



Department of Education  
Region VI – Western Visayas  
Schools Division of Iloilo City  
**ILOILO CITY NATIONAL HIGH SCHOOL**  
M.H. Del Pilar St., Molo, Iloilo City



**INTELLIGENCE DOMINANCE GROUNDED ON  
GARDNER'S MULTIPLE INTELLIGENCE THEORY  
AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS OF  
ILOILO CITY NATIONAL HIGH SCHOOL**

A Research Study

Presented to the Faculty of the Senior High School Department

Iloilo City National High School

Molo, Iloilo City

In Partial Fulfillment of the  
Requirements in Research Report

by

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### APPROVAL SHEET

A Research Study Entitled “INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG SENIOR HIGH SCHOOL STUDENTS OF ILOILO CITY NATIONAL HIGH SCHOOL” was prepared by

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**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE  
THEORY AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS  
IN ILOILO CITY NATIONAL HIGH SCHOOL**

## **CHAPTER 1**

### **INTRODUCTION**

This chapter is divided into five parts: (1) Background of the Study, (2) Statement of the Problem, (3) Definition of Terms, (4) Significance of the Study, and, (5) Scope and Delimitation of the Study.

Part One, Background of the Study, includes the potential contribution of the study, glimpse of related literature and studies, and the discussion of the identified research gap.

Part Two, Statement of the Problem, indicates the purpose of the investigation generally and specifically use qualitative questions.

Part Three, Definition of Terms, alphabetically lists and defines the constructs and variables in study for clarity and understanding.

Part Four, Significance of the study, includes the benefits to be derived from the results of the study.

Part Five, Scope and Delimitation of the study, gives the brief and concise scope or boundaries of the study.



## Background of the Study

The latter two years of the Basic Education Program are grades 11 and 12, or Senior High School (K–12). By ensuring that the high school graduate is prepared for the workforce, entrepreneurship, or higher education, Senior High School "completes" basic education. Students must complete a core curriculum and the subjects listed under the track of their choice. Educational Institutions presume that all students have the same intellectual ability and potential, which is why they try to assess the student's learning in the same way (Lunenburg, 2014). This approach often leads to students being forced into studying subjects that are not right for them or do not match their interests. In light with this, every student has different abilities and strengths, thus it is important that they should be allowed to explore their own intelligence by taking classes that may be of interest to them.

However, unequal treatment persists as some academic experts show prejudices and/or discrimination against other strands, implying bias. Each strand addresses a specific competency and has its own set of goals and rationale. Comparing one strand to another is pointless because each has its own merits. While academic competition is a good thing as it encourages students to do better in school, it also causes discrimination and oppression. It can be seen that the way these tracks are presented creates a social hierarchy. Due to their specialization in the unquestionably difficult subjects of math and science, Science, Technology, Engineering and Mathematics (STEM) fields are generally held in higher respect. It fosters the misconception that STEM is superior primarily in terms of its complexity and difficulty. Since their programs emphasize practical application over theory, non-academic tracks are seen as slightly inferior in contrast. People seem to ignore certain aspects despite the fact that each curriculum has its own difficulties and complications (Pamor, 2019).



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There are multiple intelligences with autonomous intelligence capacities that cut across all human thinking. Gardner's multiple intelligences highlight the idea that all students are unique and diverse. Gardner calls for a broader view of how the human mind is organized and how human learning takes place, moving far from the traditional belief. (McClellan et al, 2008). Furthermore, in the study conducted in the year 2020 by Yavich, et.al, it was indicated in the findings that in excellent classes the percentage of students with two or three dominant intelligences was higher than the percentage in ordinary classes and there are not just the logical and verbal intelligence, but also the other types of intelligences such as spatial, musical, kinetic and others. In 2010, Gökhan Baş discovered that people who are educated using the Multiple Intelligences instructional strategy have higher levels of environmental awareness and motivation than students who are educated using traditional methods of instruction. Multiple Intelligence Theory has been shown in studies on Multiple Intelligences to increase student success, conceptual understanding, and attitudes when compared to traditional methods of instruction (Kaya, 2002).

In line with this, according to Dr. Gardner, linguistic and logical-mathematical intelligence receive the majority of attention in our culture and educational system. We value our culture's extremely intelligent or rational individuals. (Palomares, 2021). Dr. Gardner contends that those who exhibit talents in the other intelligences—such as painters, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others—should also receive equal respect (Aydemir, 2014). Therefore, regrettably, many kids with these talents do not get much encouragement at school. When their particular ways of thinking and learning are not taken into account by a primarily linguistic or logical-mathematical classroom, many of these children actually wind up being labeled "learning handicapped," "ADD (Attention Deficit Disorder), or just underachievers. In addition, Characterizing a learning style as well as



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a dominating intelligence is critical, according to Gardner's theory. It is compelling for the student to be aware of both his preferred learning method and his dominant type of intellect (Sener & Cokcaliskan, 2018).

In line with this, Gardner's approach has drawn criticism from psychologists and educators both. These critics assert that Gardner's eight distinct "intelligences" are essentially illustrations of talents, personality traits, and abilities, and that his idea of intelligence is overly broad. Another issue is the lack of empirical data to back Gardner's theory. This is because the majority of them associate this concept to learning styles, even though Gardner has cautioned against equating learning styles with multiple intelligence (Cherry, 2022).

Therefore, the theory of multiple intelligences is important because it allows individuals to think about different types of mental strengths and abilities. Learning more about which types of intelligence they lean towards may help them learn to recognize their own preferences. Along with this is to refute the community's standards through this research proposal due to the widespread prejudice in society, particularly among some academic professionals, and prove to them that everyone is intelligent in their own ways. Furthermore, Administrators, teachers and parents must enhance their awareness on multiple intelligences for better understanding of the learners. Also, in order to create programs and activities that will help children develop their multiple intelligences, school administrators must be completely aware of the students' multiple intelligences.

In the late 1970s and early 1980s, Dr. Howard Gardner created the MI theory. He drew support for his claims from a wide range of sources, academic fields, and research traditions. In his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, he originally introduced the notion. According to Cherry (2023) It's common to characterize intelligence as the capacity that we all possess intellectually;



this capacity is measurable, difficult to alter, and it's something we are born with. Several theories about intelligence, however, have gained popularity recently. One of these is Gardner's notion that there could be several different kinds of intelligence. According to Gardner, there are eight different types of intelligence: naturalistic, musical, kinesthetic, linguistic-verbal, logical-mathematical, visual-spatial, and linguistic-verbal.

This prompted the researchers to investigate the Intelligence Dominance Grounded on Gardner's Multiple Intelligence Theory among Grade 11 Senior High School Students in Iloilo City National High School. These attributes might prove that multiple intelligences are a vital part in the ever-changing diversities of the schools in general and the students in particular. As a result, identifying one's intelligence will bring out the strengths and weaknesses of every individual.

### **Statement of the Problem**

This study aimed to identify the various types of intelligence grounded in Gardner's Multiple Intelligence Theory among Grade 11 Senior High School Students in Iloilo City National High School. The study sought to address the following research questions:

1. What type of intelligence was dominant among the various participants in senior high school?
2. Which type of multiple intelligence were the weaknesses and strengths of the participants?
3. Which types of intelligence demonstrate higher dispersions among the participants?



## Definition of Terms

Diverse terminologies that could mean different things in various settings were employed in this investigation. In this section, terms important to understanding this topic are theoretically and practically defined.

**Senior High School Students.** It refers to Grades 11 and 12, the last two years of the K to 12 Basic Education Program (Department of Education Memorandum, 2016)

In this study, the Senior High School Grade 11 and 12 students of Iloilo City National High School in various strands will be the respondents that will partake in the assessments given by the proponents.

**Intelligence Dominance.** It can measure the achievement in education, predict and indicate the student's success at school. (Yavich et.al, 2020)

In the study, Intelligence Dominance is the major intellect, which the proponents will evaluate among the eight types of Intelligence grounded on Gardner's Theory of Multiple Intelligence.

**Learning Tasks/Activities.** Engaging in student-centered activities that require students to use educational content to help resolve an issue (IGI Global, 2023).

In this study, it will help the Senior High School Students to approach the tasks to be given, after they will be able to identify the type of intelligence dominant to them.



## Significance of the Study

This will focus on identifying the dominant and distinct intelligences of Senior High School students at Iloilo City National High School. Thus, the result of the study will merit the following:

**Students.** The study's findings could help Senior High School students of Iloilo City National High School to identify their distinct intelligences. Through this, students will be able to enhance students' learning achievement, promote the motivation to learn, and even enhance the ability of cooperative learning with peers.

**Teachers.** The findings of this study may aid educators in developing programs based on specific intelligences. This can also help the teachers at Iloilo City National High School better their lesson plans for the students.

**Administrators.** This study may serve as a wake-up call to develop and implement educational materials, as well as to employ a variety of appropriate teaching strategies.

**Parents.** This study can help parents of Senior High School students at Iloilo City National High School be more concerned with their children's education in light of school performance in various intelligences by further strengthening their child's skills.

**Future Researchers.** This study can be used to lay the groundwork for future researchers seeking assistance and information while dealing with Multiple Intelligence Theory. In accordance with the findings of this study, it might prove useful to other teaching learning activities based on the many intelligences that students can possess.

## Scope and Delimitation of the Study

The researchers ought to attain the general objective of using Gardner's Multiple Intelligence



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Theory as an aid for Iloilo City National High School Senior High School Students in assessing their own Intelligence, and identifying what is dominant. The said study will utilize the phenomenological research design. This is to seek reality from individuals' narratives of their experiences and feelings, and to produce in-depth descriptions of the phenomenon.

The study is solely composed of fifty (50) Grade 11 Senior High School students from various academic strands at Iloilo City National High School. These students will be purposively chosen by the researchers. They will employ Gardner's Multiple Intelligence Theory in determining the type of intelligence that is dominant to every participant.

The responses of the participants were limited to the consent letter, profile and test questionnaire prepared by the proponents. The test will be given in their respective classroom with the guidance of their adviser/subject teacher. There will be four documents that will be given to the participants: (1) Letter to Respondents, (2) Letter of Consent to give and answer the questionnaire, (3) Profile of Respondents, and (4) Schedule of answering the questionnaire.

Additionally, measures of dispersion, including the range, variance, and standard deviation, were used to assess the spread and variability of the intelligence scores, providing insights into the extent of individual differences in each type of intelligence.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter will verify and validate the data and information from earlier studies that were conducted and gathered information from numerous local and international locations in varying degrees of interpretation and different methods of data collection and methodology that have a clear relation to and resemblance to the researcher's current study and can help it develop.

#### Related Literature

The students' performance in the specialized topics as well as their various intelligences were both described using the descriptive approach. Moreover, the comparative approach was employed as the purpose of this study is to determine whether or not the performance of students in specialized topics where STEM is their top preference differs significantly from that of students who do not like STEM (Cabaquin, 2022).

According to Wilson (2018), co-creating with a broad population of students to enhance their



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educational experience requires the right abilities, namely multiple intelligence practices. Through the lens of adult learning theories, which include multiple intelligences developed by Harvard psychologist Howard Gardner, this empirical research study of a classroom scenario examines the relationship between co-creating and multiple intelligences leadership practices. It also provides examples of the positive effects of co-creating and multiple intelligence practices that have transformed the classroom experience. This article synthesizes the larger body of research on adult learning theories, such as the theory of multiple intelligences, and produces fresh knowledge and new perspectives for both present and future educators to implement and improve the classroom environment.

According to Neupane et. al. (2018), "Intelligence relates to capacity for swift and precise learning, capacity for problem-solving, and capacity for social adjustment." The variation in student progress is a challenge in the realm of education. In the universe, there are no two people exactly alike. Any student who wishes to achieve their goals or objectives must overcome numerous obstacles, including cognitive ability, effective learning strategies, concentration, memory, intellect, the learning environment, and the success of the other students. In terms of IQ, children differ greatly (Anitha et al., 2013). Gardner posited at least seven fundamental intelligence in *Frames of Mind* (1983), and an eighth has since been added, contending that our culture has a too-broad definition of intelligence (Standford, 2003). Gardner aimed to widen the understanding of the human potential that goes beyond what typical IQ ratings can measure, seriously contesting the accuracy of gauging someone's intelligence by having them complete a person asking a question while not in their natural setting attempting separate, novel tasks by themselves. Academics are a part of life, but they are not the entire life. Every person has



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intelligence in one or more areas. Everyone should identify their inner capacities; they should develop their skills in that area.

In the study of Gonzales-Treviño et al. (2020), each student possesses each of these forms of intelligence, but they are not always developed well or effectively, and each student varies in their relative strengths. MI-based teaching takes this into account. Determining students' intellectual capacities in the context of practice exercises in the classroom, with engaging content, without time restrictions, and allowing kids the freedom to manipulate this material, is the goal of MI assessment.

The theory of multiple intelligences has received a lot of attention in the field of education, despite the fact that its discoverer, Howard Gardner, did not intend for it to be used in learning or teaching. Each individual has numerous forms of intelligence that may be used to grasp concepts, solve issues, and create products during the educational process. Intelligence is one of the primary criteria that determines a student's success or failure in school. Human intelligence is not defined solely by standardized test scores; rather, intelligence is the ability to solve problems that arise in human life, the ability to generate new problems to be solved, the ability to create something or offer services that will earn someone cultural appreciation. By focusing the usage of web-based teaching materials in learning, compound intelligence may be geared into student activities that complement students' dominant intellect (Rosa et al. 2021)

Every person is born with a distinct intelligence. Reasoning, planning, problem-solving, language understanding, learning new concepts, and abstract thinking are all examples of intelligence. Psychometrists have already found that only one outcome of a standardized assessment effectively evaluates intelligence quotient and predicts probable intellectual advances. Naturalistic intelligence was



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proposed as the eighth intelligence in the mid-1990s, and existential intelligence as the ninth intelligence. In contrast to popular perceptions of IQ testing, which presuppose generic intelligence, this theory explains how we evaluate, comprehend, and retain information (Doblon, 2023). Academic achievement is an important indication of educational success. Additionally, Steinmayr et al. (2015; Doblon, 2023) represents performance outcomes that show how effectively a student meets learning objectives.

Republic Act No. 10533 governs the K-12 Basic Education Program. Differentiated pedagogy should be incorporated into the curriculum. Differentiated instruction takes into account students' learning styles and different intelligences, which are important aspects of their diversity as students and individuals. According to Guignon (Doblon, 2023), two of the best ways to use multiple intelligences in the classroom are to design lessons that allow students to use more than one intelligence and to design tests that allow students to demonstrate their knowledge of the material in various ways that correspond to their intelligence. Furthermore, the multiple intelligence theory provides a framework for increasing students' academic attainment (Armstrong & Hoerr, 2000; Doblon, 2023). According to Denig (2004; Doblon, 2023) however, the multiple intelligence idea has not been submitted to rigorous experimental testing. It is thought to be too wide to be useful in curriculum development, and the multiple intelligence theory gives a static perspective of student competency.

A fresh concept for conceptualizing and evaluating human intelligence is described. Each human being, according to Gardner's Theory of Multiple Intelligences, is capable of seven relatively independent forms of information processing, with individuals differing in the specific profile of intelligence that they exhibit. Contextually based, "intelligence-fair" instruments are best for assessing the range of human intelligence. The theory is used to describe three research projects. Preliminary data obtained from Project



Spectrum, an early childhood application, show that even 4- and 5-year-old children have distinct profiles of strengths and weaknesses. Furthermore, intelligence measures are largely independent and tap abilities other than those measured by standard intelligence tests (Hatch, 2016)

In the 1980s, Gardner proposed the theory of multiple intelligences as an alternative to traditional teaching methods that require students to learn and comprehend in a variety of ways. Gardner suggested that students had a variety of intelligences as opposed to just one. According to his theory, everyone possesses intelligence, with one being more prominent in each individual. He identified eight distinct intelligences based on the preceding parameters: logical-mathematical intelligence (number-smartness), verbal-linguistic intelligence (word-smartness), body-kinesthetic intelligence (body-smartness), musical-rhythmic intelligence (music-smartness), interpersonal intelligence (e.g., social skills), intrapersonal intelligence (e.g., insight, metacognition, self-smartness), visual/spatial intelligence, the naturalist intelligence (nature-smartness), and existential (Amponsah et.al, 2021)

Intelligence is defined as a person's ability to acquire and apply knowledge and skills, Yidana (2022). When the theory of Multiple Intelligences is combined with the theory of Learning Styles, it opens the door to raising different types of Intelligences in a learner. According to Howard Gardner's theory of Multiple Intelligences, every person possesses all intelligences. However, the level of development of these intelligences may differ from person to person. Mahmood et al., (2022), The implication is that every child has a unique learning and information-absorption style. The various learning and teaching styles.

Assimilation of this information during the learning process causes shifts in perspective and evaluation. Munzaini et al. (2022). In the study of Yavich, (2020) Tailored to the prevailing intelligence and learning type that each person possesses, According to the findings, 80.9% of students in



excellent classrooms demonstrated logical intelligence at at least one level of dominance, whereas only 48.4% of students in ordinary classrooms demonstrated this ability. According to the findings, the percentage of students who have two or three dominant intelligences was higher in excellent classes than in ordinary classes. It should be noted that this includes not only logical and verbal intelligences, but also spatial, musical, kinetic, and other types of intelligences. To summarize, the dominant intelligences that have the most influence and measure achievement in the educational system are only the logical-mathematical. Furthermore, the number of dominant intelligences can predict and indicate academic success of the students.

### **Related Studies**

According to the study conducted by Cabuquin (2022), interpersonal intelligence was found to be the most dominant type of intelligence among STEM students, while logical intelligence was shown to be the least prevalent. The students' performance in the specialized areas ranged from very high to excellent in precalculus, general biology, and basic calculus. The survey discovered no discernible differences between students who selected the STEM strand as their top preference and those who did not in their academic performance in the specialized subjects.

In the study conducted by Nulhakim, & Berlian, (2020), they found statistically significant differences in multiple Intelligence level capacities between male and female students, with male students scoring on average higher. These findings are demonstrated by the average score of male students' MI abilities in the areas of musical, logical-mathematical, interpersonal, and physical-kinesthetic intelligence. On the verbal-linguistic, naturalistic, and intrapersonal sections of the MI, female students perform better



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on average. It was shown that male students outperformed female students on the Multiple Intelligence Investigation administered to elementary school students.

According to Yavich et. al. (2020), the main benefit of the multiple intelligence theory for the development of learning strategies is that it forces teachers to broaden their methods of instruction and adapt them to the previously logical and linguistic intelligences (Stanford, 2003). As per Gardner's theory of multiple intelligences, there are numerous types of human intelligence. However, Gardner contends that while individual intelligence does not influence skill development, a mix of several intelligences does influence learners' abilities, particularly their capacity for problem-solving and overcoming problems. The development of a teaching strategy that strengthens the learner's abilities is crucial since an effective learning process necessitates critical thinking. Using Gardner's theory of different intelligences is one of the inventive methods to do this (Wilson, 2018).

In the study conducted by Greenberg et al.(2020) theory of multiple intelligences has been widely adopted by the educational and research communities around the world. Significant research has been conducted in order to better understand multiple intelligences and learning. However, studies that investigate how various types of technology affect the various types of intelligences in learning are lacking. Using a meta-analysis method, this chapter examines the multiple intelligence (MI) theory and how emergent technologies can be used to support MI learning in education. The findings show that, when compared to other types of intelligences, bodily kinesthetic intelligence is the most responsive to technology-based intervention, and that immersive and visual images are effective in improving verbal linguistic and bodily kinesthetic intelligences. The findings are discussed.



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The results of a study by Yavich and Rotnisky, (2020), show that they also looked at the association between the number of dominant intelligences among pupils across all grade levels classes, including exceptional and typical. Results showed that in outstanding classrooms, the proportion of students having two or three dominant intelligences was higher than that with more typical students. It is significant to remember that these encompass all forms of intelligence, including musical, kinetic, and other sorts, in addition to logical and linguistic ones.

According to the study of Winarti et al. (2018), their discovery also brings to a close the findings of earlier studies on the use of the MI theory in instruction with the goal of raising student achievement. The application of the MI-based learning technique to a scientific class improves students' MI and SPS while also increasing accomplishment, even though the improvement was not very high.

In the study conducted by Ahvan and Pour (2016), In general confirmed Gardner's assertion that everyone possesses a variety of intelligences. The study's findings are consistent with earlier research that found that everyone had distinct types and levels of intellect. The most common form of intelligence among students is verbal-linguistic, whereas musical intelligence is the least common. In addition, they found evidence to support the idea that different intelligences are interconnected and cooperate to improve one's performance.

The current study is based on Howard Gardner's 1983 theory, which states that people have eight distinct types of intelligence: verbal/ linguistic, mathematical/ logical, visual/ spatial, bodily/ kinesthetic, rhythmic/ musical, interpersonal, intrapersonal, and naturalist. The way these numerous intelligences are united distinguishes us as humans; for example, students behave differently in school. Certain students are more eager to study than others. This might be attributed to different forms of intellect. Finding out the



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most common forms of intelligence in students can give us useful information for adapting our teaching methods (Suruba Rusen et al., 2021).

Based on the study of Mimid et al. (2020) which is to review intelligence types that students employ in relation to their foreign language learning. The purpose of this correlational study was to look into the relationship between multiple intelligences and academic performance in students. This study used data to investigate the relationship between multiple intelligences and academic achievement scores of senior high school students. The results of Pearson Correlation of intelligence and academic achievement variables were analyzed using descriptive statistics. Based on the data analysis, the correlation between two variables was found to be 0.348, indicating that there was a low correlation between multiple intelligences and academic performance. Thus, this suggests that multiple intelligences had no effect on academic performance. Hence, it appears that multiple intelligences are not the only factor influencing achievement. In addition, Intrapersonal intelligence was the most common intelligence type among the students who took part in this study, while musical intelligence was the least common.

According to the study of Thambu et al. (2021) Identifying and cultivating all types of human intelligences is critical for exploring learners' talents and enabling them to identify various intelligences. According to research, evoking pupils' full intellect potential leads to academic and subsequent job success. The literature indicates that implementing active learning into moral education teaching and learning to build multiple intelligences is constrained. Active learning entails giving all learners the time and support they need to reach their full potential. Observation, focus group interviews, and journal entries were used to collect data. According to these findings, using the active learning method in moral education can help students develop their verbal linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, bodily kinesthetic intelligence, intrapersonal intelligence,



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interpersonal intelligence, and naturalistic intelligence. The full integration and absorption of the eight intelligences into active learning will develop students' personalities and characters in social situations.

According to a study by Ammukutty P.Gop. (ND), which is entitled The Application of Multiple Intelligence Theory in English Language Learning and Teaching, a learner can distinguish between other people's motivations, intentions, and feelings. Intrapersonal intelligence proposes having a clear picture of oneself, one's intentions, and one's motivations. Naturalistic intelligence is concerned with the human ability to distinguish between living and nonliving things. This cannot be accomplished extensively in the classroom. However, certain tasks that stimulate sensitivity to nature can be assigned in the classroom. In existentialist intelligence, teachers should attempt to connect what is learned in the classroom to the world outside the classroom. Each student's learning capacity differs from one another. As a result, it is preferable to take a different approach to learn in the classroom setting.

According to Amponsah et al. (2021), To Increase students' comprehension of the subject given, numerous scholars have used teaching techniques like collaboration, cooperative learning, and conceptual change texts. In the end, however, this is insufficient because other intelligences are neglected when employing these techniques to improve pupils' conceptual comprehension of the subjects being taught. To foster intellectual competency in kids, it is crucial for teachers to design tasks that incorporate all types of intelligences.

According to Rabbani (2022) The Multiple Intelligences Theory provides a new lens for viewing and addressing issues that have plagued educators, students, and schools for decades. Multiple Intelligences enhance this by allowing it to recognize different abilities as well as the abilities of individuals in general. This means that schools can broaden their curriculum and develop more effective assessments. Furthermore, the emergence of Emotional Intelligences (EI) has aided in the development of



a new understanding of Multiple Intelligences. As a result, as the concept of "emotion" became more conceivable, even relative and subjective in definitions that genuinely comprise intelligence, thereby supporting new insights, Gardner's Many Intelligences (MI) hypothesis became more resilient. Furthermore, because it is regarded as a critical skill, it has improved social and interpersonal interactions on the spectrum of human abilities and aids in the development of knowledge in general. Influencing factor in determining an individual's distinctiveness.

According to Amponsah et al. (2021), Some studies have utilized instruction methods like cooperative learning and teamwork and writings that conceptually alter to aid improve the knowledge of the taught content by the students. Here is ultimately insufficient given the existence of additional intelligences omitted while employing these techniques to improve pupils' conceptual knowledge of the taught subjects. So, it is crucial that a teacher design assignments that cover a wide range of intelligences to boost her or his intellectual prowess. Gardner's MI theory, as per, has two important educational advantages. To begin with, it creates a framework for educational programs to be structured in a certain way. That supports students in achieving their best potential, and attain their objectives. Moreover, it enables instructors to in order to encourage more engaged pupils, as learning would be more engaging if students were taught utilizing such intelligences. This occurs when a teacher's lesson plan contains a variety of exercises. Associated with a variety of IQ levels. Thus, estimating how much a teacher's own preferences, such as their primary intellectual style, is essential to hinder their ability to apply MI-inspired instruction.

## Summary



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In the late 1970s and early 1980s Dr. Howard Gardner created the MI theory. He drew support for his claims from a wide range of sources, academic fields, and research traditions. In his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, he originally introduced the notion. The hypothesis is a criticism of the prevalent psychological view that there is just one type of intelligence, which can be accurately assessed by an IQ test. He says that humans possess a range of relatively distinct intellectual abilities on the basis of evidence 2 from many sources. It's common to characterize intelligence as the capacity that we all possess intellectually; this capacity is measurable, difficult to alter, and it's something we are born with. According to Gardner, there are eight different types of intelligence: naturalistic, musical, kinesthetic, linguistic-verbal, logical-mathematical, visual-spatial, and linguistic-verbal.

Howard Gardner's Multiple Intelligence (MI) theory is based on the premise that intelligence is defined as the capacity to solve problems and produce commodities in a variety of ways. While MI can guide individuals to attain their full potential and improve their cognitive abilities. Some researchers pointed out that teachers' reliance on academic ability as the only element in successful learning limits learning from building students' MI. Variation in student progress is a challenge in the field of education. Each student contains each of these types of intelligence, although they are not always developed well or effectively, and the relative strengths of each student vary. There are no two people who are exactly alike in the universe. Any student who aspires to attain their goals or objectives must face several challenges, such as cognitive ability, effective learning tactics, concentration, memory, intellect, the learning environment, and the achievement of other students.



Human intelligence is not exclusively characterized by standardized test scores; rather, intelligence is the ability to solve problems that happen in human life, the ability to develop new challenges to solve, and the ability to produce something or provide services that will gain someone cultural respect . Furthermore, the multiple intelligence theory simply provides a framework for boosting students' academic performance. However, a combination of different intelligences does influence learners' capacities, particularly their potential for problem-solving and problem-overcoming. Because a successful learning process demands critical thinking, the development of a teaching technique that enhances the learner's capacities is vital.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHOD**

This chapter consists mainly of three parts, research design, method and ethical consideration. Method has five sub-parts, respondents of the study, data gathering instrument, data collection procedure, plan for data analysis, and statistical tools.

Part One, Research Design, it defines the research design used in the study.

Part Two, Method, it discusses the respondents of the study, the data gathering instrument, the data gathering procedure, the data analysis procedure, and the data analysis tools to be used.



Part Three, Ethical Consideration, it surmises the ethical issues concerning the parameters set in the study such as the participants and the setting of the study.

### **Research Design**

This study utilized a Descriptive Research Design, specifically employing measures of frequency and dispersion to evaluate and explain patterns within the collected data. Descriptive research design is a quantitative research strategy that aims to systematically describe a phenomenon, population, or condition through objective and quantifiable means (Shields & Rangarajan, 2020). This approach is particularly useful for identifying trends, determining averages, and assessing the distribution of variables within a sample (Creswell, 2019).

The researchers collected quantitative data from a sample population to understand the dominant intelligence of students based on Gardner's Theory of Multiple Intelligences. Measures of frequency, such as counts and percentages, were employed to determine how often each type of intelligence appeared within the sample. Additionally, measures of dispersion, including the range, variance, and standard deviation, were used to assess the spread and variability of the intelligence scores, providing insights into the extent of individual differences in each type of intelligence.



By utilizing these statistical tools, the researchers provided a comprehensive description of the patterns and trends in students' dominant intelligences. This approach highlighted the most prevalent intelligences and illuminated the diversity and distribution of multiple intelligences within the student population, thereby contributing valuable insights into understanding students' dominant intelligences as conceptualized by Gardner's Theory (Gardner, 1983).

## Method

In this study the proponents utilized the following; purposive sampling technique for the sampling technique, Research - Made Test (RMT) for research instrument, descriptive research design and thematic analysis in analyzing the data collected.

### *Respondents of the Study*

The participants were composed of 50 Grade 11 Senior High School students from Iloilo City National High School who were enrolled in the school year 2022-2023. Specifically, there were ten students from each strand who served as respondents in the research.

To determine the number of participants, the proponents utilized a Purposive Sampling Technique to select participants that fit the study, allowing the researchers to focus on a relatively small sample. This approach facilitated having representatives from different strands.



To obtain the sample from each strand, the researchers coordinated with the curriculum/classroom advisers to identify the desired respondents based on their recommendations. Four letters were given to the respondents: (1) Letter to Respondents, (2) Letter of Consent to give and answer the questionnaire, (3) Profile of Respondents, and (4) Schedule of answering the questionnaire. This sampling process was conducted for each strand in Grade 11 to complete the total of fifty samples for the study. After this, the researchers utilized measures of frequency and dispersion to evaluate and explain patterns within the collected data.

#### ***Data Gathering Instrument***

This study utilized a Research-Made Test (RMT) derived from related research and individual questions formulated by the researcher based on various types of intelligences according to Gardner's Theory. It was used to determine the dominant intelligence possessed by the students of Iloilo City National High School across different strands.

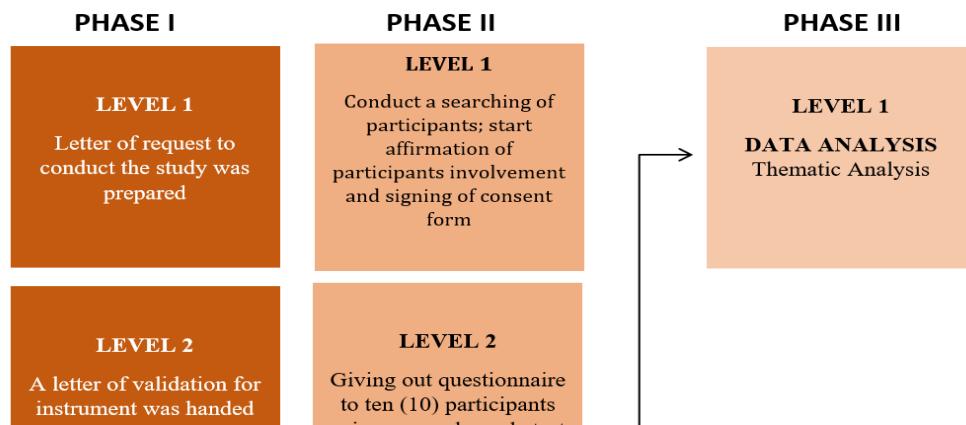
For the administrability of the instrument, it was distributed to fifty Grade 11 students from various strands, with ten students per strand. The proponents conducted a survey questionnaire consisting of eight checklists, which was distributed to the respondents. The questionnaire covered the full range of eight multiple intelligences based on Gardner's Theory.



The validity of this research was established using two measures: data blinding and the inclusion of different sampling groups in the plan. The dominant intelligence among the various strands in Grade 11 was evaluated. To reduce biases, the sample was split into five groups, ensuring representation from each strand and grade level. This inclusion of greater diversity and a larger number of sample respondents aimed to reduce biases towards any single outcome, providing a basis for valid results. To prevent the research from being influenced by respondents' preexisting beliefs, the amount of information provided to the respondents was limited. Additionally, a panel of specialists reviewed the questionnaire to determine its validity, eliminating claims that did not fit the study's topic.

In terms of establishing reliability, the researchers assessed it through data triangulation. They selected random participants from various strands with different experiences to increase the likelihood that the results would apply to the entire population. The reliability measures pertaining to the triangulation of data provided a thorough comprehension of the research objectives, adding another degree of dependable validation to the study.

### ***Data Gathering Procedure***





*Figure 1. Data Collection and Analysis Procedure*

The first phase shown by the figure represented the steps executed by the researchers. The data collection included three phases: Phase I, Phase II, and Phase III. Phase I had three levels. It started with the preparation of a letter of request to conduct the study, followed by the second level, in which the letter of validation was distributed to the three chosen validators from junior high school and senior high school faculty, and concluded with the revision of the instrument based on the recommendations and comments of the validators.

Phase II depicted the activities that the researchers conducted. It involved selecting fifty senior high school student participants from various strands within Iloilo City National High



School, distributing fifty questionnaires utilizing the research-made test, and collecting responses through Google Forms.

As part of data collection, Phase III included data analysis. The researchers utilized descriptive analysis, specifically measures of frequency and dispersion, to evaluate and explain patterns within the data that was collected.

#### ***Data Analysis Procedure***

This study employed a mixed methods approach to investigate intelligence dominance among Grade 11 students at Iloilo City National High School using Gardner's Theory of Multiple Intelligences (MI).

##### **1. Data Cleaning**

The researchers utilized statistical software (e.g., SPSS, R) to check for missing values, inconsistencies, and outliers in the data collected from the MI Inventory. Any identified issues were addressed to ensure data accuracy.

##### **2. Coding**

Numerical values were assigned to each response category within the MI Inventory for quantitative analysis.

##### **3. Frequency and Distribution**



- Frequency Tables: Tables were generated showing the number of students scoring within each intelligence category (e.g., Verbal-Linguistic, Bodily-Kinesthetic).
- Percentages: The percentage of students scoring in each intelligence category was calculated to understand the relative prevalence of each intelligence type.
- Histograms or Bar Charts: Visual representations of the distribution of scores across all eight intelligences were created. This helped identify potential trends or patterns.

#### **4. Measures of Central Tendency**

- Mean: The average score for each intelligence across all participants was calculated. This provided an overall picture of student performance in each intelligence domain.
- Median: The middle score for each intelligence, when all scores were arranged in ascending order, was determined. This offered an alternative measure of central tendency, less sensitive to outliers compared to the mean.

#### **5. Measures of Dispersion**

- Range: The difference between the highest and lowest scores for each intelligence was calculated. This indicated the extent of variation in scores for each intelligence type.
- Standard Deviation: The standard deviation for each intelligence was computed. A lower standard deviation suggested that scores were clustered closer to the mean, indicating a more homogenous group. Conversely, a higher standard deviation signified greater variability in scores, suggesting a wider range of intelligence strengths among the



participants.

### ***Data Analysis Tool***

In this section, descriptive statistics, specifically measures of frequency and dispersion, were utilized to analyze data from the mixed methods study on intelligence dominance among Grade 11 students at Iloilo City National High School.

#### **1. Measures of Frequency**

Frequency tables were created using statistical software to show the number of students scoring within each intelligence category. These tables offered a quick snapshot of the distribution of scores across all eight intelligences.

#### **2. Measures of Dispersion**

The range was calculated for each intelligence type, indicating the difference between the highest and lowest scores obtained in that specific intelligence.

Standard deviation was computed to show how spread out the scores were relative to the mean score for each intelligence. A lower standard deviation suggested scores were clustered closer to the mean, implying a more homogenous group in terms of that intelligence.



- Interpreting the Results

The intelligence category with the highest frequency (most students scoring within that category) was considered a potential indicator of the dominant intelligence for the group. The intelligence with the lowest standard deviation was also considered, as it suggested scores were clustered closer together, possibly indicating a dominant intelligence.

- Visualization Tools

Histograms or bar charts were used to depict the distribution of scores for each intelligence, enhancing the understanding of dispersion and potential dominant intelligences.

By employing descriptive statistics, particularly measures of frequency and dispersion, valuable insights were gained into the prevalence and variability of intelligence types among the student participants. This quantitative data provided a comprehensive understanding of intelligence dominance within the study.

### **Ethical Consideration**

In this study the participants were asked to participate in the research project through the consent form. They were informed of their rights as participants as well as the purpose of the research. They will be given an information sheet which provides the researchers' contact details, outlines of the research and how the information will be used.



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The respondents apprised of what their participation involves in the study such as; how long it will take, their rights and roles, to withdraw without any penalty at any time, and any anticipated risks/benefits which may arise as a result of participating.

The result was presented to the participants and were asked if the said results reflected their experience or what they think their dominant intelligence is.



## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter contains the interpretation and analysis of collected data. The discussion of results followed the order of the research questions in the statement. It was sorted based on the data collected.

In case of a mixed research approach, the interpretation and analysis of the quantitative data was discussed first. It was followed by the discussion of results of qualitative data.

#### **Profile of Senior High School Students Multiple Intelligences**

Student profiling helps as a guide for understanding more about their capabilities. Teachers must be aware of the student's characteristics to serve as the basis for the method and strategy to be used in the delivery of instruction in classrooms. Multiple intelligences profiling is a practical approach to personal awareness of the potential of students to achieve through tertiary education in the area of career they are studying. Thus, assessing the multiple intelligence profiles of the students should improve teachers' awareness of their cognitive abilities and eventually help them develop skills .

All students enter the classroom with various sets of intelligence developed. It implies that each learner should have a range of limitations and intellectual abilities. These sets assess how easy or difficult it is when explicitly addressed for a student to learn the depth of



understanding. Therefore, it is difficult and impractical for a teacher to adapt every lesson to all the learning styles used in the classroom. However, the teacher should show students how to use their more developed intelligence to help them understand a subject that usually uses their weaker intelligence.

The theory of multiple intelligences is helpful as a technique to improve classroom diversity. Teachers can use the multiple intelligences profiles of the students to plan suit-made activities to enhance learning opportunities inside and outside the classroom.

**TABLE 1: Dominant and Weakest Intelligence of Grade 11**

| STRAND | STUDENT | DOMINANT   | WEAKEST  |
|--------|---------|--|--|
| ABM    | 1       | Visual-Spatial Intelligence,<br>Intrapersonal Intelligence,<br>Naturalistic Intelligence | Musical Intelligence,<br>Interpersonal Intelligence,<br>Body-Kinesthetic Intelligence                  |
|        | 2       | Musical Intelligence,<br>Naturalistic Intelligence,<br>Visual-Spatial Intelligence       | Body-Kinesthetic Intelligence,<br>Verbal-Linguistic Intelligence,<br>Logical-Mathematical Intelligence |



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|  |   |   |  |
|--|---|---|--|
|  | 3 | Interpersonal Intelligence,<br>Visual-Spatial Intelligence, Logical-Mathematical Intelligence | Intrapersonal Intelligence, Musical Intelligence, Body-Kinesthetic Intelligence          |
|  | 4 | Visual-Spatial Intelligence,<br>Interpersonal Intelligence, Logical-Mathematical Intelligence | Body-Kinesthetic Intelligence, Naturalistic Intelligence, Verbal-Linguistic Intelligence |
|  | 5 | Musical Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence          | Naturalistic Intelligence, Interpersonal Intelligence, Verbal-Linguistic Intelligence    |
|  | 6 | Naturalistic Intelligence, Interpersonal Intelligence, Logical Mathematical Intelligence      | Intrapersonal - Intelligence, Musical - intelligence, Body Kinesthetic Intelligence      |
|  | 7 | Naturalistic Intelligence, Logical-Mathematical Intelligence, Interpersonal Intelligence,     | Intrapersonal Intelligence, Verbal-Linguistic Intelligence, Musical Intelligence         |
|  | 8 | Visual-Spatial Intelligence, Interpersonal Intelligence, Logical-Mathematical Intelligence    | Body-Kinesthetic Intelligence, Naturalistic Intelligence, Verbal-Linguistic Intelligence |



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|     |    |  |   |
|-----|----|--|---|
|     | 9  | Interpersonal Intelligence,<br>Visual-Spatial Intelligence,<br>Naturalistic Intelligence | Body-Kinesthetic<br>Intelligence, Verbal-Linguistics<br>Intelligence, Intrapersonal<br>Intelligence       |
|     | 10 | Verbal-Linguistic Intelligence,<br>Visual-spatial Intelligence,<br>Musical Intelligence  | Naturalistic Intelligence,<br>Logical-mathematical<br>Intelligence, Interpersonal<br>Intelligence         |
| GAS | 1  | Musical Intelligence,<br>Interpersonal Intelligence,<br>Visual-Spatial Intelligence      | Verbal- Linguistic<br>Intelligence, Intrapersonal<br>Intelligence, Body-<br>Kinesthetic Intelligence      |
|     | 2  | Musical Intelligence, Visual<br>Spatial Intelligence,<br>Naturalistic Intelligence       | Body-Kinesthetic Intelligence,<br>Logical-Mathematical<br>Intelligence,<br>Verbal-Linguistic Intelligence |
|     | 3  | Visual-Spatial Intelligence,<br>Musical Intelligence,<br>Interpersonal Intelligence      | Verbal-Linguistics<br>Intelligence,<br>Logical-Mathematical ,<br>Naturalistic Intelligence                |



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|  |   |  |   |
|--|---|--|---|
|  | 4 | Logical-Mathematical Intelligence, Body- Kinesthetic Intelligence, Verbal-Linguistics Intelligence | Musical Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence                   |
|  | 5 | Intrapersonal Intelligence, Naturalistic Intelligence, Body-Kinesthetic Intelligence               | Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Interpersonal Intelligence    |
|  | 6 | Visual-Spatial Intelligence, Naturalistic Intelligence, Intrapersonal Intelligence                 | Logical-Mathematical Intelligence, Verbal-Linguistic Intelligence, Musical Intelligence       |
|  | 7 | Musical Intelligence, Interpersonal Intelligence, Visual-Spatial Intelligence                      | Naturalistic Intelligence, Logical-Mathematical Intelligence, Verbal-Linguistics Intelligence |
|  | 8 | Visual-Spatial, Naturalistic Intelligence, Interpersonal Intelligence                              | Body-Kinesthetic Intelligence, Logical Mathematical Intelligence, Intrapersonal Intelligence  |



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|       |    |   |   |
|-------|----|---|---|
|       | 9  | Interpersonal Intelligence,<br>Intrapersonal Intelligence,<br>Body-Kinesthetic Intelligence     | Visual-Spatial Intelligence,<br>Musical Intelligence,<br>Verbal-Linguistics Intelligence        |
|       | 10 | Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Verbal- Linguistic Intelligence | Intrapersonal Intelligence,<br>Interpersonal Intelligence,<br>Naturalistic Intelligence         |
| HUMSS | 1  | Intrapersonal Intelligence,<br>Interpersonal Intelligence,<br>Logical-Mathematical Intelligence | Verbal-Linguistics Intelligence,<br>Body-Kinesthetics Intelligence, Visual-Spatial Intelligence |
|       | 2  | Interpersonal Intelligence,<br>Naturalistic Intelligence,<br>Logical-Mathematical Intelligence  | Verbal-Linguistics Intelligence,<br>Body-Kinesthetics Intelligence, Musical Intelligence        |
|       | 3  | Intrapersonal Intelligence, Visual-Spatial Intelligence, Verbal-Linguistic Intelligence         | Logical-Mathematical Intelligence, Musical Intelligence, Naturalistic Intelligence              |



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|  |   |   |  |
|--|---|---|--|
|  | 4 | Body-Kinesthetic Intelligence, Visual-Spatial Intelligence, Musical Intelligence            | Verbal Linguistic Intelligence, Logical-Mathematical Intelligence, Intrapersonal Intelligence    |
|  | 5 | Musical Intelligence, Visual-Spatial Intelligence, Interpersonal Intelligence               | Logical-Mathematical Intelligence, Body-Kinesthetic Intelligence, Verbal-Linguistic Intelligence |
|  | 6 | Verbal Intelligence, Logical-Mathematical Intelligence, Visual Intelligence                 | Musical Intelligence, Body Intelligence, Intrapersonal Intelligence                              |
|  | 7 | Interpersonal Intelligence, Verbal-Linguistics Intelligence, Body-Kinesthetic Intelligence, | Naturalistic Intelligence, Intrapersonal Intelligence, Visual-Spatial Intelligence               |
|  | 8 | Visual-Spatial, Interpersonal Intelligence, Verbal- Linguistic Intelligence                 | Logical-Mathematical Intelligence, Musical Intelligence, Body-Kinesthetic Intelligence           |



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|      |    |  |  |  |
|------|----|--|--|--|
|      | 9  | Visual-Spatial, Intelligence,<br>Intelligence, Musical<br>Intelligence                                 | Interpersonal<br>Intelligence, Intrapersonal<br>Intelligence   | Verbal-Linguistic Intelligence,<br>Logical-Mathematical<br>Intelligence, Intrapersonal<br>Intelligence |
|      | 10 | Visual-Spatial Intelligence,<br>Musical<br>Intelligence, Verbal-Linguistic<br>Intelligence             | Intelligence, Intrapersonal<br>Intelligence, Logical-<br>Mathematical<br>Intelligence, Interpersonal<br>Intelligence | Intelligence, Mathematical<br>Intelligence, Interpersonal<br>Intelligence                              |
| STEM | 1  | Visual-Spatial Intelligence,<br>Logical<br>Intelligence, Musical<br>Intelligence                       | Intelligence, Intrapersonal<br>Intelligence, Musical   | Body-Kinesthetic Intelligence,<br>Intrapersonal Intelligence,<br>Interpersonal Intelligence            |
|      | 2  | Visual-Spatial Intelligence,<br>Body Kinesthetic Intelligence,<br>Logical-Mathematical<br>Intelligence | Intelligence, Naturalistic<br>Intelligence, Interpersonal<br>Intelligence  | Verbal-Linguistic<br>Intelligence, Naturalistic<br>Intelligence, Interpersonal<br>Intelligence         |
|      | 3  | Visual-Spatial Intelligence,<br>Musical Intelligence, Body-<br>Kinesthetic Intelligence                | Intelligence, Interpersonal<br>Intelligence, Logical-Mathematical<br>Intelligence, Verbal-Linguistic<br>Intelligence | Intelligence, Logical-Mathematical<br>Intelligence, Verbal-Linguistic<br>Intelligence                  |



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|  |   |   |   |
|--|---|---|---|
|  | 4 | Visual-Spatial Intelligence,<br>Musical Intelligence,<br>Naturalistic Intelligence            | Logical-Mathematical<br>Intelligence, Body-Kinesthetic<br>Intelligence, Interpersonal<br>Intelligence |
|  | 5 | Musical<br>Intelligence,Naturalistic<br>Intelligence, Visual-Spatial<br>Intelligence          | Interpersonal Intelligence,<br>Logical Mathematical,<br>Verbal-Linguistic Intelligence                |
|  | 6 | Visual-Spatial Intelligence,<br>Interpersonal Intelligence,<br>Body-Kinesthetic Intelligence  | Naturalistic Intelligence,<br>Logical-Mathematical<br>Intelligence, Verbal-Linguistic<br>Intelligence |
|  | 7 | Visual-Spatial Intelligence,<br>Logical-Mathematical<br>Intelligence, Musical<br>Intelligence | Body-Kinesthetic Intelligence,<br>Naturalistic Intelligence,<br>Intrapersonal Intelligence            |
|  | 8 | Visual-Spatial Intelligence,<br>Musical Intelligence, Body<br>kinesthetic Intelligence        | Verbal-Linguistic Intelligence,<br>Logical-Mathematical<br>Intelligence, Naturalistic<br>Intelligence |
|  | 9 | Logical-Mathematical<br>Intelligence, Naturalistic  | Musical Intelligence,<br>Visual-Spatial Intelligence,<br>Body-Kinesthetic Intelligence                |



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|     |    |   |  |   |
|-----|----|---|--|---|
|     |    | Intelligence,<br>Intelligence   | Interpersonal                                  |   |
|     | 10 | Visual-Spatial<br>Intelligence,<br>Interpersonal<br>Intelligence,<br>Musical Intelligence     | Intelligence,<br>Intelligence,                 | Verbal-Linguistic Intelligence,<br>Interpersonal Intelligence,<br>Logical-Mathematical<br>Intelligence  |
| TVL | 1  | Body-Kinesthetic<br>Intelligence,<br>Musical<br>Intelligence,<br>Interpersonal Intelligence   | Intelligence,<br>Intelligence,<br>Intelligence | Verbal-Linguistic Intelligence,<br>Logical-Mathematical<br>Intelligence, Visual-Spatial<br>Intelligence |
|     | 2  | Verbal Linguistic Intelligence,<br>Musical<br>Intelligence,<br>Interpersonal Intelligence     | Intelligence,<br>Intelligence,<br>Intelligence | Naturalistic<br>Intelligence ,<br>Logical-Mathematical<br>Intelligence, Visual Spatial<br>Intelligence  |
|     | 3  | Visual-Spatial<br>Intelligence,<br>Musical<br>Intelligence,<br>Verbal-Linguistic Intelligence | Intelligence,<br>Intelligence,<br>Intelligence | Logical-Mathematical<br>Intelligence, Body-Kinesthetic<br>Intelligence, Interpersonal<br>Intelligence   |



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|  |   |   |  |
|--|---|---|--|
|  | 4 | Musical Intelligence,<br>Intrapersonal Intelligence,<br>Verbal-Linguistic Intelligence    | Visual-Spatial Intelligence,<br>Logical-Mathematical Intelligence,<br>Interpersonal Intelligence   |
|  | 5 | Interpersonal Intelligence,<br>Intrapersonal Intelligence,<br>Musical Intelligence        | Logical-Mathematical Intelligence,<br>Naturalistic Intelligence,<br>Verbal-Linguistic Intelligence |
|  | 6 | Interpersonal Intelligence,<br>Visual-Spatial Intelligence,<br>Intrapersonal Intelligence | Logical-Mathematical Intelligence,<br>Naturalistic Intelligence,<br>Visual-Spatial Intelligence    |
|  | 7 | Musical Intelligence,<br>Interpersonal Intelligence,<br>Intrapersonal Intelligence        | Verbal-Linguistic Intelligence,<br>Logical-Mathematical Intelligence,<br>Naturalistic Intelligence |
|  | 8 | Body-Kinesthetic Intelligence,<br>Visual-Spatial Intelligence,<br>Logical Intelligence    | Musical Intelligence,<br>Verbal-Linguistic Intelligence,<br>Interpersonal Intelligence             |



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|  |    |  |   |
|--|----|--|---|
|  | 9  | Musical Intelligence,<br>Body-Kinesthetic Intelligence,<br>Interpersonal Intelligence            | Verbal-Linguistic Intelligence,<br>Logical-Mathematical Intelligence,<br>Intrapersonal Intelligence |
|  | 10 | Verbal- Linguistic Intelligence,<br>Intrapersonal Intelligence,<br>Body-Kinesthetic Intelligence | Logical-Mathematical Intelligence,<br>Musical Intelligence,<br>Naturalistic Intelligence            |

The dataset provides insights into the dominant and weakest intelligences of Grade 11 students across five strands: ABM (Accountancy, Business, and Management), GAS (General Academic Strand), HUMSS (Humanities and Social Sciences), STEM (Science, Technology, Engineering, and Mathematics), and TVL (Technical-Vocational-Livelihood). Each strand comprises 10 students, summing up to a total of 50 students. The analysis below interprets the data comprehensively.

#### **Accountancy, Business and Management (ABM) Strand**

- Dominant Intelligences
  - Visual-Spatial Intelligence is dominant in 7 out of 10 students.
  - Interpersonal Intelligence is strong in 5 students.
  - Logical-Mathematical Intelligence appears frequently among the top three in 6 students.
- Weakest Intelligences
  - Body-Kinesthetic Intelligence is weak in 8 students.
  - Verbal-Linguistic Intelligence is weak in 6 students.
  - Musical Intelligence is less dominant in 5 students.



ABM students tend to excel in Visual-Spatial and Logical-Mathematical Intelligence, which aligns well with business and management skills that require visualization and logical problem-solving. However, they show lesser strengths in physically engaging activities (Body-Kinesthetic) and verbal communication, which may indicate a preference for visual and logical approaches over physical and verbal methods.

### **General Academic Strand (GAS)**

- Dominant Intelligences
  - Visual-Spatial Intelligence is dominant in 6 out of 10 students.
  - Musical Intelligence appears frequently among the top three in 6 students.
  - Interpersonal Intelligence is strong in 5 students.
- Weakest Intelligences
  - Logical-Mathematical Intelligence is weak in 6 students.
  - Verbal-Linguistic Intelligence is weak in 5 students.
  - Body-Kinesthetic Intelligence is less dominant in 4 students.

GAS students display strengths in Visual-Spatial and Musical Intelligences, suggesting they might be inclined towards creative and artistic activities. The weakness in Logical-Mathematical Intelligence may indicate challenges in analytical and numerical tasks. The lower performance in Verbal-Linguistic skills might affect their proficiency in communication-heavy tasks.

### **Humanities and Social Sciences (HUMSS) Strand**

- Dominant Intelligences
  - Interpersonal Intelligence is dominant in 6 out of 10 students.
  - Visual-Spatial Intelligence appears frequently among the top three in 6 students.
  - Intrapersonal Intelligence is strong in 4 students.



- Weakest Intelligences

- Logical-Mathematical Intelligence is weak in 8 students.
- Verbal-Linguistic Intelligence is weak in 6 students.
- Body-Kinesthetic Intelligence is less dominant in 6 students.

HUMSS students are particularly strong in Interpersonal Intelligence, suggesting strong social skills and the ability to understand and interact effectively with others. Their Visual-Spatial and Intrapersonal Intelligences also indicate good self-awareness and visualization skills. However, a significant weakness in Logical-Mathematical Intelligence implies challenges with numerical and logical reasoning tasks, which is expected as their focus leans more towards humanities and social sciences.

### **Science, Technology, Engineering, and Mathematics (STEM) Strand**

- Dominant Intelligences

- Visual-Spatial Intelligence is dominant in all 10 students.
- Logical-Mathematical Intelligence appears frequently among the top three in 6 students.
- Musical Intelligence is strong in 5 students.

- Weakest Intelligences

- Body-Kinesthetic Intelligence is weak in 7 students.
- Verbal-Linguistic Intelligence is weak in 6 students.
- Intrapersonal Intelligence is less dominant in 5 students.

STEM students show a strong dominance in Visual-Spatial and Logical-Mathematical Intelligences, which are crucial for understanding complex scientific concepts and solving technical problems. The high prevalence of these intelligences aligns with the analytical and problem-solving nature of STEM fields. However, weaknesses in Body-Kinesthetic and Verbal-Linguistic Intelligences may indicate less proficiency in physical activities and verbal communication, respectively.



### **Technical-Vocational-Livelihood (TVL) Strand**

- Dominant Intelligences
  - Musical Intelligence is dominant in 5 out of 10 students.
  - Interpersonal Intelligence appears frequently among the top three in 7 students.
  - Body-Kinesthetic Intelligence is strong in 4 students.
- Weakest Intelligences
  - Logical-Mathematical Intelligence is weak in 8 students.
  - Verbal-Linguistic Intelligence is weak in 6 students.
  - Visual-Spatial Intelligence is less dominant in 4 students.

TVL students display strengths in Musical and Interpersonal Intelligences, suggesting an aptitude for creative and social interactions, which are important in many vocational fields. The strength in Body-Kinesthetic Intelligence aligns with the practical and hands-on nature of TVL programs. However, the significant weakness in Logical-Mathematical Intelligence indicates challenges with analytical and problem-solving tasks, which might not be as crucial in their field of study.

Overall, Visual-Spatial Intelligence is consistently a strong point across most strands, particularly in ABM and STEM, indicating a general trend towards strong visualization and spatial reasoning skills among Grade 11 students. Interpersonal Intelligence is notably strong in HUMSS and TVL strands, aligning with the social and practical nature of these fields. Logical-Mathematical Intelligence shows a clear divide, being a strength in STEM and ABM, while a weakness in GAS, HUMSS, and TVL, reflecting the different cognitive demands of these strands. Verbal-Linguistic Intelligence tends to be a weaker area across most strands, suggesting a potential area for educational focus and development. Musical Intelligence appears variably, being a strength in GAS and TVL, indicating differing creative inclinations among students.

This analysis provides a comprehensive understanding of the strengths and weaknesses in multiple intelligences among Grade 11 students across different academic strands. The data



highlights areas where students excel and where there might be opportunities for targeted educational support and development.

### Measures of Frequency

**TABLE 2: DOMINANT INTELLIGENCE OF GRADE 11 STUDENTS**

| Intelligence Type                 | FREQUENCY |     |       |      |     | PERCENTAG E |
|-----------------------------------|-----------|-----|-------|------|-----|-------------|
|                                   | ABM       | GAS | HUMSS | STEM | TVL |             |
| Verbal/Linguistic Intelligence    | 1         | 0   | 1     | 0    | 2   | 8%          |
| Visual/Spatial Intelligence       | 3         | 3   | 3     | 8    | 1   | 36%         |
| Logical/Mathematical Intelligence | 0         | 2   | 0     | 1    | 0   | 6%          |
| Musical Intelligence              | 2         | 3   | 1     | 1    | 3   | 20%         |
| Naturalistic Intelligence         | 2         | 0   | 0     | 0    | 0   | 4%          |
| Interpersonal Intelligence        | 2         | 1   | 2     | 0    | 2   | 14%         |
| Intrapersonal Intelligence        | 0         | 1   | 2     | 0    | 0   | 6%          |



|                               |   |   |   |   |   |    |
|-------------------------------|---|---|---|---|---|----|
| Body-Kinesthetic Intelligence | 0 | 0 | 1 | 0 | 2 | 6% |
|-------------------------------|---|---|---|---|---|----|

The data on dominant intelligences among Grade 11 students reveals that Visual/Spatial Intelligence is the most prevalent, with a frequency of 18%, particularly strong in STEM (8) and present in all strands (36%). Musical Intelligence follows with a frequency of 10, especially in GAS (3) and TVL (3), comprising 20% of the total. Interpersonal Intelligence appears prominently in HUMSS and TVL, with a frequency of 7, accounting for 14%. Verbal/Linguistic Intelligence and Naturalistic Intelligence have frequencies of 4 each, making up 8% and 4% respectively, with Verbal/Linguistic being most notable in TVL. Logical/Mathematical Intelligence and Intrapersonal Intelligence both have frequencies of 3 (6%), with Logical/Mathematical primarily in GAS and STEM, and Intrapersonal in GAS and HUMSS. Body-Kinesthetic Intelligence is least common, appearing only in HUMSS and TVL, with a frequency of 3 (6%). These findings highlight a strong inclination towards visual and spatial skills among students, with significant variations in musical, interpersonal, and verbal intelligences across different strands.

**TABLE 3: WEAKEST INTELLIGENCE OF GRADE 11 STUDENTS**

| Intelligence Type              | FREQUENCY |     |       |      |     | PERCENTAGE |
|--------------------------------|-----------|-----|-------|------|-----|------------|
|                                | ABM       | GAS | HUMSS | STEM | TVL |            |
| Verbal/Linguistic Intelligence | 0         | 2   | 4     | 3    | 3   | 24%        |
| Visual/Spatial Intelligence    | 0         | 1   | 0     | 0    | 1   | 4%         |



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|                                   |   |   |   |   |   |     |
|-----------------------------------|---|---|---|---|---|-----|
| Logical/Mathematical Intelligence | 0 | 2 | 3 | 1 | 4 | 20% |
| Musical Intelligence              | 1 | 1 | 1 | 1 | 1 | 10% |
| Naturalistic Intelligence         | 2 | 1 | 1 | 1 | 1 | 12% |
| Interpersonal Intelligence        | 0 | 0 | 0 | 2 | 0 | 4%  |
| Intrapersonal Intelligence        | 3 | 1 | 1 | 0 | 0 | 10% |
| Body-Kinesthetic Intelligence     | 4 | 2 | 0 | 2 | 0 | 16% |

The data on the weakest intelligences among Grade 11 students shows that Verbal/Linguistic Intelligence is the most frequently cited weakness, with a frequency of 12, particularly prominent in GAS (2), HUMSS (4), STEM (3), and TVL (3), accounting for 24% of the total. Logical/Mathematical Intelligence is the second most common weakness, with a frequency of 10 (20%), especially in GAS (2), HUMSS (3), and TVL (4). Body-Kinesthetic Intelligence follows with a frequency of 8 (16%), mainly in ABM (4) and STEM (2). Naturalistic Intelligence has a frequency of 6 (12%), appearing across all strands. Musical Intelligence and Intrapersonal Intelligence both have frequencies of 5 (10%), with Musical being evenly distributed and Intrapersonal notable in ABM (3) and GAS (1). Visual/Spatial Intelligence and Interpersonal Intelligence are the least common weaknesses, each with a frequency of 2 (4%). These findings highlight significant challenges in verbal and logical-mathematical skills among students, with notable variations in physical and naturalistic intelligences across different strands.



## Measures of Dispersion

In analyzing the intelligence distribution among a group of 50 students across various domains, we aim to uncover patterns that elucidate both the dominant and less prominent forms of intelligence within the cohort. By examining mean scores, standard deviations, and ranges across verbal, visual, logical, musical, naturalistic, interpersonal, intrapersonal, and bodily intelligences, we can discern the relative prevalence and dispersion of these cognitive abilities within the group.

**Figure 2: Measure of Dispersion Across 8 Intelligences**

|                    | Verbal             | Visual             | Logical            | Musical | Naturalistic       | Interpersonal | Intrapersonal | Bodily  |
|--------------------|--------------------|--------------------|--------------------|---------|--------------------|---------------|---------------|---------|
| N                  | 50                 | 50                 | 50                 | 50      | 50                 | 50            | 50            | 50      |
| Valid              |                    |                    |                    |         |                    |               |               |         |
| Missing            | 0                  | 0                  | 0                  | 0       | 0                  | 0             | 0             | 0       |
| Mean               | 25.6000            | 30.8800            | 26.3000            | 29.7200 | 25.6000            | 29.2600       | 26.5800       | 25.7400 |
| Std. Error of Mean | .65776             | 1.05352            | 1.00377            | .83595  | .65776             | .94321        | .65284        | .86417  |
| Median             | 26.0000            | 31.0000            | 27.0000            | 30.0000 | 26.0000            | 29.0000       | 27.0000       | 26.5000 |
| Mode               | 26.00 <sup>a</sup> | 29.00 <sup>a</sup> | 23.00 <sup>a</sup> | 28.00   | 26.00 <sup>a</sup> | 26.00         | 29.00         | 25.00   |
| Std. Deviation     | 4.65109            | 7.44953            | 7.09771            | 5.91104 | 4.65109            | 6.66949       | 4.61625       | 6.11058 |
| Variance           | 21.633             | 55.496             | 50.378             | 34.940  | 21.633             | 44.482        | 21.310        | 37.339  |
| Range              | 18.00              | 28.00              | 30.00              | 25.00   | 18.00              | 27.00         | 21.00         | 24.00   |
| Minimum            | 15.00              | 15.00              | 10.00              | 15.00   | 15.00              | 13.00         | 14.00         | 11.00   |
| Maximum            | 33.00              | 43.00              | 40.00              | 40.00   | 33.00              | 40.00         | 35.00         | 35.00   |
| Sum                | 1280.00            | 1544.00            | 1315.00            | 1486.00 | 1280.00            | 1463.00       | 1329.00       | 1287.00 |

### 1. Verbal Intelligence

- **Mean:** 25.60
- **Standard Deviation:** 4.65
- **Range:** 18.00

With a mean score of 25.60 and a relatively low standard deviation of 4.65, verbal intelligence appears to be a dominant intelligence type within the group. The scores are clustered closely around the mean, indicating that a significant number of students scored high in this category compared to other intelligences.



## 2. Visual-Spatial Intelligence

- **Mean:** 30.88
- **Standard Deviation:** 7.45
- **Range:** 28.00

Visual intelligence has a higher mean score of 30.88 but also a higher standard deviation of 7.45, suggesting more variability in scores compared to verbal intelligence. While still significant, visual intelligence might not be as dominant within the group as verbal intelligence.

## 3. Logical-Mathematical Intelligence

- **Mean:** 26.30
- **Standard Deviation:** 7.10
- **Range:** 30.00

Logical intelligence shows a mean score of 26.30 and a standard deviation of 7.10, indicating moderate variability in scores. It appears to be a significant intelligence type within the group but not as dominant as verbal intelligence.

## 4. Musical Intelligence

- **Mean:** 29.72
- **Standard Deviation:** 5.91
- **Range:** 25.00

Musical intelligence has a mean score of 29.72 and a standard deviation of 5.91, suggesting moderate variability in scores. It seems to be a significant intelligence type within the group, similar to logical intelligence.

## 5. Naturalistic Intelligence

- **Mean:** 25.60
- **Standard Deviation:** 4.65



- **Range:** 18.00

Naturalistic intelligence shows a mean score of 25.60 and a standard deviation of 4.65, similar to verbal intelligence. It appears to be a dominant intelligence type within the group, with scores clustered closely around the mean.

#### 6. Interpersonal Intelligence

- **Mean:** 29.26
- **Standard Deviation:** 6.67
- **Range:** 27.00

Interpersonal intelligence has a mean score of 29.26 and a standard deviation of 6.67, indicating moderate variability in scores. It appears to be a significant intelligence type within the group, similar to musical intelligence.

#### 7. Intrapersonal Intelligence

- **Mean:** 26.58
- **Standard Deviation:** 4.62
- **Range:** 21.00

Intrapersonal intelligence shows a mean score of 26.58 and a standard deviation of 4.62, similar to verbal and naturalistic intelligences. It appears to be a dominant intelligence type within the group.

#### 8. Bodily Intelligence

- **Mean:** 25.74
- **Standard Deviation:** 6.11
- **Range:** 24.00

Bodily intelligence has a mean score of 25.74 and a standard deviation of 6.11, similar to verbal and naturalistic intelligence. It appears to be a dominant intelligence type within the group.



The analysis of intelligence dispersion among 50 students reveals intriguing patterns across various domains. Verbal and naturalistic intelligences emerge as dominant, with high frequencies and low dispersion, suggesting a clustering of scores in these areas. Conversely, visual, logical, musical, interpersonal, intrapersonal, and bodily intelligences exhibit lower frequencies and higher dispersion, indicating greater variability in student strengths across these domains. These findings underscore the importance of recognizing and accommodating diverse intelligence types in educational practices, aligning with Howard Gardner's theory of multiple intelligences. Tailoring teaching strategies to accommodate these diverse strengths can foster a more inclusive and effective learning environment, ensuring that each student's unique abilities are nurtured and developed to their fullest potential.

In summary, verbal, naturalistic, intrapersonal, and bodily intelligences seem to be dominant within the group, with scores clustered closely around the mean. Visual, logical, musical, and interpersonal intelligences are also significant but show more variability in scores, indicating they might not be as dominant as the former.

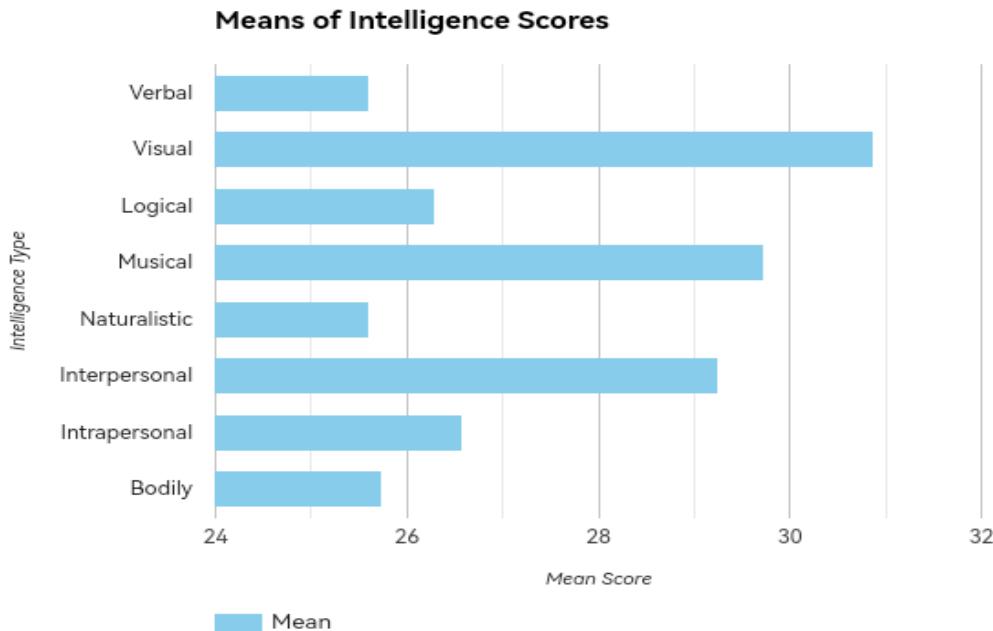
### Measures of Central Tendency

The Measures of Central Tendency provide valuable insights into the typical performance levels of Grade 11 students across various intelligence domains. By analyzing the central tendencies of the data, we can identify the average scores and the middle values, offering a comprehensive understanding of student performance in different types of intelligence. This analysis serves as a foundational step in unraveling the patterns and trends inherent in the dataset, guiding further exploration into the strengths and weaknesses of students in specific intelligence domains.

The means provide a measure of the average score for each type of intelligence among Grade 11 students. A higher mean suggests that, on average, students scored higher in that particular intelligence domain. In our data, the means for different intelligences vary, indicating differences in student performance across these domains. For instance, the mean for Visual-Spatial Intelligence is 30.88, which is higher compared to other intelligences. This suggests that students, on average, scored relatively higher in visual-spatial tasks compared to other types of intelligence. Conversely, the mean for Verbal Intelligence is 25.60, indicating a



lower average score in verbal tasks compared to other intelligence domains. Overall, interpreting the means provides insights into which intelligence domains students tend to excel in or struggle with on average.

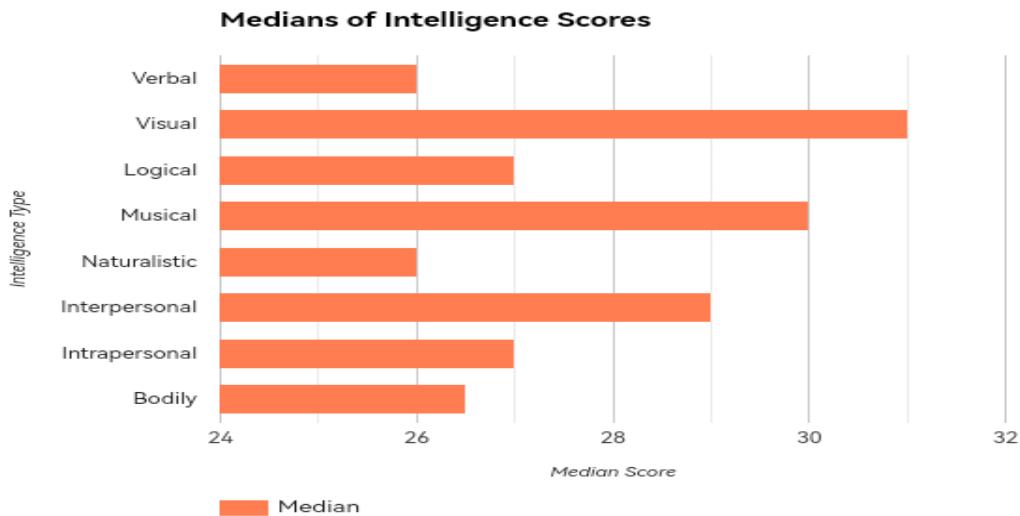


**Figure 3: Means of Intelligence Scores**

The medians represent the middle value in a dataset when arranged in ascending order. Unlike means, which can be influenced by extreme values, medians provide a more robust measure of central tendency. In our dataset, the medians for different types of intelligence vary, reflecting the distribution of scores within each domain. For example, the median for Logical-Mathematical Intelligence is 27.00, indicating that half of the students scored below this value and half scored above it. This suggests a relatively balanced distribution of scores in logical-mathematical tasks among Grade 11 students. Similarly, the median for Musical Intelligence is 30.00, indicating that a significant portion of students scored at or above this value



in musical tasks. Analyzing the medians allows us to understand the typical performance level of students in various intelligence domains, taking into account the distribution of scores.



**Figure 4: Medians of Intelligence Scores**

Overall, these measures highlight the varying degrees of proficiency among students in different intelligence categories, shedding light on areas of strength and areas that may require further attention. Through this analysis, educators can gain valuable insights to tailor instructional strategies and support mechanisms to meet the diverse learning needs of students effectively.



## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three parts: (1) Summary of Findings, (2) Conclusions, and (3) Recommendations.

Part One, Summary of Findings, collected data were grouped into meaningful information in which it will specifically answer the four specific questions.

Part Two, Conclusions, collected data were synthesized to construct a concrete conclusion that answers the four specific questions.

Part Three, Recommendations of the Study, discussed and thoroughly expounded the significance of the study based on the implications both in theory and practice.

#### **Summary of Findings**

The dataset offers a detailed exploration of the dominant and weakest intelligences among Grade 11 students, segmented across five academic strands: ABM, GAS, HUMSS, STEM, and TVL. Visual/Spatial Intelligence emerges as the most prevalent, with a frequency of 18%, particularly strong in STEM (8) and present in all strands (36%). Musical Intelligence follows closely, with a frequency of 10, especially prominent in GAS (3) and TVL (3), constituting 20% of the total. Interpersonal Intelligence appears prominently in HUMSS and TVL, with a frequency of 7, accounting for 14%. Verbal/Linguistic Intelligence and Naturalistic Intelligence have frequencies of 4 each, making up 8% and 4% respectively, with Verbal/Linguistic being most notable in TVL. Logical/Mathematical Intelligence and Intrapersonal Intelligence both have frequencies of 3 (6%), with Logical/Mathematical primarily in GAS and STEM, and Intrapersonal in GAS and HUMSS. Body-Kinesthetic Intelligence is the least common, appearing only in HUMSS and TVL, with a frequency of 3 (6%).

Conversely, the data on the weakest intelligences highlights Verbal/Linguistic Intelligence as the most frequently cited weakness, with a frequency of 12, particularly prominent in GAS (2), HUMSS (4), STEM (3), and TVL (3), accounting for 24% of the total.



Logical/Mathematical Intelligence follows as the second most common weakness, with a frequency of 10 (20%), especially notable in GAS (2), HUMSS (3), and TVL (4). Body-Kinesthetic Intelligence follows with a frequency of 8 (16%), mainly in ABM (4) and STEM (2). Naturalistic Intelligence has a frequency of 6 (12%), appearing across all strands. Musical Intelligence and Intrapersonal Intelligence both have frequencies of 5 (10%), with Musical being evenly distributed and Intrapersonal notable in ABM (3) and GAS (1). Visual/Spatial Intelligence and Interpersonal Intelligence are the least common weaknesses, each with a frequency of 2 (4%).

In terms of dispersion, Verbal and Naturalistic Intelligences exhibit high frequencies and low dispersion, suggesting a clustering of scores and dominance within the group. For instance, Verbal Intelligence has a mean score of 25.60 and a relatively low standard deviation of 4.65, indicating dominance. Conversely, Visual, Logical, Musical, Interpersonal, Intrapersonal, and Bodily Intelligences show lower frequencies and higher dispersion, indicating greater variability in student strengths across these domains. For instance, Visual Intelligence has a mean score of 30.88 and a standard deviation of 7.45, suggesting variability in scores.

These findings underscore the diversity of intelligences among Grade 11 students and emphasize the importance of recognizing and accommodating these differences in educational practices to foster a more inclusive and effective learning environment.

## Conclusions

This study sheds light on the diverse distribution of intelligences among Grade 11 students across various academic strands, offering valuable insights into their strengths and weaknesses. Visual/Spatial Intelligence emerges as the predominant intelligence type, with widespread prevalence across all strands, particularly evident in STEM. Conversely, Verbal/Linguistic Intelligence appears as a common weakness, notably in GAS, HUMSS, STEM, and TVL strands. These findings underscore the necessity for educators to recognize and accommodate this diversity, tailoring instructional methods to suit the varied cognitive profiles within each academic strand.

Moreover, the dominance of Visual/Spatial Intelligence suggests a general inclination towards strong visualization and spatial reasoning skills among Grade 11 students, emphasizing



the importance of incorporating visual and spatial learning techniques into educational practices. However, the observed weaknesses in Verbal/Linguistic Intelligence highlight the need for targeted interventions aimed at enhancing students' language proficiency and communication skills, essential for academic success and effective interpersonal interactions.

The variability in scores and dispersion of intelligences, particularly in Visual, Logical, Musical, Interpersonal, Intrapersonal, and Bodily Intelligences, underscores the significance of adopting a differentiated instruction approach. By tailoring teaching strategies to accommodate diverse strengths and weaknesses, educators can create inclusive learning environments that nurture each student's unique abilities to their fullest potential.

Ultimately, this study reaffirms the relevance of Howard Gardner's theory of multiple intelligences in understanding and addressing the multifaceted cognitive profiles of Grade 11 students, providing a foundation for the development of more engaging and effective educational practices.

## Recommendations

Based on the comprehensive analysis conducted in this study, several specific recommendations can be proposed to address the findings and enhance educational practices for Grade 11 students across different academic strands. Firstly, tailored instructional strategies should be developed and implemented to cater to the diverse intelligence profiles observed among Grade 11 students. This involves designing lesson plans and activities that incorporate visual, logical, musical, interpersonal, intrapersonal, and bodily intelligences to provide multiple entry points for learning and accommodate various learning preferences and strengths.

Secondly, providing targeted professional development opportunities for educators is crucial. This includes workshops, seminars, and ongoing training programs focused on instructional design, assessment practices, and classroom management techniques tailored to support diverse learners. Educators need to deepen their understanding of multiple intelligences theory and be equipped with practical strategies for integrating diverse intelligence types into their teaching practices effectively.



Furthermore, individualized support mechanisms should be implemented to address the specific needs of students based on their intelligence profiles. This may involve providing additional resources, accommodations, or personalized learning plans for students with strengths or weaknesses in particular intelligence domains to optimize their learning experiences and academic outcomes.

Interdisciplinary collaboration among educators, researchers, psychologists, and other stakeholders is also essential. By pooling expertise and resources across different fields, stakeholders can develop holistic and integrated frameworks for promoting cognitive development, creativity, and critical thinking skills among students.

Additionally, engaging parents and community members in discussions and initiatives aimed at promoting awareness and understanding of multiple intelligences theory is vital. Partnerships between schools, families, and community organizations can create supportive learning environments both inside and outside the classroom that nurture and celebrate the diverse talents and abilities of all students.

Finally, longitudinal studies should be conducted to track the academic progress and holistic development of Grade 11 students over time based on their intelligence profiles. This longitudinal data can provide valuable insights into the efficacy of different instructional approaches, intervention strategies, and support systems in fostering positive learning outcomes and preparing students for future academic and career success. Advocating for policy changes and reforms at the institutional, district, and national levels to promote the adoption of inclusive educational practices is also crucial. This may involve revising curriculum standards, assessment frameworks, and teacher certification requirements to align with principles of differentiated instruction and holistic student development.

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## Appendix A

### **Letters Request to Validators**



Department of Education  
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February 20, 2024

**RAFAEL S. PENEQUITO**

Senior High School Faculty

Dear Sir Rafael,

I am presently conducting Research entitled "**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL**" in partial fulfillment of performance task in Research Report (Quantitative Research) subject.

Knowing your experience in the field of research and education, I am humbly requesting your expertise for the validation of our instrument.

I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated. Thank you and God bless.

Very yours truly,

**EARL JAN L. DELFIN**  
Researcher

Noted:

**GLENN MARK D. FALLERA**  
Adviser

**JOEMARIE S. SELIBIO**  
Head Teacher V

Approved:

**ALPHA A. JAVA**  
School Principal IV

Appendix A

**Letters Request to Validators**



Department of Education  
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Schools Division of Iloilo City  
**ILOILO CITY NATIONAL HIGH SCHOOL**  
M.H. Del Pilar St., Molo, Iloilo City



February 20, 2024

**RUFA FAITH O. DAYAO**

Junior High School Faculty

Dear Ma'am Rufa,

I am presently conducting Research entitled "**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL**" in partial fulfillment of performance task in Research Report (Quantitative Research) subject.

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Very yours truly,

**EARL JAN L. DELFIN**  
Researcher

Noted:

**GLENN MARK D. FALLERA**

Adviser

**JOEMARIE S. SELIBIO**

Head Teacher V

Approved:

**ALPHA A. JAVA**

School Principal IV

## Appendix A

### Letters Request to Validators



Department of Education  
Region VI – Western Visayas  
Schools Division of Iloilo City  
**ILOILO CITY NATIONAL HIGH SCHOOL**  
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February 20, 2024

**ROSEN ANTHONY S. MARQUEZ**  
Senior High School Faculty

Dear Sir Rosen,

I am presently conducting Research entitled "**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL**" in partial fulfillment of performance task in Research Report (Quantitative Research) subject.

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Very yours truly,

**EARL JAN L. DELFIN**  
Researcher

Noted:

**GLENN MARK D. FALLERA**  
Adviser

**JOEMARIE S. SELIBIO**  
Head Teacher V

Approved:

**ALPHA A. JAVA**  
School Principal IV

Appendix B

### List of Validators



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Schools Division of Iloilo City  
ILOILO CITY NATIONAL HIGH SCHOOL  
M.H. Del Pilar St., Molo, Iloilo City



1. **Rufa Faith O. Dayao** - Junior High School Faculty | Science Department
2. **Rafael S. Penequito** - Senior High School Faculty | English Department
3. **Rosen Anthony Marquez** - Senior High School Faculty | Mathematics Department

#### Appendix D

##### **Letter to the School Head**

**Earl Jan L. Delfin**



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**Dulonan Arevalo, Iloilo City, Philippines**  
**Iloilo City, 5000**  
**May 22, 2023**  
**delfinear154@gmail.com**

**Alpha A. Java**  
**Iloilo City National High School**  
**M.H. Del Pilar Molo, Iloilo City, Philippines**  
**Iloilo City, 5000**

Dear Ma'am Alpha A. Java,

As part of our Research Report, which involves quantitative research, we are writing to request permission to conduct research at our school, specifically among Grade 11 learners. Our study focuses on examining intelligence dominance based on Gardner's theory of multiple intelligences among senior high school students at Iloilo City National High School. This topic has inspired us to explore how various intelligences play a crucial role in the ever-changing diversity of schools and students. We believe that identifying one's intellect will help highlight each person's strengths and weaknesses.

We assure you that our research will not disrupt the school's regular operations, and we are committed to taking all necessary safety measures to protect the students. Thank you for considering our request.

Very yours truly,

**EARL JAN L. DELFIN**  
Researcher

Appendix E

**Letter to the Respondents**

Dear Respondents,



Department of Education  
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Greetings!

I am Earl Jan Delfin, along with my fellow researchers from STEM 12 - Tesla. We kindly request your cooperation in completing our Research-Made Test (RMT) for our study titled "**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL**". Your knowledge, concerns, and response are a sure help for us in achieving our goal. Rest assured that all the information that we would gather will be treated with utmost confidentiality and it will be used for academic purposes only.

We are hoping that this request would merit your positive response. Again, thank you for accepting our concern. God bless!

Very yours truly,

**EARL JAN L. DELFIN**  
Researcher

Noted:

**GLENN MARK D. FALLERA**  
Adviser

**JOEMARIE S. SELIBIO**  
Head Teacher V

Approved:

**ALPHA A. JAVA**  
School Principal IV

## Appendix F

### Profile for Respondents



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## **GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL**

- General Academic Strand (GAS) - 10 students
- Humanities and Social Sciences (HUMMS) - 10 students
- Science, Technology, Engineering and Mathematics (STEM) - 10 students
- Accountancy, Business and Management (ABM) - 10 students
- Technical-Vocational-Livelihood Track (TVL) - 10 students

**Overall: 50 Grade 11 Students**

Appendix G

**Assent and Consent Form**



**INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE  
THEORY AMONG SENIOR HIGH SCHOOL STUDENTS  
IN ILOILO CITY NATIONAL HIGH SCHOOL**

**Information Sheet**

Dear Participant,

My name is **Earl Jan Delfin** and I am a Senior High Student in Science, Technology, Engineering, and Mathematics at Iloilo City National High School. I am conducting a research study **to identify the dominant and distinct intelligences of Senior High School students at Iloilo City National High School**. The purpose of this form is to inform you about the study.

**• Why am I being invited to take part in this study?**

You are invited to take part in this study because you are one of the top students who belong in this strand, and as we need equal representation for each strand, you are qualified to participate in this study as one of our study participants.

**• What will I do if I agree to participate?**

If you agree to participate in the study, you will be given a questionnaire that has to be answered honestly. The questionnaire consists of four parts, part I is all about your personal information, part II is an assent form that you need to fill up so we know that you're willing to participate in this study, part III is a multiple intelligence checklist so that we can indicate your strengths and weaknesses, and lastly part IV is an interview schedule that you need to answer the following questions truthfully.

**• What happens if I say yes, but I change my mind later?**

Your participation in this study is voluntary. You may decline to participate at any time, even after the study has started. If you choose not to participate or to withdraw from



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the study, there will be no penalty, and you will be able to keep any incentives you have earned up to the point at which you withdraw.

- **What are the benefits to me for being in this study?**

The benefits of you participating in this study are knowing your strengths and weaknesses based on Gardner's multiple intelligence theory, and being able to identify which part of the multiple intelligence theory you excel in.

- **What happens to the information collected for the study?**

Your responses will be confidential only when the researchers are able to see your responses. The results of this study may be used in reports, presentations, or publications but your name will not be used.

- **Is there any way being in this study could be bad for me? Is there any risk to me by being in this study? If so, how will these risks be minimized?**

There is no risk for the respondents to participate and rest assured that the proponents will explain clearly to the participants.

- **Who should I contact for questions?**

If you have questions about the study, please call me at **09951946436** or email me at **delfinear154@gmail.com**. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact our research advisor through his facebook account: **GM Falleria**

## Appendix H



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## Research Instrument

February 20, 2024

Sir/Madam:

You are selected as one of the respondents in a research study entitled **"INTELLIGENCE DOMINANCE GROUNDED ON GARDNER'S MULTIPLE INTELLIGENCE THEORY AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN ILOILO CITY NATIONAL HIGH SCHOOL"** in partial fulfillment of the requirements in Practical Research 1 (Qualitative Research).

Please honestly accomplish the questions to be asked in the Multiple Intelligences Questionnaire. The information you will be giving will be held strictly confidential.

In connection to this, I would like to ask permission to allow me to record the answers for documentation. Please see attached letter of consent.

Your help will be appreciated.

Thank you very much.

Respectfully yours,

**Earl Jan L. Delfin**  
Researcher

### MULTIPLE INTELLIGENCES QUESTIONNAIRE



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General Direction: Please fill out the necessary details. Rests assure that any information that you supply will be treated with the greatest confidentiality and anonymity.

**PART I. PERSONAL INFORMATION**

Directions: Please provide the requested information by filling in the blank/s. Mark **X** to the option you choose on each variable.

**Name** (Optional) : \_\_\_\_\_

**Age** (Optional) : \_\_\_\_\_

**Sex**

MALE

FEMALE

**Strand**

ABM

GAS

HUMSS

STEM

TVL

**PART II. ASSENT FORM**

The following were provided to me as respondent of the study:



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1. The research has supplied me with an information sheet which provides his/her contact details for my queries and clarification with regards to the research.
2. The researcher has explained to me the outline and nature of the research.
3. The researcher has explained in detail how the information will be used.
4. The researcher has explained to me in detail how long it will take my participation as respondents in the study.
5. The researcher has explained to me my role as respondent.
6. The researcher has discussed my rights as respondents including the right to skip questions or withdraw without penalty at any time.
7. The researcher has also discussed the risks and benefits which may rise as a result of participating as respondents of the study.
8. The researcher has explained if I will be receiving any costs/payments or none at all. This was stated clearly to me.

| <b>Statement of Confirmation</b>                               | YES | NO |
|--|-----|----|
| Has this been provided?  |     |    |
| Have you received verbal confirmation/explanation where needed |     |    |

---

Respondents Name and Signature



### **Part III. Multiple Intelligences**

This survey will be used to gather data about the type of intelligence that the Senior High School Students at Iloilo City National High School possess. The questionnaire was divided into eight (8) parts based on various types of intelligences grounded in Gardner's Theory.

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you by putting a check on each column.

- 1 – No, the statement is not at all like me**
- 2 – The statement is a little like me**
- 3 – The statement is somewhat like me**
- 4 – The statement is a lot like me**
- 5 – Yes, the statement is definitely me**

After answering the questions, write the total for each column in the boxes on the right and graph your scores according to what type of intelligence it is. Your highest scores indicate your natural strengths and potential.



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**A. Verbal/Linguistic Intelligence**

| Verbal/Linguistic Statements   | OPTIONS                                 |                                   |                                   |                                |                                     |
|--|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|  | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
| Verbal/Linguistic Statements   | 1                                       | 2                                 | 3                                 | 4                              | 5                                   |
| I feel comfortable working with language and words.                    |   |                                   |                                   |                                |                                     |
| I can use lots of different words to express myself.                   |   |                                   |                                   |                                |                                     |
| I like to read a lot.  |   |                                   |                                   |                                |                                     |
| I enjoy crosswords and other word games like Scrabble.                 |   |                                   |                                   |                                |                                     |
| I enjoy participating in debates and/or discussions.                   |   |                                   |                                   |                                |                                     |
| I tend to remember things exactly as they are said to me.              |   |                                   |                                   |                                |                                     |
| I enjoy keeping a written journal and/or writing stories and articles. |   |                                   |                                   |                                |                                     |



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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I find it easy to explain things to others. |  |  |  |  |  |
| Total                                       |  |  |  |  |  |

**B. Visual/Spatial Intelligence**

| Visual/Spatial Statements   | OPTIONS                                 |                                   |                                   |                                |                                     |
|---|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|   | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
| 1   | 2                                       | 3                                 | 4                                 | 5                              |                                     |
| I enjoy solving jigsaw, maze and/or other visual puzzles.           |   |                                   |                                   |                                |                                     |
| I read charts and maps easily.                                      |   |                                   |                                   |                                |                                     |
| I understand color combinations and what colors work well together. |   |                                   |                                   |                                |                                     |
| I like to watch the scenes and activities in movies.                |   |                                   |                                   |                                |                                     |
| I have a good sense of direction.                                   |   |                                   |                                   |                                |                                     |



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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I often see things that others miss.  |  |  |  |  |  |
| I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense). |  |  |  |  |  |
| I am observant.   |  |  |  |  |  |
| I can picture scenes in my head when I remember things.                                       |  |  |  |  |  |
| Total   |  |  |  |  |  |

**C. Logical/Mathematical Intelligence**

| Logic                           | OPTIONS                                 |                                   |                                   |                                |                                     |
|---------------------------------|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|                                 | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
|                                 | 1                                       | 2                                 | 3                                 | 4                              | 5                                   |
| I enjoy math and using numbers. |   |                                   |                                   |                                |                                     |
| I keep a 'things to do' list.   |   |                                   |                                   |                                |                                     |



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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I enjoy playing brain teasers and logic puzzles.    |  |  |  |  |  |
| I like to ask 'why' questions.                      |  |  |  |  |  |
| I work best in an organized work area.              |  |  |  |  |  |
| I always do things one step at a time.              |  |  |  |  |  |
| I quickly grasp cause and effect relationships.     |  |  |  |  |  |
| I work best when I have a day planner or timetable. |  |  |  |  |  |
| Total   |  |  |  |  |  |

**D. Musical Intelligence**

| Musical Statements                      | OPTIONS                                 |                                   |                                   |                                |                                      |
|---|---|-----------------------------------|-----------------------------------|--------------------------------|--------------------------------------|
|   | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definite ly me |
| 1                                       | 2                                       | 3                                 | 4                                 | 5                              |                                      |
| My mood changes when I listen to music. |   |                                   |                                   |                                |                                      |



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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| It is easy for me to follow the beat of music.                          |  |  |  |  |  |
| I often play music in my mind.  |  |  |  |  |  |
| I keep time when music is playing.                                      |  |  |  |  |  |
| I can hear an off-key note.   |  |  |  |  |  |
| I can pick out different instruments when I listen to a piece of music. |  |  |  |  |  |
| I find it easy to engage in musical activities.                         |  |  |  |  |  |
| I can remember pieces of music easily                                   |  |  |  |  |  |
| Total   |  |  |  |  |  |

**E. Naturalistic Intelligence**

| Naturalistic Statements | OPTIONS                                 |                                   |                                   |                                |                                     |
|-------------------------|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|                         | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
|                         | 1                                       | 2                                 | 3                                 | 4                              | 5                                   |



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|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I notice similarities and differences in trees, flowers and other things in nature. |  |  |  |  |  |
| Pollution makes me angry.   |  |  |  |  |  |
| I enjoy watching nature programs on television.                                     |  |  |  |  |  |
| I feel very strongly about protecting the environment.                              |  |  |  |  |  |
| I engage in 'clean-up days'.  |  |  |  |  |  |
| I like planting and caring for a garden.  |  |  |  |  |  |
| When I leave school, I hope to work with plants and animals.                        |  |  |  |  |  |
| I enjoy fishing, bushwalking and bird-watching.                                     |  |  |  |  |  |
| Total   |  |  |  |  |  |



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**F. Interpersonal Intelligence**

| Interpersonal Statements                               | OPTIONS                                 |                                   |                                   |                                |                                     |
|--|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|  | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
|  | 1                                       | 2                                 | 3                                 | 4                              | 5                                   |
| I can sense the moods and feelings of others.          |   |                                   |                                   |                                |                                     |
| I can sort out arguments between friends.              |   |                                   |                                   |                                |                                     |
| I enjoy team sports rather than individual sports.     |   |                                   |                                   |                                |                                     |
| I work best when interacting with people.              |   |                                   |                                   |                                |                                     |
| I enjoy learning about different cultures.             |   |                                   |                                   |                                |                                     |
| I enjoy social events like parties.                    |   |                                   |                                   |                                |                                     |
| I prefer group activities rather than ones I do alone. |   |                                   |                                   |                                |                                     |
| I enjoy sharing my ideas and feelings with others.     |   |                                   |                                   |                                |                                     |



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|       |  |
|-------|--|
| Total |  |
|-------|--|

**G. Intrapersonal Intelligence**

| Intrapersonal Statements   | OPTIONS                                 |                                   |                                   |                                |                                     |
|--|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|  | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
|  | 1                                       | 2                                 | 3                                 | 4                              | 5                                   |
| I know myself well.  |   |                                   |                                   |                                |                                     |
| I have strong opinions about controversial issues.                             |   |                                   |                                   |                                |                                     |
| I work best when the activity is self-paced.                                   |   |                                   |                                   |                                |                                     |
| I have a few close friends.  |   |                                   |                                   |                                |                                     |
| I have a good understanding of my feelings and how I will react to situations. |   |                                   |                                   |                                |                                     |
| I am not easily influenced by other people.                                    |   |                                   |                                   |                                |                                     |
| I often raise questions concerning values and beliefs.                         |   |                                   |                                   |                                |                                     |



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|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| I enjoy working on my own |  |  |  |  |
| Total                     |  |  |  |  |

#### H. Body-Kinesthetic Intelligence

| Body-Kinesthetic Statements   | OPTIONS                                 |                                   |                                   |                                |                                     |
|---|---|-----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
|   | No, the statement is not at all like me | The statement is a little like me | The statement is somewhat like me | The statement is a lot like me | Yes, the statement is definitely me |
| 1   | 2                                       | 3                                 | 4                                 | 5                              |                                     |
| I like to move, tap or fidget when sitting.   |   |                                   |                                   |                                |                                     |
| I am curious as to how things feel and I tend to touch objects and examine their texture. |   |                                   |                                   |                                |                                     |
| I am well coordinated. I like working with my hands.                                      |   |                                   |                                   |                                |                                     |
| I prefer to be physically involved rather than sitting and watching.                      |   |                                   |                                   |                                |                                     |



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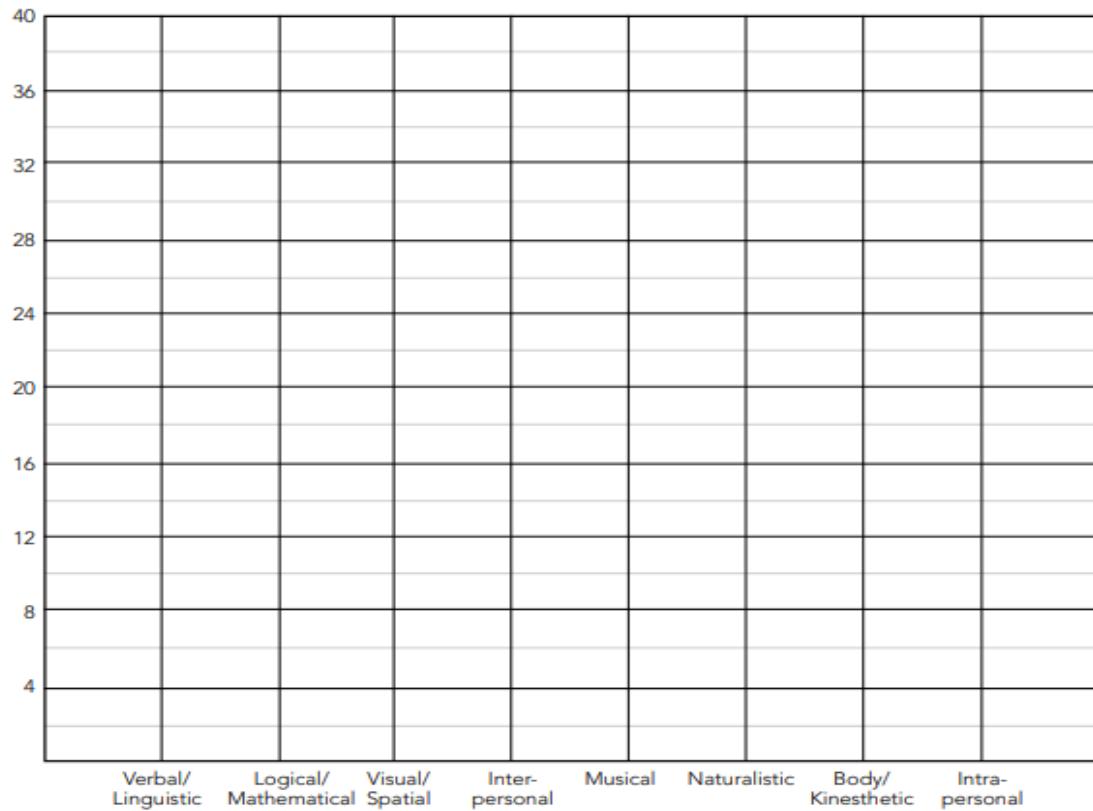
|   |  |  |  |  |  |
|---|--|--|--|--|--|
| I enjoy participating in active sports.                             |  |  |  |  |  |
| I understand best by doing (i.e. touching, moving and interacting). |  |  |  |  |  |
| I like to think through problems while I walk or run.               |  |  |  |  |  |
| Total   |  |  |  |  |  |



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### Multiple Intelligence Point Graph



**My strongest/dominant intelligences are (write them here) :**

- 1.
- 2.
- 3.

**My weakest intelligences are (write them here) :**

- 1.
- 2.
- 3.



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\* The research instrument was originally adapted from Dr. Terry Armstrong's work on *Multiple Intelligence for Adult and Literacy* in 2019, and Warren-Powell's doctoral dissertation on *Investigating How Teachers' Dominant Multiple Intelligence Influences Implementation of Differentiated Instruction in Secondary Science* from 2017. In revising this instrument, the proponents have incorporated additional insights and information, enriching its scope and effectiveness.

## APPENDIX I

### SUMMARY OF RAW DATA

The data provided appears to be a summary of results from various assessments, possibly related to multiple intelligences or learning styles. Each entry contains a series of responses indicating whether the individual is engaged in activities related to specific fields or domains (like STEM, ABM, HUMMS), whether they possess certain intelligences or skills, and possibly their self-assessed strengths and



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weaknesses. In the summarized data, there are indications of preferences for certain types of activities or subjects (e.g., STEM, ABM, HUMMS), and a comparison between these preferences and the presence or absence of certain intelligences. For instance, individuals who are engaged in STEM or ABM activities tend to have strengths in logical-mathematical and visual-spatial intelligence, while those engaged in HUMMS activities might show strengths in interpersonal intelligence. The data also suggests that individuals engaged in GAS activities might have a preference for musical and interpersonal intelligence.

The summary also includes instances where individuals have identified their strongest and weakest intelligences. This can provide insights into their self-perception of their abilities and may be useful for tailoring educational approaches to better suit their strengths and improve their weaker areas.

| Timestamp | Name  | Age (Optional) | Sex   | Strand | Has this been provided? | Have you received verif |
|-----------|---|----------------|-------|--------|-------------------------|-------------------------|
| 3         | 4/19/2024 14:24:25 Shania Lorien Silva        | 17             | ABM   | Yes    | No                      |                         |
| 4         | 4/19/2024 14:24:00 Vincent Karl C. Abido      | 16             | STEM  | Yes    | No                      |                         |
| 5         | 4/19/2024 14:24:00 Karen Arellano             | 16             | GAS   | Yes    | Yes                     |                         |
| 6         | 4/19/2024 14:37:55 Agnes Bimbara Mabilla      | 17             | ABM   | Yes    | Yes                     |                         |
| 7         | 4/19/2024 15:44:40 Bayron, Rincon Jan         | 16             | GAS   | Yes    | Yes                     |                         |
| 8         | 4/19/2024 15:44:49 Reed Pro Yesca             | 16             | GAS   | Yes    | Yes                     |                         |
| 9         | 4/19/2024 15:44:49 Vianez Escalera            | 17             | TVL   | Yes    | Yes                     |                         |
| 10        | 4/19/2024 17:37:42 Naijen Mapalona            | 16             | ABM   | Yes    | Yes                     |                         |
| 11        | 4/19/2024 17:54:02 Genie Mae Ferje            | 17             | HUMMS | Yes    | Yes                     |                         |
| 12        | 4/19/2024 18:33:50 Princess Janini S. Jiloma  | 17             | STEM  | Yes    | No                      |                         |
| 13        | 4/19/2024 18:35:02 Mani Kristopher            | 17             | STEM  | Yes    | No                      |                         |
| 14        | 4/19/2024 20:40:32 Merrie Pauline S. Trestizi | 16             | TVL   | Yes    | Yes                     |                         |
| 15        | 4/19/2024 21:46:48 Jhellen Faith F. Genovea   | 16             | STEM  | Yes    | Yes                     |                         |
| 16        | 4/19/2024 22:07:56 Danielyn Sespefe           | N/A            | TVL   | Yes    | Yes                     |                         |
| 17        | 4/19/2024 22:18:23 Arvin Lester Eradio        | 17             | HUMMS | Yes    | Yes                     |                         |
| 18        | 4/19/2024 22:19:17 GiovannaH Laure            | 17             | TVL   | Yes    | Yes                     |                         |
| 19        | 4/20/2024 12:43:36 Alissa V Booc              | 17             | STEM  | Yes    | Yes                     |                         |
| 20        | 4/20/2024 12:43:36 Alissa V Tyndra Velino     | 17             | ABM   | Yes    | No                      |                         |
| 21        | 4/20/2024 16:17:44 Kyla De Los Reyes          | 17             | GAS   | Yes    | Yes                     |                         |
| 22        | 4/20/2024 16:58:40 Annel John Tortor          | 17             | ABM   | Yes    | No                      |                         |
| 23        | 4/20/2024 21:58:11 Jamella Marie Bayola       | 17             | TVL   | Yes    | Yes                     |                         |
| 24        | 4/20/2024 22:30:59 Mary Diane Bendali-an      | 17             | TVL   | Yes    | Yes                     |                         |
| 25        | 4/20/2024 22:30:59 Athea Jane B. Dewara       | 16             | GAS   | Yes    | No                      |                         |
| 26        | 4/21/2024 12:29:08 Christina                  | 16             | TVL   | Yes    | No                      |                         |
| 27        | 4/21/2024 12:41:35 M-m Mabunay                | 16             | STEM  | Yes    | No                      |                         |
| 28        | 4/21/2024 13:44:45 Jamella Bacaling           | 21             | ABM   | Yes    | Yes                     |                         |
| 29        | 4/22/2024 18:13:19 Kisha Joy L. Baya          | 16             | ABM   | Yes    | Yes                     |                         |
| 30        | 4/22/2024 18:22:22 Chery G. Santiago          | 16             | STEM  | Yes    | Yes                     |                         |
| 31        | 4/22/2024 18:22:58 Jamella Marie A. Pamplor   | 17             | STEM  | Yes    | Yes                     |                         |
| 32        | 4/22/2024 18:37:51 Naima Cadastre             | 16             | ABM   | Yes    | Yes                     |                         |
| 33        | 4/22/2024 21:41:57 Juelen Mar M. Ong          | 17             | STEM  | Yes    | Yes                     |                         |
| 34        | 4/23/2024 16:57:05 Aiken Joy Bernabe          | 17             | HUMMS | Yes    | Yes                     |                         |
| 35        | 4/23/2024 18:50:22 Gerselot Ortega            | 17             | HUMMS | Yes    | Yes                     |                         |

|  |   |
|--|---|
| 25 1. Musical Intelligence, 2. Interpersonal intelligence, 3. Visual Spatial   | 1. Verbal Linguistic, 2. Intrapersonal Intelligence, 3. Body-Kinesthetic Intelligence                     |
| 26 My strongest dominant intelligences are Body-Kinesthetic Intelligence, Naturalistic Intelligence, Visual/Spatial & My weakest intelligences are Verbal Intelligence, Logical-Mathematical, Verbal-Linguistics | 1. Verbal Linguistic, 2. logical-Mathematical, 3. Naturalistic Intelligence                               |
| 29 1. Visual-Spatial, 2. Musical, 3. Interpersonal   | 1. Verbal Linguistic, 2. logical-Mathematical, 3. Naturalistic Intelligence                               |
| 33 body-Kinesthetic, Musical, Interpersonal  | verbal, logical, visual   |
| 28 1. Interpersonal Intelligence, 2. Visual Spatial, 3. Logical  | 1. Intrapersonal Intelligence, 2. Musical Intelligence, 3. Body- Kinesthetic Intelligence                 |
| 22 1. Intrapersonal Intelligence, 2. Interpersonal intelligence, 3. Logical Intelligence   | 1. Verbal Linguistic, 2. Body- Kinesthetic, 3. Visual Spatial   |
| 31 1. Musical Intelligence, 2. Intrapersonal intelligence, 3. Logical Mathematics  | 1. Verbal Linguistics, 2. Naturalistic, 3. Interpersonal  |
| 32 1. Visual/Spatial, 2. Music, 3. Logical   | 1. Interpersonal, 2. Logical/Math (23) 3. Verbal Linguistic (24)  |
| 17 Verbal Linguistic, 2. Musical, 3. Interpersonal   | Naturalistic, Logical Mathematical, Visual Spatial  |
| 26 1. Visual/Spatial, 2. Musical, 3. Naturalistic  | 1. Logical/Mathematical, 2. Body/Kinesthetic, 3. Interpersonal  |
| 21 1. Visual/Spatial Intelligence, 2. Musical Intelligence, 3. Verbal/Linguistic Intelligence  | 1. Logical-Mathematical 2. Body-Kinesthetic Intelligence 3. Interpersonal Intelligence                    |
| 27 Interpersonal, nature, math   | verbal, body, music   |
| 16 1. musical intelligence, 2. Intrapersonal intelligence, 3 verbal linguistic   | 1. Visual spatial 2 logical mathematics 3 interpersonal intelligence                                      |
| 33 Musical, Naturalistic, Visual Spatial   | Interpersonal, Visual mathematical, verbal linguistic   |
| 17 1. Visual-Spatial, 2. Interpersonal Intelligence, 3. Logical-Mathematical   | 1. Body-Kinesthetic Intelligence, 2. Naturalistic Intelligence, 3. Verbal-Linguistics & Interpersonal Int |
| 30 1. Logical-Mathematics, 2. Body Kinetic 3. Verbal Linguistics   | 1. Musical Intelligence, 2. INTRIA 3. Naturalistic Intelligence   |
| 21 1. Musical, 2. Logic - Mathematical, 3. Visual - Spatial  | 1. Naturalistic, 2. Intrapersonal, 3. Verbal  |
| 25 Interpersonal, intrapersonal, musical   | logical, naturalistic, verbal   |
| 26 1. Interpersonal - 32. Verbal - 31. Intrapersonal - 30  | 1. Logical 20.2. Naturalistic - 20.3 Visual 25  |
| 19 1. Interpersonal, 2. naturalistic, 3. Body/Kinesthetic  | 1. Logical/Mathematics 2. Visual/Auditory 3. Interpersonal  |
| 17 Musical intelligence, interpersonal intelligence, intrapersonal intelligence  | Verbal/spatial intelligence, logical-mathematical intelligence, naturalistic intelligence, body kinest    |
| 31 1. Visual spatial, 2. Interpersonal intelligence, 3. Body-Kinesthetic Intelligence  | 1. Naturalistic, 2. Logical - mathematical, 3. Verbal Linguistics   |
| 27 1. Naturalistic, 2. Interpersonal, 3. Intrapersonal   | 1. Interpersonal - Intelligence 2. Musical - Intelligence 3. Body Kinesthetic Intelligence                |
| 32 1. Naturalistic, 2. Logical/Mathematical, 3. Interpersonal  | 1. Intrapersonal, 2. Verbal Linguistics, 3. Musical   |
| 16 1. Visual/Spatial, 2. Logical-Mathematical, 3. Musical  | 1. Body-Kinesthetic, 2. Intrapersonal, 3. Interpersonal   |
| 35 Visual/Spatial intelligence, musical intelligence, body kinesthetic intelligence  | Verbal linguistics, logical math, naturalistic intelligence   |
| 31 Visual/Spatial, Interpersonal Intelligence, Logical-Mathematical  | Body-Kinesthetic Intelligence, Naturalistic Intelligence, Verbal-Linguistics                              |
| 25 1. Logical-Mathematics, 2. Naturalistic Intelligence, 3. Interpersonal Intelligence   | 1. Musical Intelligence, 2. Visual-Spatial, 3. Body-Kinesthetic Intelligence                              |
| 11 Intrapersonal/visual/spatial, Verbal linguistic   | Logical Mathematics, Musical, Naturalistic  |

+     Form Responses 1 ▾

## APPENDIX J

### AUTHOR REFERENCES



Department of Education  
Region VI – Western Visayas  
Schools Division of Iloilo City  
**ILOILO CITY NATIONAL HIGH SCHOOL**  
M.H. Del Pilar St., Molo, Iloilo City



| <b>Photo</b> | <b>References</b>    |   |
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