese	3	2.36
Wasted	2	1.57
Total	**127**	**100.00**

From the table, it can be noted that majority of the learner-respondents were in normal nutritional status accounting for 122 or 96.07 percent while three or 2.36 percent were considered obese and two or 1.57 percent were in wasted status.

The foregoing data signified that the learner-respondents were in normal physical condition which can be construed that they were fit to learn the lessons for the grade level they were enrolled in.

Number of Attendance in School. Table 5 shows the number of attendance of the learner-respondents.

Table 5 shows that majority of the learner-respondents had attended school for 60 and up days accounting for 79 or 62.21 percent while 38 or 29.92 percent had attended schools

for 40-59 days and the rest were distributed to the other identified number of attendance except for the two or 1.57 percent who did not give disclosure as to their number of attendance in school.

Table 5

Number of Attendance in School of Learner-Respondents

Attendance	f	%
60 and up	79	62.21
40-59	38	29.92
20-39	5	3.94
1-19	3	2.36
Not Stated	2	1.57
Total	**127**	**100.00**
Mean	**60.38 days**	
S. D.	**13.80 days**	

The mean number of attendance of learner-respondents was posted at 60.38 days with a SD of 13.80 days. The data signified that the learner-respondents had attended the maximum number of days required which indicated that they were regular in attending their classes.

Learner's Interest. Table 6 contains the learner-respondents' interests.

Table 6 shows that a number of the learner-respondents, that is, 17 or 13.40 percent were inclined to sports while 14 or 11.02 percent were interested in singing and sports, 13 or 10.24 percent were interested in painting and sports, 12 or

9.45 percent were inclined to skirting, 10 or 7.87 percent were interested to painting, and the rest of them were distributed to the other identified line of interests.

Table 6

Learner-Respondents' Interests

Interest	F	%
Singing	7	5.51
Painting	10	7.87
Debating	1	0.80
Communicating	2	1.57
Dancing	2	1.57
Sports	17	13.40
Skirting	12	9.45
Writing	3	2.36
Painting and Skirting	2	1.57
Singing, Dancing and Skirting	2	1.57
Singing, Painting, Sports, and Skirting	4	3.15
Singing, Sports and Skirting	9	7.09
Painting and Skirting	7	5.51
Singing and Sports	14	11.02
Painting and Sports	13	10.24
Singing and Painting	3	2.36
Singing, Painting and Sports	2	1.57
Singing, Sports and Skirting	3	2.36
Painting and Dancing	1	0.80
Singing, Sports, Skirting and Writing	2	1.57
Singing, Painting and Debating	3	2.36
Debating, Dancing and Sports	3	2.36
Singing and Skirting	5	3.94
Total	**127**	**100.00**

The data signified that the learner-respondents showed diverse interests indicating the uniqueness of every learner which, in a sense, reflects that each child has the potential to tap their multiple intelligences. The findings further reflect the multiple intelligences that reside in a child.

Parents' Highest Educational Attainment. Table 7 shows the learner-respondents' parents' highest educational attainment.

Table 7

Learner-Respondents' Parents' Highest Educational Attainment

Educational Level	Father		Mother	
	f	%	f	%
Master's Graduate	31	24.41	32	25.21
With Master's Units	17	13.39	73	57.48
Baccalaureate	68	53.54	11	8.66
High School Graduate	8	6.30	2	1.57
High School Level	2	1.57	2	1.57
Elementary Level	1	0.79	4	3.15
Not Stated	0	0.00	3	2.36
Total	**127**	**100.00**	**127**	**100.00**

From the table, it can be gleaned that as regards the fathers of the learner-respondents, more than half of them were baccalaureate degree holders accounting for 68 or 53.54 percent while 31 or 24.41 percent were master's graduate, 17 or 13.39 percent were with master's units, and the rest were distributed to the other identified educational level.

Likewise, Table 7 shows that as regards the mothers of the learner-respondents, more than half of them, that is, 73 or 57.48 percent were with master's units while 32 or 25.21 percent were master's graduate, 11 or 8.66 percent were baccalaureate degree holders, and the rest of the mothers were slimly distributed to the other identified educational

level to include the three or 2.36 percent who did not give information regarding the aforementioned variate.

The data signified that the parents of the learner-respondents were functional literates having schooled in a formal educational system. This indicated that the parents possessed the capability to assist the learner-respondents in their studies.

Gross Monthly Family Income. Table 8 contains the gross monthly family income of the learner-respondents.

Table 8

Gross Monthly Family Income of Learner-Respondents

Income Bracket	f	%
PhP100,000 and over	15	11.81
PhP70,000-PhP99,999	11	8.66
PhP50,000-PhP69,999	51	40.16
PhP30,000-PhP49,999	26	20.47
PhP10,000-PhP29,999	12	9.45
Less than PhP10,000	10	7.87
Not Stated	2	1.58
Total	**127**	**100.00**
Mean	**PhP63,759.50**	
S. D.	**PhP26,810.69**	

Table 8 shows that a number of learner-respondents, that is, 51 or 40.16 percent disclosed that they earned a gross monthly family income of PhP 50,000-PhP 69,999 while 26 or 20.47 percent earned PhP 30,000-PhP 49,999, 15 or 11.81

percent earned PhP 100,000 and over monthly, and the rest of them were distributed to the other identified income brackets. But, there were two or 1.58 percent who held their anonymity.

The mean monthly family income of the learner-respondents was posted at PhP 63,759.50 with a SD of PhP 26,810.69. The data signified that the family of the learner-respondents earned a regular monthly income which they used to defray the monthly financial requirements of the family.

Parents' Occupation. Table 9 presents the learner-respondents' parents' occupation.

Table 9

Learner-Respondents' Parents' Occupation

Occupation	Father		Mother	
	f	%	f	%
Teacher	15	11.81	36	28.35
Soldier	20	15.75	2	1.57
Government Employee	27	21.26	41	32.28
OFW	27	21.26	8	6.30
Doctor	5	3.94	11	8.66
Private Employee	27	21.26	23	18.11
Fisherman	0	0.00	2	1.57
Businessman	0	0.00	1	0.80
Housekeeper/Housewife	6	4.72	3	2.36
Total	**127**	**100.00**	**127**	**100.00**

From the table, it can be noted that of the fathers of the learner-respondents, 27 or 21.36 percent were government employees while another 27 or 21.36 percent were OFWs, still another 27 or 21.36 percent were private employees, 20 or

15.75 percent were soldiers, 15 or 11.81 percent were teachers, five or 394 percent were doctors, and six or 4.72 percent were housekeepers. Likewise, Table 9 shows that among the mothers of the learner-respondents, a number of them, that is, 41 or 32.28 percent were government employees while 36 or 28.35 percent of them were teachers, 23 or 18.11 percent were private employees, 11 or 8.66 percent were doctors, and the rest were slimly distributed to the other identified occupations.

The foregoing data signified that the parents of the learner-respondents were engaged in gainful occupations that served as the main source of the sufficient income they earned to support their family with its basic nutritional needs as well as the educational needs of its schooling members.

Attitude toward Schooling. Table 10 appraises the attitude of the learner-respondents toward schooling.
From the table, it can be gleaned that the learner-respondents "strongly agreed" on one attitude statement which corresponded to Statement Number 1 stating, "I like to go to school every day," with a weighted mean of 4.75.

The remaining statements were "agreed" by this group of respondents with weighted means ranging from 4.11 to 4.25. In these statements, Numbers 2 and 4 obtained the highest and the least weighted means, respectively, stating: "I love

learning with my classmates;" and "I love performing my tasks either in school or at home."

Table 10

Attitude toward Schooling of the Learner-Respondents

Attitude Statement	Weighted Mean	Interpretation
1. I like to go to school every day.	4.75	SA
2. I love learning with my classmates.	4.25	A
3. I love activities that require me to sing/dance/paint/ and other tasks using my special skills and talents.	4.14	A
4. I love performing my tasks either in school or at home.	4.11	A
5. I love my study because this is a token that I can use in my future career.	4.20	A
Grand Weighted Mean	**4.29**	
Interpretation	**A**	

Legend:	4.51-5.00 Strongly Agree	(SA)
	3.51-4.50 Agree	(A)
	2.51-3.50 Undecided	(U)
	1.51-2.50 Disagree	(D)
	1.00-1.50 Strongly Disagree	(SD)

Taken as a whole, the learner-respondents "agreed" on their attitude toward schooling being shown by the grand weighted mean of 4.29. This signified that the learner-respondents had a favourable attitude toward schooling. This further implies that they are optimistic about schooling, particularly in terms of learning with classmates, and performing tasks either at home or in school.

Multiple Intelligences of the Learner-Respondents

This part contains the multiple intelligences of the learner-respondents along visual and linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

Visual-Linguistic. Table 11 reveals the multiple intelligences of the learner-respondents along visual-linguistic.

Table 11

Multiple Intelligences of the Learner-Respondents along Visual-Linguistic Intelligence

Indicators	Weighted Mean	Interpretation
1. I am interested in scientific visualization and diagrammatic expressions.	4.09	O
2. I love visualizations in the domains of digital humanities and linguistics.	4.09	O
3. I like traditional forms of visualizations in linguistics.	3.97	O
4. I like contextualized speech visualization.	3.89	O
5. I like the visual language comics because it makes me laugh.	3.91	O
Grand Weighted Mean	**3.99**	
Interpretation	**O**	

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Table 11 shows that the learner-respondents appraised themselves as "often" manifesting all the indicators along visual-linguistic with weighted means ranging from 3.89 to 4.09. Indicator Numbers 1 and 2 equally obtained the highest weighted mean stating: "I am interested in scientific visualization and diagrammatic expressions;" and "I love visualizations in the domains of digital humanities and linguistics." Indicator Number 4 obtained the least weighted mean stating, "I like contextualized speech visualization."

Taken as a whole, the learner-respondents considered visual-linguistic as "often" manifested by them being indicated by the grand weighted mean of 3.99 indicating that visual-linguistic intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Mathematical-Logical. Table 12 shows the multiple intelligences of the learner-respondents along mathematical-logical.

From the table, it can be noted that the learner-respondents appraised themselves as "often" manifesting all the indicators along mathematical-logical with weighted means ranging from 3.97 to 4.20. Indicator Numbers 5 and 1 obtained the highest and the least weighted means, respectively, stating: "I have the ability to apply logical reasoning skills

to solve everyday problems;" and "I calculate the effects of actions upon objects or ideas and the relationships among them."

Table 12

Multiple Intelligences of Learner-Respondents along Mathematical-Logical Intelligence

Indicators	Weighted Mean	Interpretation
1. I calculate the effects of actions upon objects or ideas and the relationships among them.	3.97	O
2. I enjoy mental challenges seeking out solutions to logical, abstract and mathematical problems.	4.06	O
3. I excel at games involving skill and strategy such as chess or computer battle games.	4.09	O
4. I have the ability to apply logical reasoning skills to solve everyday problems.	3.98	O
5. I love games involving skill, calculation and strategy.	4.20	O
Grand Weighted Mean	**4.06**	
Interpretation	**O**	

Legend:		
	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Taken as a whole, the learner-respondents considered mathematical-logical as "often" manifested by them being shown by the grand weighted mean of 4.06 indicating that mathematical-logical intelligence was highly manifested among

the learner-respondents and visibly observed by their teachers.

Musical. Table 13 shows the multiple intelligences of the learner-respondents along musical.

Table 13

Multiple Intelligences of Learner-Respondents along Musical Intelligence

Indicators	Weighted Mean	Interpretation
1. I love dancing to the groove of modern music.	4.25	O
2. I can dance both modern, and folk dances.	3.98	O
3. I can easily memorize songs.	3.83	O
4. I have an unquenchable passion for music.	3.95	O
5. I love to strum guitar at the same time sing.	3.98	O
Grand Weighted Mean		**4.00**
Interpretation		**O**

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Table 13 presents that all the indicators along musical intelligence were “often” manifested among the learner-respondents with weighted means ranging from 3.83 to 4.25. Indicator Numbers 1 and 3 corresponded to the highest and the least weighted means, respectively, stating: Ï love dancing to the groove of modern music;” and “I can easily memorize songs.”

Taken as a whole, the learner-respondents considered musical intelligence as "often" manifested by them being proven by the grand weighted mean of 4.00 indicating that musical intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Bodily-Kinesthetic. Table 14 reflects the multiple intelligences of the learner-respondents along bodily and kinaesthetic intelligence.

Table 14

Multiple Intelligences of Learner-Respondents along Bodily-Kinesthetic Intelligence

Indicators	Weighted Mean	Intelligence
1. I have well-coordinated and good motor skills.	4.03	O
2. I like figuring out how things work.	4.12	O
3. I like sports and exhilarating experiences.	4.13	O
4. I like sports because it can make me more energetic.	4.13	O
5. Sports is a good exercise and can generate strength in both body and mind.	4.11	O
Grand Weighted Mean	**4.10**	
Interpretation	**O**	

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Table 14 shows that all the indicators along bodily and kinesthetic intelligence were "often" manifested among the learner-respondents with weighted means ranging from 4.03 to

4.13. Indicator Numbers 3 and 4 equally obtained the highest weighted mean stating: "I like sports and exhilarating experiences;" and "I like sports because it can make me more energetic."

Taken as a whole, the learner-respondents considered bodily and kinesthetic as "often" manifested by them being supported by the grand weighted mean of 4.10 indicating that bodily and kinesthetic intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Interpersonal. Table 15 shows the multiple intelligences of the learner-respondents along interpersonal intelligence.

As presented in Table 15, all the indicators along interpersonal intelligence were "often" manifested among the learner-respondents with weighted means ranging from 3.80 to 4.04. Corollarily, Indicator Numbers 3 and 1 obtained the highest and the least weighted means, respectively, stating: "I love spending time thinking and reflecting on my day to day activities;" and "I love to work by myself."

Taken as a whole, the learner-respondents considered interpersonal as "often" manifested by them being indicated by the grand weighted mean of 3.93 indicating that interpersonal intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Table 15

Multiple Intelligences of Learner-Respondents along Interpersonal Intelligence

Indicators	Weighted Mean	Interpretation
1. I love peer to peer mentoring with my classmates.	3.80	O
2. I like to contribute to every discussion in class.	3.91	O
3. I love solving problems after evaluation others' views and opinions.	4.04	O
4. I usually enjoy involvement in small and large group work activities	4.00	O
5. I enjoy interviews and interpersonal tasks as part of class assignments.	3.91	O
Grand Weighted Mean	**3.93**	
Interpretation		**O**

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Intrapersonal. Table 16 appraises the multiple intelligences of the learner-respondents along intrapersonal intelligence.

Table 16 reveals that all the indicators along intrapersonal intelligence were "often" manifested among the learner-respondents with weighted means ranging from 3.87 to 4.00. Indicator Numbers 1 and 3, correspondingly, were the highest and the least weighted means, respectively, stating: "I love to work by myself;" and "I love spending time thinking

and reflecting on my day to day activities." Taken as a whole, the learner-respondents considered intrapersonal as "often" manifested by them being indicated by the grand weighted mean of 3.96 indicating that intrapersonal intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Table 16

Multiple Intelligences of Learner-Respondents along Intrapersonal Intelligence

Indicators	Weighted Mean	Interepretation
1. I love to work by myself.	4.00	O
2. I am an independent minded person hence, I don't like to be interrupted by somebody.	3.96	O
3. I love spending time thinking and reflecting on my day to day activities.	3.87	O
4. I like learning by myself.	3.99	O
5. I am a perfectionist.	3.98	O
Grand Weighted Mean	**3.96**	
Interpretation	**O**	

Legend:		
	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Naturalist. Table 17 presents the multiple intelligences of the learner-respondents along naturalist.

Table 17 shows that all the indicators along naturalist intelligence were "often" manifested among the learner-

respondents with weighted means ranging from 4.02 to 4.20. Indicator Numbers 4 and 5 obtained the highest and the least weighted means, respectively, stating: "I enjoy gardening as a past time activity;" and "I feel alive when I am in contact with nature, I love viewing and watching scenic places, I like to camp, hike, walk and climb mountains."

Table 17

Multiple Intelligences of Learner-Respondents along Naturalist Intelligence

Indicators	Weighted Mean	Intelligence
1. I like to camp, hike, walk and climb mountains.	4.09	O
2. I love viewing and watching scenic places.	4.03	O
3. I love to learn more about nature.	4.06	O
4. I enjoy gardening as a past time activity.	4.20	O
5. I feel alive when I am in contact with nature.	4.02	O
Grand Weighted Mean	**4.08**	
Interpretation	**O**	

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Taken as a whole, the learner-respondents considered naturalist as "often" manifested by them being indicated by the grand weighted mean of 4.08 indicating that naturalist intelligence was highly manifested among the learner-

respondents and visibly observed by their teachers. This implied that the learner-respondents had inclination toward nature through activities like gardening.

Existential. Table 18 reveals the multiple intelligences of the learner-respondents along existential intelligence.

Table 18

Multiple Intelligences of Learner-Respondents along Existential Intelligence

Indicators	Weighted Mean	Interpretation
1. I love conceptualizing or tackling deeper or larger questions about human existence.	3.92	O
2. I am smart to adopt to the new trends of technology.	3.99	O
3. I am spiritually smart and can cope with the current life challenges.	4.21	O
4. I often question myself for the reason why I am studying.	4.14	O
5. I like meaningful learning experiences that can be applied in life.	4.31	O
Grand Weighted Mean		**4.11**
Interpretation		**O**

Legend:	4.51-5.00 Always	(A)
	3.51-4.50 Often	(O)
	2.51-3.50 Sometimes	(S)
	1.51-2.50 Rarely	(R)
	1.00-1.50 Never	(N)

Table 18 reveals that all the indicators along existential intelligence were “often” manifested among the learner-respondents with weighted means ranging 3.92 to 4.31.

Correspondingly, Indicator numbers 5 and 1 obtained the highest and the least weighted means, respectively, stating: "I like meaningful learning experiences that can be applied in life;" and "I love conceptualizing or tackling deeper or larger questions about human existence.

Taken as a whole, the learner-respondents considered existential as "often" manifested by them being indicated by the grand weighted mean of 4.08 indicating that existential intelligence was highly manifested among the learner-respondents and visibly observed by their teachers.

Relationship between the Multiple Intelligences of Learner-Respondents and Their Profile Variates

Table 19 contains the relationship between the multiple intelligences of learner-respondents and their profile variates in terms of age, sex, nutritional status, number of attendance, learners' interest, parents' highest educational attainment, gross monthly family income, parents' occupation, and attitude toward schooling.

Age. In associating relationship between the multiple intelligences of learner-respondents and their age with the use of the correlation coefficient, the calculated value was posted at -.043 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was

posted at .481 with a p-value of .635. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

Table 19

Relationship between the Multiple Intelligences of Learner-Respondents and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-.043	Very Weak	.481	.635	NS / Accept Ho.
Sex	-.051	Very Weak	.571	.571	NS / Accept Ho.
Nutritional Status	-.088	Very Weak	.988	.325	NS / Accept Ho.
Number of Attendance	.131	Very Weak	1.477	.141	NS / Accept Ho.
Learners' Interest	.704	Strong	11.518	.000	S / Reject Ho.
Parents' Highest Educa-tional Attainment	.053	Very Weak	.593	.551	NS / Accept Ho.
Gross Monthly Family Income	.037	Very Weak	.414	.679	NS / Accept Ho.
Parents' Occupation	.013	Very Weak	.145	.885	NS / Accept Ho.
Attitude Toward Schooling	.555	Moderate	7.459	.000	S / Reject Ho.

Fisher's t-critical = ±1.979
df = 125
α = .05
S = Significant
NS = Not Significant

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their age." This signified that the age of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Sex. In associating relationship between the multiple intelligences of learner-respondents and their sex with the use of the correlation coefficient, the calculated value was posted at -.051 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .571 with a p-value of .571. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their sex." This signified that the sex of

the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Nutritional Status. In associating relationship between the multiple intelligences of learner-respondents and their nutritional status with the use of the correlation coefficient, the calculated value was posted at -.088 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .988 with a p-value of .325. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their nutritional status." This signified that the nutritional status of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Number of Attendance in School. In associating relationship between the multiple intelligences of learner-

respondents and their number of attendance with the use of the correlation coefficient, the calculated value was posted at .131 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.477 with a p-value of .141. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their number of attendance." This signified that the number of attendance of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Learner's Interest. In associating relationship between the multiple intelligences of learner-respondents and their learner's interest with the use of the correlation coefficient, the calculated value was posted at .704 denoting a strong linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby

the computed value was posted at 11.518 with a p-value of .000. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α.

This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their learner's interest." This signified that the learner-respondents' interest significantly influenced the multiple intelligences they manifested. The coefficient being positive denoted a direct proportional linear relationship signifying that the more extent the learner-respondents were inclined to their interests, the higher the multiple intelligences were manifested by them. Also, those learner-respondents who were less inclined to their interests, the lower the multiple intelligences were manifested by them.

Parents' Highest Educational Attainment. In associating relationship between the multiple intelligences of learner-respondents and their parents' highest educational attainment with the use of the correlation coefficient, the calculated

value was posted at .053 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .593 with a p-value of .551. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their parents' highest educational attainment." This signified that the parents' highest educational attainment of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Gross Monthly Family Income. In associating relationship between the multiple intelligences of learner-respondents and their gross monthly family income with the use of the correlation coefficient, the calculated value was posted at .037 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was

employed whereby the computed value was posted at .414 with a p-value of .679. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their gross monthly family income." This signified that the gross monthly family income of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Parents' Occupation. In associating relationship between the multiple intelligences of learner-respondents and their parents' occupation with the use of the correlation coefficient, the calculated value was posted at .013 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .145 with a p-value of .885. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the

p-value turned greater than the α. This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the multiple intelligences of learner-respondents and their parents' occupation." This signified that the parents' occupation of the learner-respondents did not significantly influence the multiple intelligences manifested by them.

Attitude toward Schooling. In associating relationship between the multiple intelligences of learner-respondents and their attitude toward schooling with the use of the correlation coefficient, the calculated value was posted at .555 denoting a moderate linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 7.459 with a p-value of .000. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This denoted that the linear association between the aforesaid variables was significant. Following the decision rule, this gave the researcher enough evidence to reject the null hypothesis stating, "There is no significant relationship between the multiple intelligences

of learner-respondents and their attitude toward schooling." This signified that the attitude of the learner-respondents toward schooling significantly influenced the multiple intelligences manifested by them.

The coefficient being positive denoted a direct proportional linear relationship signifying that the highly favorable attitude of the learner-respondents, the higher the multiple intelligences were manifested by them. And those learner-respondents who have less favorable attitude toward schooling manifested lower multiple intelligences.

In summary, of the profile variates of the learner-respondents, only the learner's interest and attitude toward schooling posed significant influence to the multiple intelligences of the learner-respondents while the other profile variates proved to have no influence to it.

Academic Performance of the Learner-Respondents Based on the Second Quarter Grades

Table 20 reveals the academic performance of the learner-respondents based on the second quarter grades.

From the table, it can be seen that a number of the learner-respondents, that is, 59 or 46.46 percent garnered an academic rating of 87-89 while 29 or 22.83 percent obtained a rating of 90-92, 27 or 21.26 percent got ratings of 84-86, and the rest were slimly distributed to the other identified

academic ratings. The mean academic rating of the learner-respondents was posted at 87.79 with a SD of 2.60.

Table 20

Academic Performance of the Learner-Respondents Based on the Second Quarter Grades

Academic Rating	f	%
93-95	3	2.36
90-92	29	22.83
87-89	59	46.46
84-86	27	21.26
81-83	8	6.30
78-80	1	0.79
Total	**127**	**100.00**
Mean	**87.70**	
S. D.	**2.60**	

The data signified that the learner-respondents manifested favorable academic performance based on the second quarter grades.

Relationship between the Academic Performance of Learner-Respondents and their Multiple Intelligences

Table 21 contains the relationship between the academic performance of the learner-respondents based on their second quarter grades and their multiple intelligences along visual and linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

Table 21

Relationship between the Academic Performance of Learner-Respondents and their Multiple Intelligences

Multiple Intelligences	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Visual-Linguistic	.041	Very Weak	.459	.648	NS / Accept Ho.
Mathematical-Logical	.083	Very Weak	.931	.356	NS / Accept Ho.
Musical	.009	Very Weak	.101	.923	NS / Accept Ho.
Bodily-Kinesthetic	-.026	Very Weak	.291	.773	NS / Accept Ho.
Interpersonal	.001	Very Weak	.011	.992	NS / Accept Ho.
Intrapersonal	.057	Very Weak	.638	.526	NS / Accept Ho.
Naturalist	.133	Very Weak	1.500	.137	NS / Accept Ho.
Existential	.037	Very Weak	.414	.682	NS / Accept Ho.

Fisher's t-critical = ±1.979
df = 125
α = .05
S = Significant
NS = Not Significant

Visual-Linguistic. In associating relationship between the academic performance of learner-respondents and their visual-linguistic intelligence with the use of the correlation coefficient, the calculated value was posted at .041 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .459 with

a p-value of .648. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their visual-linguistic intelligence." This signified that the visual-linguistic intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Mathematical-Logical. In associating relationship between the academic performance of learner-respondents and their mathematical-logical intelligence with the use of the correlation coefficient, the calculated value was posted at .083 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .931 with a p-value of .356. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their mathematical-logical intelligence." This signified that the mathematical-logical intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Musical. In associating relationship between the academic performance of learner-respondents and their musical intelligence with the use of the correlation coefficient, the calculated value was posted at .009 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .101 with a p-value of .923. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant

relationship between the academic performance of learner-respondents and their musical intelligence." This signified that the musical intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Bodily-Kinesthetic. In associating relationship between the academic performance of learner-respondents and their bodily-kinesthetic intelligence with the use of the correlation coefficient, the calculated value was posted at -.026 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .291 with a p-value of .773. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their bodily-kinesthetic intelligence." This signified that the bodily-kinesthetic intelligence of the learner-respondents did not significantly influence their

academic performance based on the second quarter grades. This meant further that the learner-respondents' manifestation of the bodily-kinesthetic intelligence was not predictive of their academic performance.

Interpersonal. In associating relationship between the academic performance of learner-respondents and their interpersonal intelligence with the use of the correlation coefficient, the calculated value was posted at .001 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .011 with a p-value of .992. The critical value was set at $\pm$1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their interpersonal intelligence." This signified that the interpersonal intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Intrapersonal. In associating relationship between the academic performance of learner-respondents and their intrapersonal intelligence with the use of the correlation coefficient, the calculated value was posted at .057 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .638 with a p-value of .526. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their intrapersonal intelligence." This signified that the intrapersonal intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Naturalist. In associating relationship between the academic performance of learner-respondents and their naturalist intelligence with the use of the correlation coefficient, the calculated value was posted at .133 denoting

a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at 1.500 with a p-value of .137. The critical value was set at ±1.979 at df = 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their naturalist intelligence." This signified that the naturalist intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

Existential. In associating relationship between the academic performance of learner-respondents and their existential intelligence with the use of the correlation coefficient, the calculated value was posted at .037 denoting a very weak linear association. To test further the significance of the coefficient, the Fisher's t-test was employed whereby the computed value was posted at .414 with a p-value of .682. The critical value was set at ±1.979 at df

= 125 and α = .05. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α.

This denoted that the linear association between the aforesaid variables was not significant. Following the decision rule, this gave the researcher enough evidence to accept the null hypothesis stating, "There is no significant relationship between the academic performance of learner-respondents and their existential intelligence." This signified that the existential intelligence of the learner-respondents did not significantly influence their academic performance based on the second quarter grades.

In summary, none of the multiple intelligences proved to significantly influence the academic performance of learner-respondents based on the second quarter.

Inputs to Policy Redirection

From the findings of the study, the following inputs to policy redirection were derived:

As it was revealed in this study that the performances of the learner-respondents were good, such performances should be sustained by providing them activities that would develop their interests and intelligences so that their performances would be enhanced.

As it was discovered that the multiple intelligences were highly manifested by the learner-respondent which were influenced by their learning interests and attitude toward schooling, the learning interests should be honed through interactive and innovative strategies implemented in teaching in the classroom, thus, enhancing their favorable attitude toward schooling which would improve their academic performances as well.

As multiple intelligences of the learner-respondents did not pose significant influence to their academic performance despite the fact that the multiple intelligences were often manifested by them, there is a need for the teachers to provide activities that would develop their intelligences and improve their academic performances.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions and recommendations.

Summary of Findings

The following were the salient findings of the study;

1. The mean age of the learner-respondents was posted at 7.52 years old with a standard deviation (SD) of .96 year whereby more than half of the learner-respondents were female accounting for 65 or 51.18 percent.

2. Majority of the learner-respondents were in normal nutritional status accounting for 122 or 96.07 percent.

3. The mean number of attendance of learner-respondents was posted at 60.38 days with a SD of 13.80 days.

4. A number of the learner-respondents, that is, 17 or 13.40 percent were inclined to sports.

5. From the side of the fathers of the learner-respondents, more than half of them were baccalaureate degree holders accounting for 68 or 53.54 percent while of the mothers, more than half of them, that is, 73 or 57.48 percent were with master's units.

6. The mean monthly family income of the learner-respondents was posted at ₱ 63,759.50 with a SD of ₱26,810.69.

7. Of the fathers of the learner-respondents, 27 or 21.36 percent were government employees while among the mothers, a number of them, that is, 41 or 32.28 percent were government employees, also.

8. The learner-respondents "agreed" on their attitude toward schooling being shown by the grand weighted mean of 4.29.

9. The learner-respondents averred that they "often" manifested multiple intelligences along visual and linguistic, mathematical and logical, musical, bodily and kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

10. In associating relationship between the multiple intelligences of learner-respondents and their profile variates, it was significant along learners' interest, and attitude toward schooling; and it was not significant along age, sex, nutritional status, number of attendance in school, parents' highest educational attainment, gross monthly family income, and parents' occupation.

11. The mean academic rating of the learner-respondents was posted at 87.79 with a SD of 2.60.

12. In associating relationship between the academic performance of learner-respondents and their multiple intelligences, it was not significant along visual-

linguistic, mathematical-logical, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

Conclusions

From the findings of the study, the following were drawn:

1. The learner-respondents were on their right age fitted for the grade level they were enrolled in which indicated that they were ready in learning the different learning areas. Furthermore, female dominance existed among the learner-respondents which was the usual observation in the roster of enrollment whereby the female learners outnumbered the male ones.

2. The learner-respondents were in normal physical condition which can be construed that they were fit to learn with the lessons for the grade level they were enrolled in.

3. The learner-respondents had attended the maximum number of days required which indicated that they were regular in attending their classes.

4. The learner-respondents showed diversified interests indicating the uniqueness of every learner which is a prelude to discovering their multiple intelligences.

5. The parents of the learner-respondents were functional literates having schooled in a formal educational system. This indicated that the parents possessed the

capability to assist the learner-respondents in their studies.

6. The family of the learner-respondents earned a regular monthly income which they used to defray the monthly financial requirements of the family.

7. The parents of the learner-respondents were engaged in gainful occupations that served as the main source of the sufficient income they earned to support their family with its basic nutritional needs as well as the educational needs of its schooling members.

8. The learner-respondents manifested a positive attitude toward schooling.

9. The multiple intelligences of the learner-respondents were highly manifested by them as visibly observed by their teachers along visual-linguistic, mathematical-logical, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

10. Of the profile variates of the learner-respondents, only the learner's interest and attitude toward schooling posed significant influence to the multiple intelligences of the learner-respondents while the other profile variates proved to have no influence to it.

11. The learner-respondents manifested favorable academic performance based on the second quarter grades.

12. None of the multiple intelligences proved to significantly influence the academic performance of learner-respondents based on the second quarter.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are recommended:

1. As it was revealed in this study that the performances of the learner-respondents were good, such performances should be sustained by providing them activities that will develop their interests and intelligences so that their performances will be enhanced.

2. As it was discovered that the multiple intelligences were highly manifested by the learner-respondent which were influenced by their learning interests and attitude toward schooling, the learning interests should be honed through interactive and innovative strategies implemented in teaching in the classroom, thus, enhancing their favourable attitude toward schooling which will improve their academic performances also.

3. As multiple intelligences of the learner-respondents did not pose significant influence to their academic performances despite the fact that the multiple intelligences were often manifested by them, there is a need for the teachers to provide activities that will develop their

intelligences and improve their academic performances. In this case, the teachers must give diverse activities to their students in order to tap their multiple intelligences to better optimize their use in learning the various subjects in their grade level.

4. A sequel study may be conducted considering other variables and widening the scope.

5. Another study may be conducted in other school for comparability.

B I B L I O G R A P H Y

A. BOOKS

Akboy, R. & Akiz, E. **Psychology of Multiple Intelligences**. Ankara: Nobel Yayınevi, 2007.

Camarao, Fedeserio C. **Technology Education in the Philippines**. Manila: National Bookstore Publishers, Inc., 1991

Frunham, A., Hosoe, T. & Tang, T. **Male Hubris and Female Humility? A Cross-Cultural Studies of Ratings of Self, Parental and Sibling Multiple Intelligences in America**. Britain and Japan, 2002.

Salmon, M. **Introduction to Logic and Critical Thinking**. 6th Ed. New York: Cengage Learning, 2013.

Toulmin, S. "The Toulmin Method". In T. Crusius & C. Channell, **The Aims of Argument**. California, U.S.A.: Mayfield Publishing, 2000.

B. JOURNALS/PERIODICALS/MAGAZINES

Boulanger, F. "Age and Developmental Level as Antecedents of Science Learning". **Journal of Research in Science Teaching**, 2006.

Cantu, L. and Herron, J. "Concrete Formal MI and Science Concept Attainment". **Journal of Research in Science Teaching**, 2008.

Claveria, Orlando B. "Improving Basic Education Problems and Approaches". **The Philippine Journal of Education**, Vol. LXIX, No. 9, February 1991.

Hunter, D. "Gardner's Multiple Intelligences: Explaining What "Good" Students Cannot Understand". **Journal of Education**, 52(3), 2005.

Gullatt, D. "Enhancing Student Learning through Arts Integration: Implications for the profession". **The High School Journal**, April/ May, 12-25, 2008.

Ibnian, S. & Haban, A. "Implications of Multiple Intelligences Theory in ELT Field". **International Journal of Humanities and Social Science**, 3(4), 2013.

Koksal, M. & Yel, M. "Application of Cluster Analysis to the Study of Piagetian Stages of Intellectual Development". **Journal of Research in Science Teaching**, 18(1), 2007.

Javanmard, M. "Theoretical and Practical Significance of Formal Reasoning". **Journal of Research in Teaching**, 19(9), 2002.

Mayer, E. "Correlations among Cognitive Development, Intelligence Quotient, and Achievement of High School Physics Students". **Journal of Research in Science Teaching**, 18(1), 2011.

Piburn, M. "Spatial Reasoning as a Correlate of Formal Thought and Science Achievement for New Zealand Students". **Journal of Research in Science Teaching**, 17(5), 2008.

Reyes, Gloria A. "Causes and Effects of Health and Nutrition on Completion Rate". **The Modern Teacher**, Vol. CLIX, No. 2, July 2000.

Wilson, A. and Wilson, J. "The Development of Formal Thought During Pre-Tertiary Science Courses In Papua New Guinea". **Journal of Research in Science Teaching**, 21(5), 2004.

D. PUBLISHED AND UNPUBLISHED MATERIALS

Dapuran Deogene U. "Multi-intelligence Level of Grade VI Pupils". Unpublished Master Thesis, Samar Colleges, Inc., Catbalogan City, Samar, 2009.

Malinao, Marissa V. "Academic Performance in Science of Multigrade Pupils". Unpublished Master Thesis, Samar Colleges, Inc., Catbalogan, Samar, 2012.

Shaik. "A Comparative Study of Multiple Intelligences of Students with Respect to Grades".

Tan, Marilyn H. "Academic Performance and Reading Attitude of Grade One Pupils Based on Pre-School Preparation". Samar Colleges, Inc., Catbalogan City, Samar, 2008.

E. ELECTRONIC AND OTHER SOURCES

Abu Ghararah, W. & Koura, A. Multiple Intelligences Theory: Differentiating Factor? A Paper Presented To Globalization

and English Language Teaching And Learning: Challenges And Strategies At Ain Shams University, 26th -27th October, 2010.

Aina, Jacob Kola et al. (2013). "Analysis of Gender Performance in Physics in Colleges of Education, Nigeria". Retrieved on March 17, 2014 from http://iiste.org/Journals/index.php/JEP/article/viewFile/4805/4884.

Chong. (2012). "The Relationship between Multiple Intelligences and Academic Results of Taylor's Business Foundation Students". Retrieved on March 2016 from http://www.herdsa.org.au/wpcontent/uploads/conference/2007/PDF/R/p14.pdf

Diseth, H. "Dilemma of the Objective Paper-And-Pencil Assessment within the MI Framework Science Education".

http://ericae.net/digests/tm9601.htm, December 23, 1996.

http://www.thesushilegend.com/naoe.html

Kanazawa, Satoshi. (2010). "Girls Are More Intelligent Than Boys, But Men Are More Intelligent Than Women". Retrieved on March 17, 2014 from http://www.psychologytoday.com/blog.

Koh, A. (2008). "A Study of Relationship between Emotional Intelligence, Academic Achievement and Vocational Choice". Retrieved on July 20, 2013, from www.foe.zu.edu.eg/Heigher%20studies.htm

Naoe. (2010). "The Multiple Intelligences of Grade V Pupils: Bases for the Proposed Learning Enhancement Program of David Elementary School". Retrieved from http://www.eisrjc.com/documents/The_Multiple_Intelligences_of_Grade_V_Pupils_1325931742.pdf

Ogena, E., Lana, R., and Sasota, R. (2010). "Performance of the Philippine High Schools with Special Curriculum in the 2008 Trends in International Mathematics and Science Study (TIMMS-Advanced)". Retrieved March 2013 from http://www.nscb.gov.ph/ncs/11thNCS/papers/invited%20papers/ips-07/01 Performance%20of%20Philippine%20High%20Schools%20With%20Special%20Science%20Curriculum%20In%20The%202008%20Trends%

Razmjoo. (2008). "Gardner Multiple Intelligence Model: A Basis for Research in Social Science Education". Retrieved on May 11, 2014 from http://onlinelibrary.wiley.com/doi/10.1111/j.1949-8594.1980.tb09611.x/abstract

Smith, C. (2008). "MI and Scientific Reasoning". Retrieved on March 21, 2010 from inquirer.net/news.

Suvarna, Mary. (2014). "A Study on Influence of Reasoning Ability on Mathematical Ability of Secondary School Students". Retrieved April 14, 2014 from http://www.isrj.net/Article.aspx?ArticleID=4219

UNESCO. (2008). "Higher Education in the Twenty-First Century: Vision and Action". Retrieved February 10, 2013 from http://www.unesco.org/education/educprog/wche/.

A P P E N D I C E S

APPENDIX A

Letter Request for Approval of Research Title

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 12, 2017

The Dean
College of Graduate Studies
Samar College
City of Catbalogan

Madame:

The undersigned will enroll in the thesis writing this 1st Semester, 2018. In this regard, he would like to present the following proposed thesis titles, preferably number 1, for your evaluation, suggestion and recommendation.

1. **Multiple Intelligences and Academic Performance of Primary Learners of Samar College: Inputs to School Policy Redirection**
2. Multi-Intelligences Levels of Grade VI Pupils of Samar College
3. Science and Academic Performance of Grade VI Pupils in Samar College

(SGD.) **SHERYL P. GARCIA**
Graduate Student

Recommended Title No.:

1 (SGD.) **MA. LINDA S. LEGARSE, Ph.D.**
Evaluator
1 (SGD.) **NIMFA T. TORREMORO, Ph.D.**
Evaluator
1 (SGD.) **GUILLERMO D. LAGBO, D.P.A.**
Evaluator

Approved Title No.: # 1

(SGD.) **NIMFA T. TORREMORO, Ph.D.**
Dean, College of Graduate Studies

APPENDIX B

Letter for Assignment of Adviser

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

NAME	:	**SHERYL P. GARCIA**
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	**MULTIPLE INTELLIGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS TO SCHOOL POLICY REDIRECTION**
NAME OF ADVISER	:	Ma. Linda S. Legarse

(SGD.) **SHERYL P. GARCIA**
Graduate Student

Conforme:

(SGD.) **MA. LINDA S. LEGARSE, Ph.D.**
Adviser

Approved:

(SGD.) **NIMFA T. TORREMORO, Ph.D.**
Dean, College of Graduate Studies

APPENDIX C

Cover Letter of the Questionnaire

Republic of the Philippine
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
Graduate School
Catbalogan City

February 20, 2017

Dear Respondent:

Greetings!

I am currently enrolled in the Master of Arts in Education, major in Educational Management program, of this College. In view of this, I am writing a research entitled, "**MULTIPLE INTELLEGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS TO SCHOOL POLICY REDIRECTION**", in partial fulfillment of the requirements of the degree for which I am currently enrolled.

In view thereof, you are chosen to be one of the respondents of this study. Rest assured that your privacy will be treated with utmost confidentiality and will be used solely for research purposes.

Thank you and more power!

Very truly yours,

(SGD.) **SHERYL P. GARCIA**
Researcher

APPENDIX D

Questionnaire for the Learner-Respondents

PART I. LEARNER-RESPONDENTS' PROFILE

Direction: Kindly supply with the information asked for by writing entries in the spaces provided or by checking appropriate box.

Name (Optional) _____

Age: ____

Sex: [ ] male [ ] female

Nutritional Status:
[ ] normal
[ ] obese
[ ] wasted
[ ] severely wasted

Number of Attendance in School:
[ ] 60 and up
[ ] 40 – 59
[ ] 20-39
[ ] 1 and 19 below

Learner's Interests:
[ ] singing [ ] dancing
[ ] painting [ ] sports
[ ] debating [ ] skirting
[ ] communicating [ ] writing
[ ] Others: (please specify) _____

Parents' Highest Educational Attainment:

	Father	Mother
[ ]	Master's Graduate (M.A. /M.S	[ ]
[ ]	With Masters Units	[ ]
[ ]	Baccalaureate	[ ]
[ ]	High School Graduate	[ ]
[ ]	High School Level	[ ]
[ ]	Elementary Graduate	[ ]
[ ]	Elementary Level	[ ]
[ ]	Others, specify: _____	

Gross Monthly Family Income:
[ ] 100,000 over
[ ] 70,000-99,999

[ ] 50,000-69,999
[ ] 30,000-49,999
[ ] 10,000-29,999
[ ] less than 10,000.00

Parents Occupation:

Father		Mother
[ ]	Teacher	[ ]
[ ]	Soldier	[ ]
[ ]	Lawyer	[ ]
[ ]	OFW	[ ]
[ ]	Government Employee	[ ]
[ ]	Doctor	[ ]
[ ]	Private Employee	[ ]
[ ]	Farmer	[ ]
[ ]	Fisherman	[ ]
[ ]	Others, specify:_____	

Part II. ATTITUDE TOWARD SCHOOLING

Direction: Below are descriptions on the attitude of learners towards schooling. Kindly check appropriate column that corresponds to your attitude, using the following five-point scale:

5-Strongly Agree (SA)
4-Agree (A)
3-Undecided (Un)
2-Disagree (D)
1-Strongly Disagree (SD)

Attitude Toward Schooling	5 (SA)	4 (A)	3 (Un)	(2) (D)	(1) (SD)
1. I like to go to school every day.					
2. I love learning with my classmates.					
3. I love activities that require me to sing/dance/paint/ and other tasks using my special skills and talents.					
4. I love performing my tasks either in school or at home.					

5. I love my study because this is a token that I can use in my future career.					

PART III. MULTIPLE INTELLIGENCES OF LEARNERS

Direction: Below are statements which determine the multiple intelligences of learners. Kindly assess each statement and signify the extent to which you are involved, using the following five-point scale:

5-Always (A)
4-Often (O)
3-Sometimes (S)
2-Rarely (R)
1-Never (N)

Indicators	5 (A)	4 (O)	3 (S)	2 (R)	1 (N)
A. Visual-Linguistics					
1. I am interested in scientific visualization and diagrammatic expressions.					
2. I love visualizations in the domains of digital humanities and linguistics.					
3. I like traditional forms of visualizations in linguistics.					
4. I like contextualized speech visualization.					
5. I like the visual language comics because it makes me laugh.					
B. Mathematical Logical					
1. I calculate the effects of actions upon objects or ideas and the relationships among them.					
2. I enjoy mental challenges seeking out solutions to logical, abstract and mathematical problems.					
3. I excel at games involving skill and strategy such as chess or computer battle games.					

4. I have the ability to apply logical reasoning skills to solve everyday problems.					
5. I love games involving skill, calculation and strategy.					
C. Musical					
1. I love dancing to the groove of modern music.					
2. I can dance both modern, and folk dances.					
3. I can easily memorize songs.					
4. I have an unquenchable passion for music.					
5. I love to strum guitar at the same time sing.					
D. Bodily-Kinesthetics					
1. I have well-coordinated and good motor skills.					
2. I like figuring out how things work.					
3. I like sports and exhilarating experiences.					
4. I like sports because it can make me more energetic.					
5. Sports is a good exercise and can generate strength in both body and mind.					
E. Interpersonal					
1. I love peer to peer mentoring with my classmates.					
2. I like to contribute to every discussion in class.					
3. I love solving problems after evaluation others' views and opinions.					
4. I usually enjoy involvement in small and large group work activities					
5. I enjoy interviews and interpersonal tasks as part of class assignments.					
F. Intrapersonal					
1. I love to work by myself.					
2. I am an independent minded person hence, I don't like to be interrupted by somebody.					

3. I love spending time thinking and reflecting on my day to day activities.					
4. I like learning by myself.					
5. I am a perfectionist.					
G. Naturalist					
1. I like to camp, hike, walk and climb mountains.					
2. I love viewing and watching scenic places.					
3. I love to learn more about nature.					
4. I enjoy gardening as a past time activity.					
5. I feel alive when I am in contact with nature.					
F. Existential					
1. I love conceptualizing or tackling deeper or larger questions about human existence.					
2. I am smart to adopt to the new trends of technology.					
3. I am spiritually smart and can cope with the current life challenges.					
4. I often question myself for the reason why I am studying.					
5. I like meaningful learning experiences that can be applied in life.					

Thank you.

Researcher

APPENDIX E

Letter Request from the Vice-President for Academic Programs of Samar College

Republic of the Philippine
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
Graduate School
Catbalogan City

February 20, 2017

DR. PEDRITO G. PADILLA
SVP for Academic Program
Samar Colleges, Inc.
Catbalogan City

Sir:

Greetings!

The undersigned is pursuing her thesis writing entitled "**MULTIPLE INTELLEGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS TO SCHOOL POLICY REDIRECTION.**" as a requirement for the degree Master of Arts in Education major in Educational Management.

In view thereof, the undersigned request permission from your good office to administer and distribute questionnaires to the primary learners identified as respondents in this particular study.

A favourable response on this matter is highly anticipated.

Thank you and more power!

Very truly yours,

(SGD.) **SHERYL P. GARCIA**
Researcher

APPENDIX G

Letter Request from the Dean of the College of Graduate Studies

Republic of the Philippine
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
Graduate School
Catbalogan City

February 20, 2017

DR. NIMFA T. TORREMORO
Dean, Graduate School
Samar Colleges, Inc.
Catbalogan City

Madame:

Greetings!

The undersigned is pursuing her thesis writing entitled "**MULTIPLE INTELLEGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS TO SCHOOL POLICY REDIRECTION.**" as a requirement for the degree Master of Arts in Education major in Educational Management.

In view thereof, the undersigned request permission from your good office to administer and distribute questionnaires to the primary learners identified as respondents in this particular study.

A favourable response on this matter is highly anticipated. Thank you and more power!

Very truly yours,

(SGD.) **SHERYL P. GARCIA**
Researcher

Approved:

(SGD.) **NIMFA T. TORREMORO, Ph.D.**
Dean, College of Graduate Studies

APPENDIX H

Letter Request from the Elementary Principal

Republic of the Philippine
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
Graduate School
Catbalogan City

February 20, 2017

MS. EVANGELINE G. MIRANDA
Principal, Elementary Department
Samar Colleges, Inc.
Catbalogan City

Madame:

Greetings!

The undersigned is pursuing her thesis writing entitled "**MULTIPLE INTELLEGENCES AND ACADEMIC PERFORMANCE OF PRIMARY LEARNERS OF SAMAR COLLEGE: INPUTS TO SCHOOL POLICY REDIRECTION.**" as a requirement for the degree Master of Arts in Education major in Educational Management.

In view thereof, the undersigned request permission from your good office to administer and distribute questionnaires to the primary learners identified as respondents in this particular study.

A favorable response on this matter is highly anticipated. Thank you and more power!

Very truly yours,

(SGD.) **SHERYL P. GARCIA**
Researcher

Approved:

(SGD.) **EVANGELINE G. MIRANDA, M.B.**
Elementary Principal

C U R R I C U L U M V I T A E

PERSONAL BACKGROUND

Name	:	SHERYL P. GARCIA
Date of Birth	:	April 5, 1982
Place of Birth	:	Catbalogan City, Samar
Address	:	Catbalogan City, Samar
Office Address	:	DepEd Catbalogan City Division Catbalogan City, Samar
Civil Status	:	Married
Present Position	:	Elementary Classroom Teacher

EDUCATIONAL BACKGROUND

Elementary	:	Bliss Community School Catbalogan City 1990-1996
Secondary	:	Samar National School Catbalogan City 1996-2000
Tertiary	:	Samar State University Catbalogan City 2000-2003 Samar College Catbalogan City 2003-2007

WORK EXPERIENCES

2018-Present	:	Elementary Teacher DepEd Catbalogan City Division Catbalogan City, Samar
2012-2018	:	Elementary Teacher Samar Colleges, Inc.
2008-2012	:	Kindergarten Teacher Little Birdie Child Learning Center

2007-2008 : Elementary Teacher
Cebu English Jungle School

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teachers, rating 80%

SEMINAR/WORKSHOP/CONFERENCE ATTENDED

2019 Brigada Eskwela School Coordinators Orientation
July 12, 2019
DepEd Catbalogan City Division

Division Training on the Enhancement of Pedagogical Skills in Teaching Reading in Mother Tongue and Bridging Process for Grade II Teachers
May 06-08, 2019
DepEd Catbalogan City Division

3-Day Division Teacher Induction Program (TIP)
October 18-20, 2018
DepEd Catbalogan City Division

Revitalizing For Next Generation Learning in Grade 1 & 2 Filipino
April 29, 2017
Phoenix Publishing House

Five-Day Seminar Workshop for Teachers
May 15-19, 2017
Samar Colleges, Inc.

Girl Scout of the Philippines Troop Leadership Course Training
February 15-21, 2016
Girl Scout of the Philippines

Girl Scout of the Philippines City Division Encampment
November 24-27, 2015
Girl Scout of the Philippines

Girl Scout of the Philippines Regional Encampment
October 23-28, 2015
Girl Scout of the Philippines

Seminar-Workshop on K-12 Assessments
September 11, 2017
Phoenix Publishing House

Seminar-Workshop on Outcome-Based Education (Obe)
June 25-26, 2015
Samar Colleges, Inc.

Innovation Camp for Teachers
February 07, 2015
DIWA Learning Systems Incorporation

Girl Scout Dynamic Leadership Certificate of Recognition
March 28, 2015
Girl Scout of the Philippines

Innovative Teaching Strategies for Samar College Teachers: The K-12 Approach
October 04, 2013
Samar Colleges, Inc.

Girl Scout Basic Leadership Course Training
August 16-18, 2013
Girl Scout of the Philippines

Teaching Methods and Strategies for K To 12
July 20, 2013
DIWA Learning Systems Incorporation

Encoding and Learner Information System (LIS) Data Entry and Update Schedule
September 27, 2012
Catbalogan City Division.

Girl Scout of the Philippines Troop Leader
October 08, 2010
Girl Scout of the Philippines

Service Rendered As Summer Camp Teacher
July 28-August 22, 2008
Cebu English Jungle School, Inc.