INTELLIGENCES AND ACADEMIC PERFORMANCE OF GRADE V PUPILS IN SILANG CENTRAL SCHOOL, DISTRICT OF SILANG 1: AN ASSESSMENT FOR THE ENHANCEMENT OF THE CURRICULUM

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ABSTRACT

Title of the Research: **INTELLIGENCES AND ACADEMIC PERFORMANCE OF GRADE V PUPILS IN SILANG CENTRAL SCHOOL, DISTRICT OF SILANG 1: AN ASSESSMENT FOR THE ENHANCEMENT OF THE CURRICULUM**

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This study aimed to determine the relationship of intelligences and academic performance of Grade V pupils in Silang Central School, District of Silang I, Division of Cavite as basis for proposed teaching strategies and activities to enhance the existing curriculum. The descriptive analysis was employed in the study using a standardized Multiple Intelligences survey questionnaire and personal data sheet as a tool for gathering data. The study utilized one hundred fifteen (115) grade five pupils. The gathered data were tabulated, classified and organized. Statistical treatments used were mean, percentage, standard deviation and F-test or one way ANOVA.

The study revealed that most of the respondents are in the right age to be in Grade V, there are more females than males and most of the respondents are on the low income bracket.

Most of the respondents are comfortable with verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and natural intelligence and moderately comfortable with intrapersonal intelligence and existential intelligence.

Majority of the pupils had a poor academic performance in the basic tool subjects as English, Mathematics and Science and Health.

As to ages, gender, and family income, pupils varied in terms of the nine intelligences and academic performance in all subject areas.

Those pupils who excelled in some of the nine intelligences also performed well in their different subject areas. However, other intelligences did not influence pupils' academic performances.

The study recommends that the educators should broaden their scope of teaching, assess their students and learn to apply the knowledge of multiple intelligences in developing student in their full potential. School administrators should motivate teachers to pursue graduate studies, provide seminar/ workshops to improve their assessment as to application of multiple intelligences to their pupils. The teachers must have an open communication and dialogue with parents, and the parents should be oriented on the Multiple Intelligences as a new concept on the individual intelligences. The proposed activities on curriculum enhancement in relation to multiple intelligences of the pupils should be applied.

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