

Effect of Multiple Intelligence Approach in School Stress Reduction among
Grade Seven Students in Gen. Mariano Technical High School

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ABSTRACT

Name of Institution : De La Salle University - Dasmariñas

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Title : Effects of Multiple Intelligence Approach in School Stress Reduction among Grade Seven Students in Gen. Mariano Technical High School

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Objectives:

A. General

1. To determine the effects of multiple intelligence approach in school stress reduction among grade seven students.

B. Specific

1. What is the mean score of school stress level of the grade seven students in the control and experimental group before and after the intervention?
2. Is there a significant difference in the mean score level of school stress of the grade seven students in the control and experimental group before the intervention?
3. Is there a significant difference in the mean score level of school stress of the grade seven students in the control and experimental group after the intervention?

Scope and Limitation:

This research study focused on the effect of the integration of multiple intelligences approach in reducing grade seven students' level of school stress. The data was obtained from the grade seven students of Gen. Mariano Alvarez Technical High School ages ranging 12- 14 years old with informed consent from the principal of the school and their parents through dissemination of consent form. There were 82

participants of the study and divided into the control and experimental group wherein 41 students in each group. Three or four participants were selected in each of the twenty-six sections.

The study is limited only to the effect of the treatment to the grade seven students and did not attempt to correlate the effect to the age and gender of the participants. Also, the curriculum-based MI program only encompassed a limited number of (8) sessions with each session allotted for pre-testing and post-testing which made it (10) meetings with the participants to attain the result of the experiment and did not go further the expected number of sessions.

Research Methodology

The researchers used a two independent groups, between-subject experimental design, under quantitative type of research wherein the researchers attempt to control for all confounding variables, or at least consider their impact, while attempting to determine if the treatment is what truly caused the change. According to Myers and Hansen (2006), randomly selected subjects are placed in each of two treatment conditions through random assignment in this experimental design. Ideally, each member of the population of the study should have an equal chance of being selected for the experiment. A two group design involves two treatment conditions, however, there should be decisions about which individuals will take part each treatment conditions.

The experimental study used a stratified random technique, the researcher divided the entire population into different subgroups or strata, then randomly selected

the final subjects proportionally from the different strata. Three or four participants in each of the twenty- six sections were chosen randomly regardless of age, gender and mental capacity. In this technique, each member of the population has an equal chance of being selected as subject. The participants of the study chosen to be part of the experimental study were grade seven students studying at Gen. Mariano Alvarez Technical High School regardless of their age, gender and mental capacity. Participants were comprised of 82 students. Three or four participants were selected in each of the twenty- six sections. Forty-one students in each group: experimental and control group.

To be able to answer the specific problems in the experiment, the researchers themselves devised instruments to be utilized for the study. Primarily, the researchers used a curriculum-based MI program. The researchers took a copy of DepEd Grade 7 curriculum to know what subject will be appropriate to teach. Eating Disorder is the chosen topic from the third quarter of Health Education subject. The MI program is in UbD (Understanding by Design) format which has a backward planning from the desired results and the transfer tasks that embody the goals. The researchers will also create tests rubric assessment for the participants in each session to monitor their progress. The topic was incorporated with the multiple intelligences (i.e. Verbal/Linguistic, Interpersonal, Intrapersonal, Naturalistic, Logical- Mathematical, Visual/Spatial, Bodily-Kinesthetic, Musical). The MI program was validated by the PSYM213 professor, thesis adviser and guidance counsellor of Cavite Institute who has been implementing MI since the S.Y. 2005- 2006.

The researchers also used standardized tests as a pre- test and post- test. A School Stress Test (SST) was used to know the level of school stress of the

participants. The SST is subdivided into four areas namely: self (one's feelings and thoughts), academic concerns (involves school work overload and other school related activities), peers (involves student's relationship between his friends/classmates), and school environment (involves the environment itself including school facilities/services). The SST consists of forty items of which the items are equally distributed among the four areas. Each item in the test was answerable by Always (with a point system of 3), Sometimes (with a point system of 2) and Never (with a point system of 1). When the scores are summed up, it shall correspond to the levels (94 points to 120 points as High Stress, 67 points – 93 points as Average Stress, 40 points – 66 points as Low Stress) of school stress among the respondents.

A Multiple Intelligences Inventory (MII) was used to know the strongest and weakest intelligence of the participants who will be undergoing the MI Approach. The MII consists of eight statements that describe an individual (eight sections, ten statements in each) which are Visual/Spatial, Verbal/Linguistic, Logical-Mathematical, Bodily-Kinesthetic, Musical, Naturalistic, Interpersonal and Intrapersonal. The respondents need to complete each section by placing a "1" next to each statement that they feel accurately describes them. If they do not identify with a statement, they leave the space provided blank. Then they will total the column in each section. The score in each section signifies the respondent's particular strength. (Mckenzie, 1999).

Findings

The extensive review of sufficient literature and analyzing the results of the study, the researchers were able to arrive at these results:

1. Without the intervention the level of school stress of the control group (M= 80.90) has higher level of stress of 1.53 than the experimental group (79.37). With the presence of intervention, control group is found to have higher level of school stress (M=79.07) than the experimental group (M=66.78).
2. There is no significant difference in the pre- test of school stress level of the grade seven students in the control (M= 80.90. SD= 8.35) and experimental group (M= 79.37. SD= 6.90), $t_{(80)} = 0.91$, $p > 0.05$.
3. There is a significant difference in the post-test of the school stress level of control group (M= 79.07, SD= 8.36) and the experimental group (M=66.78, SD= 9.16), $t_{(80)} = 6.40$. $p < 0.05$.

Conclusions

The review of related literature and studies and analysis of the results of the study led the researchers to the following conclusions:

Both groups have almost the same level of school stress without the intervention. The experimental group showed lower school stress level than of control group after exposure to the MI approach.

1. There was no recorded difference in the school stress level of the control and experimental before the intervention.

2. The MI approach can reduce the school stress level. It can also increase the self-esteem of the students with the presence of activities. After the intervention, the students have an increase in the number of their intelligences.

Recommendations

Based on the findings of this study, the researchers hereby recommend the following:

School/Institution. The administration of the school should recognize the helpfulness of implementing the multiple intelligences in their curriculum so that the students will be more thrilled and interested to discover and improve their intelligences.

Students. They should discover their own intelligence and develop his/her intelligence to the fullest. They should learn that they are unique and intelligent in their own ways.

Teachers. They should plan and launch activities and program that can boost the intelligence and interest of the students. In addition, K-12 curriculum is also a help in developing MI of the students.

Parents. They should give support and importance to their child's ability and help them to improve in their weak areas.

Future Researchers. They should increase the duration of the presentation of intervention, a whole school year would be most effective. Moreover, they should include in the problems of the study how the number of multiple intelligence of the students are increased using multiple intelligence approach.

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