THE MULTIPLE INTELLIGENCES OF THEGRADE SEVEN(7)STUDENTS: A BASIS FOR DIFFERENTIATED LEARNING ACTIVITIES

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ABSTRACT: *According to Gardner (1995), intelligence is "a biological and psychological potential; that potential is capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that affect a person" (p. 202). In other words, intelligence is the ability or the potential to process and use information to solve a problem or create a product (Gardner, 1983). This study aimed to find out the Multiple Intelligences of the Grade 7 Students of Saint Joseph's College of Baggao, Incorporated as a basis for differentiated learning activities. This study made used of the descriptive-correlational design. The descriptive-correlational design was used in this study. The descriptive design dealt on the Multiple Intelligences of the subjects while the correlational design determined whether a relationship exists between the Multiple Intelligences manifested by the subjects and their mean academic performance. Furthermore, this design also looked into whether the profile variables of the subjects correlate with their academic performance. Documentary analysis was used to determine and analyze the Mean Academic Performance of the subjects. The subjects of this study were the 176 grade 7 students at Saint Joseph's College of Baggao, Incorporated. The sample size was taken from the 315-total enrollment of the grade 7 students. The sample size was determined using the Slovin's formula with a margin of error of 5 percent. Furthermore, the sample size per section was determined using the stratified proportional sampling method. In gathering the data needed, the questionnaire-checklist was used. The questionnaire consists of two parts. Part I contains the profile of the subjects and Part II contains statements that describe the different Multiple Intelligences adapted from Howard Gardner's theory which was designed and utilized by Dr. Terry Armstrong. For the profile of the subjects, the frequency count and percentage were used. The frequency count was also used to determine the Multiple Intelligences of the respondents. Using the Five-Point Scale, the scores were added per intelligence. The top 3 domains having the 3 highest scores are considered as the dominant multiple intelligences of the subjects. Learners are truly diverse in terms of their multiple intelligences. They are unique, they have their own strengths and*

weaknesses. Each of them is blessed with multiple intelligences develop in different levels and each of them may have the potential of having two or more intelligences. These multiple intelligences can be further developed by providing the learners different learning activities. Understanding the nature of the learners give teachers an insight as to how to teach them. It will let the teachers think of an intervention or strategy that will lead to a successful and meaningful teaching-learning process. Teaching is fun as well as learning is fun and delightful if the teaching strategies of the teachers' match with the multiple intelligences of the students. Based on the findings of this study, the researcher strongly recommends that administrators, teachers and parents must enhance their awareness on multiple intelligences for better understanding of the learners, teachers must realize the importance of assessing the multiple intelligences of their students so that they can better plan learning activities for successful teaching and learning process, the school administrators must be fully aware of the multiple intelligences of the students for them to design programs and activities to enhance the multiple intelligences of the students and lastly, the school administrators must encourage teachers to assess their multiple intelligences. The result can also be used as basis of giving subject loads and other assignment.

KEYWORDS: *multiple intelligences, kinesthetic, logical, mathematical, musical, interpersonal, intrapersonal, naturalist, spatial*

INTRODUCTION

Every individual learns in different ways. Some individuals learn best by doing; others prefer to learn by listening or reading, some individuals work best in group situations, while others learn best when alone. Different children learn differently, which is why teachers need classroom activities for multiple intelligences. Students who learn traditionally may be left behind by regular classwork. By engaging students in activities that match each of the different types of intelligences, teachers will be able to help all students succeed. Teachers can learn which type of intelligence a child has by testing, and then design classroom activities for multiple intelligences that play to each child's strength.

Using multiple intelligence stations or grouping children up into smaller groups according to their intelligence strengths, can help assure that each child is participating in activities that will help him learn. As we gain an understanding of the strong and weak intelligences of the students in our classrooms, we can better direct instruction to appeal to the students' strengths as well as improve upon their weaknesses.

Multiple intelligences are a vital part of any teacher's lesson plans and are especially necessary in the ever-changing diversities of the schools in general and the students in particular. Learning styles will bring out the strengths and weaknesses of every individual.

Howard Gardner, a professor at Harvard, introduced his theory of multiple intelligences in 1983. Multiple intelligences are a theory about the brain that says human beings are born with single intelligence that cannot be changed and is measurable by a psychologist. Gardner originally identified seven categories of intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, intrapersonal, and interpersonal. After continued research, Gardner added the naturalistic intelligence to his theory, and continues to research the existence of an existential intelligence. Understanding these intelligences will help us design our classroom and curriculum in a way that will appeal to all of our students. We might also be able to curve discipline problems by teaching a student in a different way, one that will make more sense to them and more enjoyable. We can include all of the intelligences in lessons to accommodate all of the students' different learning styles at once. By teaching each student's intelligence we can assume that a student will perform better which, could mean students retaining more important information. A student's learning style can also help lead them into a more appropriate career direction. As a teacher one can also learn one's own personal learning style or intelligence to help improve the way one learns and teaches.

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight

different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

1.Linguistic intelligence ("word smart"):

2. Mathematical/logical intelligence "number/reasoning smart

3.Spatial intelligence ("picture smart")

4.Bodily-Kinesthetic intelligence ("body smart")

5.Musical intelligence ("music smart")

6.Interpersonal intelligence ("people smart")

7. Intrapersonal intelligence ("self-smart")

8. Naturalist intelligence ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts do not receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning are not addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

According to Gardner (1995), intelligence is "a biological and psychological potential; that potential is capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that affect a person" (p. 202). In other words, intelligence is the ability or the potential to process and use information to solve a problem or create a product (Gardner, 1983). Throughout the Project Zero study, Gardner questioned the existence of a single intelligence and began to investigate the possibility of several specialized intelligences. When he introduced the theory of MI, Gardner identified the existence of seven distinct intelligences: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, intrapersonal, and interpersonal; each con-elated to a specific part of the brain. It was not until the 1990s that he added an eighth intelligence, the naturalistic intelligence (Gardner, 2003). Still in development is a ninth intelligence, the existential intelligence. Gardner hopes to officially add it as an intelligence after more data has been collected and analyzed (Gardner, 2009). During his research with Project Zero, Gardner reviewed case studies of individuals who had certain types of brain damage and found that while one area of the brain was not functioning "normally," another area was not damaged. Therefore, he concluded that even though a person may not have any of one particular intelligence, they may have another intelligence which is still functioning in another part of the brain (Gardner, 2005). Gardner (2006) suggested that each person has and uses all nine intelligences, and even though one intelligence may be stronger than another, they all work together in an ordinary person. Moreover, genetic, and cultural backgrounds influence how an individual uses and develops their intelligence preferences. For example, a dancer must use the spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal intelligences to become good at dancing. The dancer may have one intelligence that is stronger than another, yet they all work together to perform the art of dancing. Genetically, the dancer may have inherited an exceptional sense of balance and as part of their culture, the dancer may be exposed to specific types of dances and participate and/or excel at only that style of dance. All factors of genetics, culture, and personal intelligence preference play a role in how the dancer uses their talent to perform. Originally, Gardner did not identify how he intended the MI theory to be applied or who would benefit from using it (Williams, 2002).

He anticipated his work to be reviewed and used by psychologists but instead, educators have looked to his theory and applied it to their teaching (Gardner, 2003).

Gardner's Multiple Intelligences (Cited by Susana Gangi, May 2011)

The linguistic intelligence is the capacity to understand written and spoken language. Thus, students with a strong linguistic intelligence learn through language. Activities such as storytelling, brainstorming, tape recording, journal writing, and publishing allow these learners to demonstrate their strengths (Dickinson, 1996). Books are important to the linguistic learner; they thrive on using words, reading, and telling stories.

The logical-mathematical intelligence is the capacity to understand logic andnumeric operations. Students with this intelligence strength enjoy learning activities suchas calculations and quantifications, classifications, and categorizations using logical reasoning (Armstrong, 2009).

The spatial intelligence is the capacity to visualize what is spoken, read, or written and the ability to manipulate those visualizations (Gardner, 2005). According to Nicholson-Nelson (1998), students with this intelligence strength learn best by using a "mental or physical picture to best help understand new information" (p. 11). Activities such as drawing, using maps, and solving puzzles allow these students to demonstrate their strengths.

The bodily-kinesthetic intelligence is the capacity to learn through movement and to "solve problems or fashion products using your whole body, or parts of your body, like your hands or mouth" (Gardner, 2005, p. 8). Students with a strong bodily-kinesthetic intelligence have excellent hand-eye coordination. Activities in which these learners do well include role-playing, building, playing games, and participating in hands-on activities (Armstrong, 2009).

The musical intelligence is "the capacity to create, perform, and appreciate music" (Gardner, 2005, p. 7). Students with this intelligence strength understand musical concepts and learn well through songs, rhythms, chants, and poetry.

The interpersonal intelligence involves understanding people. These students are known as being "people smart" (Lazer, 2000). They have a strong sense of community and work well with others. Interpersonal activities include peer sharing, cooperative groups, board games, and simulations (Armstrong, 2009).

The intrapersonal intelligence is the "capacity to understand oneself' (Gardner, 2005, p. 8). Students with this intelligence strength have a strong sense of self and do well working alone. They are in touch with their own feelings and are good at reflection. Activities an intrapersonal learner would enjoy including working alone, setting goals, meditating, and choosing which activity to complete. (Nicholson-Nelson, 1998).

The naturalistic intelligence is the capacity to "distinguish and categorize objects or phenomena in nature" (Moran, Kornhaber, & Gardner, 2006, p. 25). Students with this intelligence strength enjoy being outdoors, exploring, and learning about plants and natural events.

The existential intelligence is the capacity to think about the big picture and why things or people exist. Students with this intelligence strength may ponder questions such as "who are we, why do we die, [and] how did we get here" (Nicholson-Nelson, 1998, p.12). McCoog (2010) stated that students who display a "strong existential intelligence need the freedom to ponder, conceptualize, and hypothesize about the content presented in class" (p. 127). Activities for these types of learners may include analyzing and thinking about questions that do not have a clear answer, pondering how variables interact, and evaluating how concepts relate to one another (McCoog, 2010). The existential intelligence is still in development, and Gardner considers it to be "half an intelligence" (Gardner, 2006, p. 21). Because it has not been determined if there is a part of the brain that specifically corresponds with this form of intelligence, Gardner (2009) continues to gather evidence regarding the existential intelligence and hopes to report his findings in the "next few years" (p.5).

After teachers understand each of Gardner's nine areas of intelligence, the next step is to determine how each student will learn best, which can be done by identifying their intelligence strengths (Campbell & Campbell, 1999). Because each area of intelligence focuses on a specific set of strengths, teachers can provide their students with opportunities to advance by drawing upon students' strengths (Moran et al., 2006). There are many ways to determine students' intelligence strengths. Several inventories, questionnaires, and tests have been created for this purpose. The Multiple Intelligences Developmental Assessment Scales (MIDAS) and the Teele Inventory of

Multiple Intelligences (TIMI) are two examples of questionnaires teachers can use to determine the intelligence preferences of their students (Shearer, n.d.; Ozdemir, Gtineysu,&Tekkaya, 2006). Teachers can also observe students. If a teacher sees that some students often sing, they probably have a strong musical intelligence. If others like to move around or build things, then they probably have a strong bodily-kinesthetic intelligence or spatial intelligence. Armstrong (2009) developed a checklist, that can be used when observing students to help determine their intelligence strengths, as students will naturally participate in activities when something interests them. After students' intelligence strengths are identified, a teacher can view their students in a new way. Campbell and Campbell (1999) stated "MI provides a new lens to perceive students and a new tool for acting on that information" (p. 10). This new lenshas teachers and students looking at their strengths instead of weaknesses. "Instead of defining themselves as either 'smart' or 'dumb,' students can perceive themselves as potentially smart in a number of ways" (Moran et al., 2006, p. 23). In thinking this way, teachers and students have higher expectations because the focus is on the strengths of the learner. This also gives students a can-do attitude since they are using their strengths (Campbell and Campbell, 1999). Knowing the intelligence strengths of students allows teachers to take the next steps to educate them. Teachers can use these strengths as a foundation for planning lessons and learning activities in the classroom (Williams, 2002). By incorporating learning activities and using a variety of materials, students can use their strong intelligences and also gain exposure to the intelligences which may be weaker.

There are mixed reviews of the MI theory and applying it in a classroom setting. According to Waterhouse (2006a), sufficient empirical evidence is necessary before a theory should be implemented into a classroom. Therefore, Waterhouse concluded MI should not be implemented into the classroom because there is no such evidence to support the theory that several different intelligences exist. Waterhouse (2006b) further stated that the studies Gardner used to base his theory on were good to support his "hypothesis" however, "the studies he read cannot validate the existence of MI" (p. 248). Waterhouse (2006a) also pointed out that there has not been a test created to measure any of the intelligences. Waterhouse argued general intelligence "g" is the correct theory of intelligence, as it has been effectively proven and tested, whereas MI has not. Waterhouse (2006b) also believed that any evidence derived from applying MI is not a legitimate way to validate the theory because "the act of applying MI theory *assumes* the validity of the intelligences" (p. 249). Contrary to Waterhouse's views, Chen (2004) argued that the MI theory is valid because it was based on the empirical data of studies from a variety of disciplines. Gardner based his theory on case studies from "biology, neuropsychology, developmental psychology, and cultural anthropology" (p. 18). Chen further explained that the MI theory has earned its credibility through the successful applications of MI in many educational settings and, therefore, does not need to have further empirical testing done to support the theory. Eisner (2004) believed that since each person is born with their own unique strengths and abilities, it makes sense that students learn at different rates. Therefore, it also makes sense that teachers should teach using a differentiated technique, such as MI. However, there is a push among policy holders for standardized education, especially when dealing with assessment. Standardization makes comparability possible. When MI is used in the classroom, standardization is not as important and student individuality is praised. According to Eisner, using MI makes it difficult to know how students are doing because students are taught using different curriculum and assessed using methods other than a standardized test. As such, "the ability to make meaningful comparison across students, classrooms, schools, and school districts is compromised" (p. 33). Nonetheless, Eisner concluded that Gardner's contributions to education are "worth celebrating" (p.39) in that the MI theory offers teachers much to think about in how to teach students.

Simangan (2013) conducted a study on "Multiple Intelligences and Learning Styles of Grade Two Pupils of Lemu Elementary School: A Basis for Instructional Material Development," identified the Multiple Intelligences and determined the Learning Styles that is manifested by the subjects. The researcher made used of the questionnaire /inventories of the multiple intelligences and learning styles of the subjects. The following were the findings of the study:

1. The subjects manifest high multiple intelligence along the seven dimensions namely logical/mathematical, intrapersonal, bodily kinesthetic, verbal-linguistics, interpersonal and existential. As to leaning styles, auditory, kinesthetic, emotional, and physiological are dominant to males but visual is less dominant whereas auditory, visual, kinesthetic, emotional, and physiological learning styles are all dominant for female subjects.
2. There is a significant difference between Multiple Intelligence of pupils when grouped by gender.
3. Both groups of subjects agreed to dominant use of all the different learning styles namely auditory, visual, tactile, emotional, and physiological.
4. There is no significant difference between the learning styles used by pupils when group by gender.
5. Findings also indicated that there is no significant relationship between multiple intelligences along the different dimensions with the learning styles engaged by the subjects.

STATEMENT OF THE PROBLEM

This study aimed to find out the Multiple Intelligences of the Grade 7 Students of Saint Joseph's College of Baggao, Incorporated as a basis for differentiated learning activities.Specifically, it sought to answer the following questions:

1. What is the profile of the subjects in term of:

1.1. Age

1.2. Gender

1.3. Religion

1.4. Highest educational attainment of parents

1.5. Occupation of parents

1.6. Gross monthly income of parents

2. What Multiple Intelligences are manifested by the subject'srelative to the following domains:

2.1. Verbal-Linguistic

2.2. Logical-Mathematical

2.3. Musical

2.4. Spatial

2.5. Bodily-Kinesthetic

2.6. Interpersonal

2.7. Intrapersonal

2.8. Naturalist

2.9. Existentialist

3. What is the mean academic performance of the subjects as reflected in their first grading grade for school year 2017-2018?

4. Is there a significant relationship between the Multiple Intelligences and the Mean Academic Performance of the subjects?

5. Is there a significant relationship between the profile variables and Multiple Intelligences of the subjects?

6. What Multiple Intelligences are manifested as dominant by the subjects?

7. What actions can be proposed to enhance the dominant Multiple Intelligences of the subjects?

HYPOTHESES

This study was guided by the following hypotheses:

1. There is no significant relationship between the Multiple Intelligences and the Mean Academic Performance of the subjects.

2. There is no significant relationship between the profile variables and the Multiple Intelligences of the subjects.

RESEARCH METHODOLOGY AND STATISTICAL TREATMENT

This study made used of the descriptive-correlational design. The descriptive-correlational design was used in this study. The descriptive design dealt on the Multiple Intelligences of the subjects while the correlational design determined whether a relationship exists between the Multiple Intelligences manifested by the subjects and their mean academic performance. Furthermore, this design also looked into whether the profile variables of the subjects correlate with their academic performance.Documentary analysis was used to determine and analyze the Mean Academic Performance of the subjects. The subjects of this study were the 176 grade 7 students at Saint Joseph's College of Baggao, Incorporated who are presently enrolled this school year 2017-2018. The sample size was taken from the 315-total enrollment of the grade 7 students. The sample size was determined using the Slovin's formula with a margin of error of 5 percent. Furthermore, the sample size per section was determined using the stratified proportional sampling method.

In gathering the data needed, the questionnaire-checklist was used. The questionnaire consists of two parts.Part Icontains the profile of the subjects and Part II contains statements that describe the different Multiple Intelligences adapted from Howard Gardner's theory which was designed and utilized by Dr. Terry Armstrong. This includes the nine domains of Multiple Intelligences namely, Verbal-Linguistic, Logical-Mathematical, Musical, Spatial, Bodily- Kinesthetic, Interpersonal, Intrapersonal, Naturalist and Existentialist.

The following statistical tools were used to answer the questions:
For the profile of the subjects, the frequency count and percentage were used. The frequency count was also used to determine the Multiple Intelligences of the respondents. Using the Five-Point Scale, the scores were added per intelligence. The top 3 domains having the 3 highest scores are considered as the dominant multiple intelligences of the subjects.

The following items in the questionnaire are categorized into the nine intelligences.

1. Verbal-Linguistic - 1, 9, 17, 25, 33, 41, 49
2. Logical-Mathematical- 2, 10, 18, 26, 34, 42, 50
3. Musical- 3, 11, 19, 27, 35, 43, 51
4. Spatial- 4, 12, 20, 28, 36, 44, 52
5. Bodily-Kinesthetic- 5, 13, 21, 29, 37, 45, 53
6. Interpersonal- 6, 14, 22, 30, 38, 46, 54
7. Intrapersonal- 7, 15, 23, 31, 39, 47, 55
8. Naturalist- 8, 16, 24, 32, 40, 48, 56
9. Existentialist- 57, 58, 59, 60, 61, 62, 63

The given items were scored using the following indicators:

1= Statement does not describe you at all

2= Statement describes you very little

3= Statement describes you somewhat

4= Statement describes you pretty well

5= Statement describes you exactly

Scale of the Mean Academic Performance

90 - 100 = Outstanding

85 - 89 = Very Satisfactory

80 – 84 = Satisfactory

75 – 79 = Fairly Satisfactory

74 and below = Did Not Meet Expectation

To test the relationship between the Multiple Intelligences and the profile variables of the subjects and the Multiple Intelligences and the mean academic performance of the respondents the Pearson r was used.

RESULTS AND DISCUSSIONS

1. Profile of the Subjects

Table 1a: Frequency and Percentage Distribution of the Subjects as to Age

Age	Frequency	Percentage
15	1	0.57
14	5	2.84
13	43	24.43
12	106	60.23
11	21	11.93
Total	**176**	**100.00**

Mean Age: 12.20

As presented in the table, of the 176 subjects, 106 or 60.23 percent are 12 years old while only 1 or 0.57 percent is 15 years of age. The mean age is 12.20 which means that the subjects are within the appropriate age of a grade 7 student.

Table 1b: Frequency and Percentage Distribution of the Subjects as to Gender

Gender	Frequency	Percentage
Male	76	43.18
Female	100	56.82
Total	**176**	**100.00**

As shown in the table, out of the 176 subjects, 100 or 56.82 percent are females while 76 or 43.18 percent are males. This means that majority of the subjects are females at the time of study.

Table 1c: Frequency and Percentage Distribution of the Subjects as to Religion

Religion	Frequency	Percentage
Roman Catholic	153	86.93
Methodist	7	3.98
Iglesia Ni Cristo	5	2.84
Born Again	9	5.11
Church of Christ	2	1.14
Total	**176**	**100.00**

As shown in the table above, 153 or 86.93 percent are Roman Catholics while only 2 or 1.14 percent are Church of Christ believers which means that most of the subjects are Roman Catholics considering that Saint Joseph's College of Baggao Incorporated is the only Catholic School in the municipality, although, religion is not a prerequisite for enrollment to the school.

Table 1d: Frequency and Percentage Distribution of the Subjects as to the Educational Attainment of the Parents

Level	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	14	7.95	11	6.25
Elementary Graduate	51	28.98	40	22.73
High School Graduate	60	34.09	57	32.39
College Graduate	51	28.98	68	38.64
Total	**176**	**100.00**	**176**	**100.00**

As shown in table 1d, 60 or 34.09 percent of the father of the subjects are high school graduate while 14 or 7.95 percent did not finish elementary education. On the other hand, 68 or 38.64 percent of the mothers of the subjects are college graduates while 11 or 6.25 percent did not also finish elementary education. This means that all the parents of the subjects have undergone formal schooling, although, a few of them did not complete elementary schooling.

Table 1e:Frequency and Percentage Distribution of the Subject as to the Occupation of the Father

Occupation	Frequency	Percentage
Farming	115	65.34
AFP	6	3.41
Driving	12	6.82
Carpentry	9	5.11
Security Guard	4	2.27
Mechanic	3	1.70
Service Crew	4	2.27
Government Employee	3	1.70
Furniture Making	2	1.14
Forester	1	0.57
Businessman	5	2.84
OFW	6	3.41
Vendor	2	1.14
None (Deceased)	4	2.27
Total	**176**	**100**

As indicated in the table above, out of the 176 subjects, 115 or 65.34 percent of the fathers of the subjects are farmers while only 1 or 0.57 percent is a forester. This shows that majority of the fathers of the subjects are farmers considering that Baggao is an agricultural municipality.

Table 1f: Frequency and Percentage Distribution of the Subjects as to the Occupation of the Mother

Occupation	Frequency	Percentage
Housekeeping	95	53.98
OFW	43	24.43
Teaching	15	8.52
Farming	4	2.27
Businesswoman	6	3.41

Saleslady	4	2.27
Government Employee	4	2.27
Health Provider	3	1.70
Vendor	1	0.57
Tailoring	1	0.57
Total	**176**	**100**

Table 1f shows that out of the 176 subjects, 95 or 53.98 percent of the mothers are housekeepers while only 1 or 0.57 percent is a vendor and a tailor respectively. This means that majority of the mother of the subjects are housekeepers because of personal choice, although, most of them are college graduates.

Table 1g: Frequency and Percentage Distribution of the Subjects as to the Monthly Income of the Parents

Income	**Frequency**	**Percentage**
30,001-above	3	0.57
25,001–30,000	7	2.27
20,001–25,000	29	3.41
15,001–20,000	36	3.41
10,001–15,000	44	21.02
5001–10,000	78	38.64
0001–5,000	56	28.41
0000	99	2.27
Total	352	100
Mean Income: 8394.87		

As shown in the table, out of the 176 subjects, 99 or 38.64 percent of the subject's fathers and mothers have no monthly income while only 3 or 0.57 percent have a monthly income of 30,001 and above. The mean monthly income of the parents is 8394.89 pesos which means that majority the parents of the subjects have a low income considering that majority of them have no permanent occupation or no stable job

Table 2a: Multiple Intelligences Manifested by the Subjects

Subject	Verba/ Linguistic	Mathematical	Musical	Spatial	Kinesthetic	Interpersonal	Intrapersonal	Naturalist	Existentialist
1	21	22	29	26	28	23	24	28	23
2	26	23	28	28	29	30	26	31	31
3	26	26	30	27	28	27	28	27	32
4	35	25	30	31	34	31	34	35	35
5	29	27	27	28	31	29	26	32	32
6	25	24	29	34	32	27	25	30	28
7	28	23	34	21	31	33	29	31	28
8	26	25	28	29	34	27	25	33	29
9	25	23	28	26	29	25	25	33	30
10	24	26	22	29	28	27	24	28	31
11	28	27	24	24	33	30	28	32	29
12	32	28	28	32	33	27	30	35	32
13	29	27	30	29	25	34	31	32	31
14	30	26	24	29	29	28	31	30	31
15	27	26	24	28	26	21	26	28	28
16	28	27	30	29	33	29	30	29	31
17	28	25	26	24	28	26	28	29	29
18	25	27	22	23	27	22	23	26	25
19	28	29	27	27	28	28	27	27	28
20	24	27	19	21	27	19	27	24	24
21	21	20	10	23	19	22	24	18	22
22	27	28	23	28	29	27	30	28	28
23	28	22	24	27	30	28	26	32	31
24	22	24	30	31	31	26	27	28	30
25	29	28	26	31	33	31	33	34	34
26	23	22	22	26	23	22	27	27	26

27	26	19	21	26	28	23	29	24	29
28	14	17	15	19	16	20	17	21	21
29	22	20	18	23	23	16	20	24	28
30	21	20	23	26	22	21	16	14	24
31	18	17	14	24	21	13	22	23	19
32	21	28	20	25	23	24	18	24	24
33	16	18	21	31	28	26	12	28	27
34	18	19	18	22	21	20	18	21	21
35	20	26	18	23	32	27	20	20	24
36	15	14	20	16	20	18	15	16	17
37	18	18	17	24	22	21	18	24	28
38	22	27	31	35	32	25	28	29	29
39	22	29	18	23	30	22	22	25	24
40	20	22	29	21	17	21	23	19	23
41	16	23	14	23	20	17	19	22	17
42	24	27	27	28	25	20	17	30	24
43	18	16	11	21	24	20	14	23	26
44	25	21	30	29	28	21	17	23	24
45	27	20	23	29	25	22	23	29	25
46	20	15	26	15	26	13	23	15	16
47	23	26	24	25	28	23	22	26	25
48	26	26	31	21	24	25	24	27	33
49	24	16	18	25	15	20	20	21	16
50	21	15	24	21	17	18	27	24	30
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172	25	22	24	20	25	19	22	28	26
173	20	20	21	26	22	17	24	24	26
174	24	23	32	28	24	22	26	31	24
175	23	25	33	33	21	23	25	33	31
176	24	34	32	31	17	26	28	35	33

Table 2b: Summary on the Multiple Intelligences Manifested by the Subjects

Multiple Intelligence	Frequency
Verbal-Linguistic	37
Logical-Mathematical	34
Musical	86
Spatial	73
Bodily-Kinesthetic	66
Interpersonal	41
Intrapersonal	44
Naturalist	100
Existentialist	112

The table 2b shows that the dominant Multiple Intelligences manifested by the subjects are: existentialist, naturalist and musical intelligences with a frequency of 112, 100 and 86 respectively. This means that the subjects are already capable to be sensitive towards the fundamental questions related to human existence and society. Furthermore, the subjects have the ability to discriminate and understand the characteristic of living things also can take interest and remains very sensitive towards different phenomena of natural world. They do also appreciate and enjoy music. This can be attributed to the inclusion and teachings of Religion subjects in the curriculum of the school and the intensive activities on caring the environment such as the Lau Dato 'Si program of the school.

The least among the nine intelligences is the logical-mathematical intelligence with a frequency of 34. This means that the subjects need to improve and enhance their ability to understand the cause and effect system of relationship. Analyze problems logically and try to solve it step by step, reason deductively and inductively, play with numbers and do mathematical calculation efficiently.

Table 3: Frequency and Percentage Distribution of the Subjects as to their Mean Academic Performance Manifested in their First Grading Grade

Mean Range	Descriptive Scale	Frequency	Percentage
90 – 100	Outstanding	34	19.31
85 – 89	Very Satisfactory	48	27.27
80 – 84	Satisfactory	78	44.32
75 – 79	Fairly Satisfactory	16	9.09
74 and below	Did not meet expectation	0	0
Total		176	100.00

Mean grade: 85.42

The table shows that 78 or 44.32 percent of the subjects have an academic mean performance of 80 to 84 percent while none of the subjects did not meet expectation. The mean grade of the subjects as manifested in their first grading grade is 85.42 which means that the mean academic performance of the subjects is very satisfactory during the first grading period.

Table 4: Test of Relationship Between the Multiple Intelligences and the Mean Academic Performance of the Subjects

Multiple Intelligences		Mean Academic Performance
Verbal-Linguistic	Pearson Correlation	.082
	Sig. (2-tailed)	.279
	N	176
Logical Mathematical	Pearson Correlation	.203*
	Sig. (2-tailed)	.007
	N	176
Musical	Pearson Correlation	.131
	Sig. (2-tailed)	.082
	N	176

Spatial	Pearson Correlation	.067
	Sig. (2-tailed)	.374
	N	176
Bodily Kinesthetic	Pearson Correlation	.105
	Sig. (2-tailed)	.164
	N	176
Interpersonal	Pearson Correlation	.081
	Sig. (2-tailed)	.285
	N	176
Intrapersonal	Pearson Correlation	.173*
	Sig. (2-tailed)	.021
	N	176
Naturalist	Pearson Correlation	.059
	Sig. (2-tailed)	.438
	N	176
Existentialist	Pearson Correlation	.104
	Sig. (2-tailed)	.170
	N	176

**. Correlation is significant at the 0.05 level (2-tailed).*

The table shows that there is no significant relationship between the Multiple Intelligences manifested by the subjects and their Mean Academic Performance along Verbal-linguistic, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Naturalist and Existentialist hence, the acceptance of the null hypothesis (Ho) at 0.05 level of significance, while Logical-Mathematical Intelligence and Intrapersonal Intelligence are significant at 0.05 level, hence, the null hypothesis (Ho) is rejected.

This means that the multiple intelligences of the subjects do not influence their mean academic performance along Verbal-linguistic, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Naturalist and Existentialist considering that these intelligences are acquired or enhanced in the environment while the multiple intelligences of the subjects influence

their mean academic performance along Logical-Mathematical and Intrapersonal Intelligence considering that these two intelligences are innate within the person .

Table 5: Test of Relationship Between the Profile Variables and Multiple Intelligences of the Subjects

Profile Variables		Multiple Intelligences
Age	Pearson Correlation	.074
	Sig. (2-Tailed)	.328
	N	176
Gender	Pearson Correlation	.039
	Sig. (2-Tailed)	.606
	N	176
Religion	Pearson Correlation	.057
	Sig. (2-Tailed)	.455
	N	176
Highest Educational Attainment of Father	Pearson Correlation	-.023
	Sig. (2-Tailed)	.766
	N	176
Highest Educational Attainment of Mother	Pearson Correlation	-.065
	Sig. (2-Tailed)	.392
	N	176
Occupation of Father	Pearson Correlation	-.065
	Sig. (2-Tailed)	.392
	N	176
Occupation of Mother	Pearson Correlation	-.041
	Sig. (2-Tailed)	.586
	N	176
Monthly	Pearson Correlation	.110

Income of	Sig. (2-Tailed)	.145
Father	N	176
Monthly	Pearson Correlation	.019
Income of	Sig. (2-Tailed)	.806
Mother	N	176

Correlation is Significant at the 0.05 level (2-tailed)

The table shows that there is no significant relationship between the profile variables and the multiple intelligences of the subjects. This means that the profile variables of the subjects such as age, gender, religion, highest educational attainment of parents, occupation of parents and the monthly income of parents do not influence the multiple intelligences of the subjects. Hence, the acceptance of the null hypothesis (Ho) at 0.05 level of significance.

6. Differentiated Learning Activities

Proposed Learning Activities to Enhance the Dominant Multiple Intelligences of theStudents

Rationale:

Understanding that every learner is unique, teachers should acknowledge that they learn differently from one another. They learn through various methods and approaches which means that teachers should plan to teach the same concept but employ different methods and strategies. Why variety of strategies? The various strategies are important to consider because it helps the teachers plan a lesson. Knowing how to meet the different multiple intelligences of the learners can really help teachers to engage their students into a meaningful learning experiences.

Objectives	Persons Involved and Clientele	Resources	Time Frame	Budget
1. To provide opportunities for authentic learning based on learners' needs, interests, and talents. 2. To create an avenue for the learners to demonstrate and share their strengths. 3. To provide a learning environment where learners can freely express themselves that ultimately lead to increase self-esteem. 4. To enhance the multiple intelligences of the learners 5. To develop positive educational behavior of the learners.	School Administrators, academic coordinators, subject teachers, grade 8 students	General fund, faculty development fund, student's development fund	Year round starting school year 2018-2017	P200,000 .00

Multiple Intelligences	Description	Learning Activities
Musical	enjoys listening. easily distracted by sounds very aware of the sounds of people's voices, frequently excellent mimics sensitive to melody and tone, even of speech moves when music plays.	compose song, rap, jingle. put vocabulary words to a melody or rhythm pattern. listening to sound bites or other auditory language retell a story/create outline by puttingwords to a familiar tune. Write and recite poetry.

		Perform dance routines to act out historical or literary events. Create songs or raps about math concepts. Perform sound and vibration experiments in science
Naturalistic Intelligence (Nature Smart)	This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks.	Caring for classroom plants Caring for classroom pets Sorting and classifying natural objects, such as leaves and rocks. Researching animal habitats Observing natural surroundings Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects
Existentialist (spirit smart)	Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die and how did we get there.	thematic teaching in depth discussions journaling responses to readings Working on causes Charity work astrology chart community service

Adapted from Brain-Based Strategy to Reach Every Learner by J. Diane

CONCLUSIONS

In view of the findings of the study the researcher arrived at the following conclusions:

Learners are truly diverse in terms of their multiple intelligences. They are unique, they have their own strengths and weaknesses. Each of them is blessed with multiple intelligences develop in different levels and each of them may have the potential of having two or more intelligences. These multiple intelligences can be further developed by providing the learners different learning activities. Understanding the nature of the learners give teachers an insight as to how to teach them. It will let the teachers think of an intervention or strategy that will lead to a successful and meaningful teaching-learning process. Teaching is fun as well as learning is fun and delightful if the teaching strategies of the teacher's match with the multiple intelligences of the students.

The dominant Multiple intelligences of the subjects in this study are existentialist, Naturalist and Musical while the least is logical-mathematical, thus, different learning activities are suggested and designed for the teachers to implement in their teaching-learning activities to enhance their Multiple Intelligences.

This study proved that there is no significant relationship between the manifested multiple intelligences and the mean academic performance the subjects along Verbal-linguistic, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Naturalist and Existentialist hence, the null hypothesis (Ho) at 0.05 level of significance is accepted, while Logical-Mathematical Intelligence and Intrapersonal Intelligence are significant at 0.05 level, hence, the null hypothesis (Ho) is rejected. It was also proven in this study that there is no significant relationship between the profile variables and the Multiple Intelligences of the subjects hence the null hypothesis (Ho) is accepted at 0.05 level of significance.

RECOMMENDATIONS

Based on the findings of this study, the researcher formulated the following recommendations:

- Administrators, teachers and parents must enhance their awareness on multiple intelligences for better understanding of the learners.

- Teachers must realize the importance of assessing the multiple intelligences of their students so that they can better plan learning activities for successful teaching and learning process.
- School administrators must be fully aware of the multiple intelligences of the students for them to design programs and activities to enhance the multiple intelligences of the students.
- School administrators must encourage teachers to assess their multiple intelligences. The result can also be used as basis of giving subject loads and other assignment.
- The result of this study must be presented and to be discussed with the students, parents, and teachers.
- The proposed differentiated learning activities in this study should be fully implemented effective school year 2018-2019.
- A study on the development of instructional materials that may address to the Multiple Intelligences of the students shall be conducted.
- A parallel study should be conducted to the other grade levels.

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