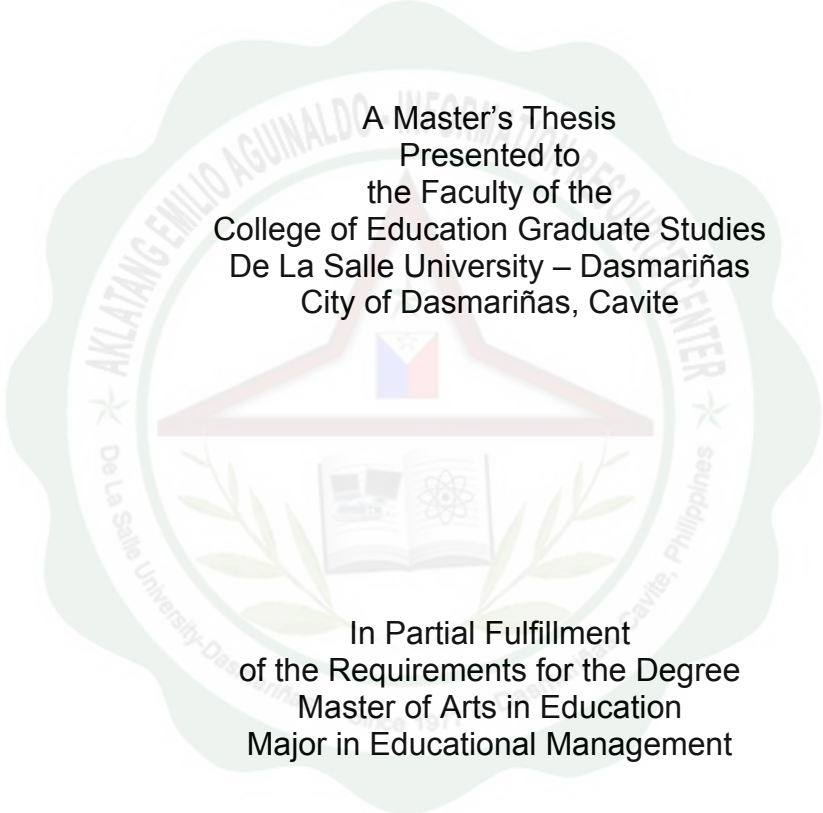


**ATTITUDE TOWARDS AND THE EXTENT OF IMPLEMENTATION  
OF MULTIPLE INTELLIGENCE AND THE LEVEL OF TEACHING  
PERFORMANCE: A BASIS FOR A PROPOSED  
TEACHER TRAINING PROGRAM**



A Master's Thesis  
Presented to  
the Faculty of the  
College of Education Graduate Studies  
De La Salle University – Dasmariñas  
City of Dasmariñas, Cavite

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

**MARILOU EVASCO – MEDINA**

October 2011

## **ABSTRACT**

Title of the Research: **ATTITUDE TOWARDS AND THE EXTENT OF IMPLEMENTATION OF MULTIPLE INTELLIGENCE AND THE LEVEL OF TEACHING PERFORMANCE: A BASIS FOR A PROPOSED TEACHER TRAINING PROGRAM**

Author: **MARILOU EVASCO - MEDINA**

Degree: Master of Arts in Education

Major: Educational Management

Date Completed: October 2011

This study aims to determine the attitude towards and the extent of implementation of Multiple Intelligence and the level of teaching performance that will serve as a basis for a proposed teacher training program of the faculty members of Jesus Good Shepherd School, School Year 2010-2011. The descriptive analysis was employed using self-made questionnaires as measuring instruments in gathering the data. To determine the level of teaching performance of the respondents, the official questionnaire used by the school in evaluating the performance of teachers was used. The study utilized sixty five (65) teachers who are presently employed at Jesus Good Shepherd School.

Statistical treatments used were mean, percentage, standard deviation, and F-test or ANOVA.

The study revealed that most of the respondents have a positive attitude towards Multiple Intelligence although they differ in the extent of implementation of the different teaching strategies for Multiple Intelligence. The level of teaching performance of the respondents is very satisfactory. There is no significant relationship between the attitude of the respondents and level of teaching performance. But instead, the attitude of the respondents and extent of implementation are highly significant. The attitude and the extent of implementation of the different teaching strategies towards Multiple Intelligence could be the basis for a proposed teacher training program.

This study recommends that educators should teach in a variety of ways and regularly offer an exciting range of activities to students. Integrating subjects can make the content more meaningful to students and can be taught in an interdisciplinary format. Education and staff development should encourage the existing multiple talents and strengths of teachers to be integrated into the curriculum. School administrators should motivate teachers to pursue graduate studies in order to improve their assessment as to the application of multiple intelligence. Curriculum enhancement is recommended focusing on the development of various classroom activities.

## TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	4
ACKNOWLEDGEMENT	5
TABLE OF CONTENTS	7
Chapter	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	15
Theoretical Framework / Conceptual Framework	18
Statement of the Problem	22
Hypothesis	23
Scope and Delimitation of the Study	24
Significance of the Study	25
Definition of Terms	26
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	28
Research Literature	52
Synthesis	57

3	METHODOLOGY	
	Research Method	60
	Respondents	61
	Research Instruments	61
	Validation of Instrument	62
	Data Gathering Procedure	63
	Statistical Treatment of Data	63
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Specific Problem No. 1	65
	Specific Problem No. 2	69
	Specific Problem No. 3	87
	Specific Problem No. 4	96
	Specific Problem No. 5	111
	Specific Problem No. 6	119
	Specific Problem No. 7	120
	Specific Problem No. 8	124
	Specific Problem No. 9	125
	Specific Problem No. 10	127
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	128
	Findings	131

Conclusions	139
Recommendations	147
REFERENCES	150
APPENDICES	
A. Letter of Request for the Principal of Jesus Good Shepherd School (Grade School Department)	153
B. Letter of Request for the Principal of Jesus Good Shepherd School (High School Department-SY 2010-2011)	154
C. Letter of Request for the Principal of Jesus Good Shepherd School (High School Department-SY 2011-2012)	155
D. Questionnaire	
Part I: Attitude of Teachers towards Multiple Intelligence	156
Part II: Teaching Strategies for Multiple Intelligence	161
Part III: Performance Rating for Teachers	165
E. Profile of the Respondents	
Grade School Department	168
High School Department	169
F. Curriculum Vitae	170

## LIST OF TABLES

<b>TABLE</b>	<b>PAGE</b>
<b>1</b> Profile of the Respondents According to Age	66
<b>2</b> Profile of the Respondents According to Gender	66
<b>3</b> Profile of the of Respondents According to Civil Status	67
<b>4</b> Profile of the of Respondents According to Highest Educational Attainment	68
<b>5</b> Profile of the of Respondents According to Length of Teaching Experience	69
<b>6</b> Attitude of Respondents towards Spiritual Intelligence	71
<b>7</b> Attitude of Respondents towards Bodily-Kinesthetic Intelligence	73
<b>8</b> Attitude of Respondents Teachers towards Interpersonal Intelligence	75
<b>9</b> Attitude of Respondents towards Intrapersonal Intelligence	77
<b>10</b> Attitude of Respondents towards Musical Intelligence	79
<b>11</b> Attitude of Respondents towards Logical-Mathematical Intelligence	81
<b>12</b> Attitude of Respondents towards Naturalistic Intelligence	83
<b>13</b> Attitude of Respondents towards Verbal-Linguistic Intelligence	85

<b>14</b>	Attitude of Respondents towards Visual-Spatial Intelligence	87
<b>15</b>	Significant Difference on the Attitude of the Respondents towards Multiple Intelligence when Grouped According to Age	88
<b>16</b>	Significant Difference on the Attitude of the Respondents towards Multiple Intelligence when Grouped According to Gender	89
<b>17</b>	Significant Difference on the Attitude of the Respondents towards Multiple Intelligence when Grouped According to Civil Status	90
<b>18</b>	Significant Difference on the Attitude of the Respondents towards Multiple Intelligence when Grouped According to Highest Educational Attainment	92
<b>19</b>	Significant Difference on the Attitude of the Respondents towards Multiple Intelligence when Grouped According to Length of Teaching Experience	93
<b>20</b>	Extent of Implementation of the Teaching Strategies for Spiritual Intelligence	97
<b>21</b>	Extent of Implementation of the Teaching Strategies for Bodily-Kinesthetic Intelligence	99
<b>22</b>	Extent of Implementation of the Teaching Strategies for Interpersonal Intelligence	101



<b>23</b>	Extent of Implementation of the Teaching Strategies for Intrapersonal Intelligence	102
<b>24</b>	Extent of Implementation of the Teaching Strategies for Logical-Mathematical Intelligence	104
<b>25</b>	Extent of Implementation of the Teaching Strategies for Musical Intelligence	106
<b>26</b>	Extent of Implementation of the Teaching Strategies for Naturalistic Intelligence	107
<b>27</b>	Extent of Implementation of the Teaching Strategies for Verbal-Linguistic Intelligence	109
<b>28</b>	Extent of Implementation of the Teaching Strategies for Visual-Spatial Intelligence	111
<b>29</b>	Significant Difference on the Implementation of the Respondent towards Multiple Intelligence when Grouped According to Age	112
<b>30</b>	Significant Difference on the Implementation of the Respondents towards Multiple Intelligence when Grouped According to Gender	113
<b>31</b>	Significant Difference on the Implementation of the Respondents towards Multiple Intelligence when Grouped According to Civil Status	115

<b>32</b>	Significant Difference on the Implementation of the Respondents towards Multiple Intelligence when Grouped According to Highest Educational Attainment	116
<b>33</b>	Significant Difference on the Implementation of the Respondents towards Multiple Intelligence when Grouped According to Length of Teaching Experience	117
<b>34</b>	Level of Teaching Performance of the Respondents	120
<b>35</b>	Significance on the Teaching Performance of the Respondents when Grouped According to Age	121
<b>36</b>	Significance on the Teaching Performance of the Respondents when Grouped According to Gender	121
<b>37</b>	Significance on the Teaching Performance of the Respondents when Grouped According to Civil Status	122
<b>38</b>	Significance on the Teaching Performance of the Respondents when Grouped According to Highest Educational Attainment	123
<b>39</b>	Significance on the Teaching Performance of the Respondents when Grouped According to Length of Teaching Experience	123
<b>40</b>	Relationship between Attitude and Level of Teaching Performance among Respondents	126

**LIST OF FIGURE**

FIGURE		PAGE
1	Attitude Towards and the Extent of Implementation of Multiple Intelligence and the Level of Teaching Performance: A Basis for A Proposed Teacher Training Program	21
2	Categories of Multiple Intelligence	29

