



De La Salle University – Dasmariñas

**The Progressive Teaching Method and Its Implication in the
Development of Multiple Intelligences**

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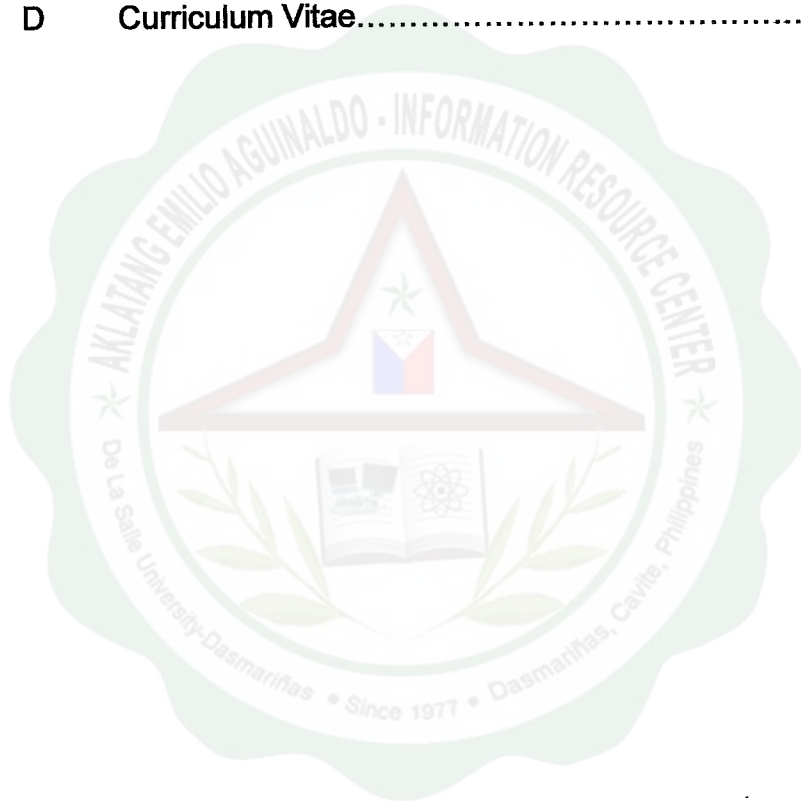
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Chapter I

Introduction

Modern society has been taking away the primary role of the parents in the early childhood education of their children. There are varied reasons that may account for this phenomenon. Both the external and internal factors would definitely have their effects on their early childhood education and their future.

Preschool Education is of prime importance because it is an initial experience, which may establish patterns, and attitudes that will persist throughout the child's education and future life. Furthermore, researchers have made their conclusion that good Early childhood programs not only improve the lives of the children and families involved but also result in substantial economic benefits for society. Although these early intervention programs are expensive, their cost is more than recovered in subsequent years. Some of its manifestations were seen through greater schooling success, decreased needs for special education, lowered delinquency and arrest rates, and decreased welfare dependence (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984).

“Expecting a child to perform very well academically (requiring linguistic and logical-mathematical intelligence) but ignoring his real potential in other area of intelligence such as smart body would be a pity. He could have excelled in sports or some other physical arena if properly nurtured”, says Dr.



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Howard Gardner. He further added that one should also place equal attention on individuals who show gifts in other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live in. **And in even much more importance to those children with special needs.**

In the 1980's, Harvard University psychologist, Howard Gardner had a pluralistic view of the mind, and recognized the many discrete facets of cognition. **Gardner defines intelligences as the ability to solve problems or to fashion products that are valued in one or more cultural settings.** (Gardner) He acknowledged that people have different cognitive strengths as well as different cognitive styles. Gardner bases his view in part on findings from sciences that were nonexistent in Binet's time. The first is cognitive. Out of this came Gardner's "theory of multiple intelligences." (Gardner) When one discusses something about intelligence, one often considered this question: "how well you score on tests or what your grades are in school?" Instead of looking for a correlation between tests, one should look instead on how people develop skills that are pertinent to their culture. The standard IQ test measures how intelligent a person is based, traditionally, on math and English. All other areas that a person may excel at or have natural ability in are not taken into consideration. Each individual is unique. Each one has different physical features – not all are blue eyed, brown-haired, five-foot tall men. Each one has different personality - some people are jokesters and comedians while others



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are quiet, reserved and serious. We all have our own set of talents, gifts, and abilities. Not everyone will excel in math and language. Why should we compare how smart children are or how successful they will be based on a test that measures only two aspects of who that little child is? These areas in a culture are valued as having the ability to solve a problem or create a product in a particular way. The intelligences are like talents and gifts in that there are many combinations possible. Intelligences can also be strengthened. How readily the improvement occurs depends upon the biology of the persons' brain and the teacher that the culture gave the person.

Dr. Howard Gardner, who pioneered and developed the concepts of Multiple Intelligence, claimed that all human beings have multiple intelligences. He categorized them initially into seven, then to eight and finally, into nine broad areas, namely: **Verbal-Linguistic, Mathematical-Logical, Musical, Visual-Spatial, Bodily Kinesthetic, Inter-personal, intra-personal, Naturalist and Existential Intelligences.** These can be nurtured and strengthened, or can be ignored and weakened. It has been focused mostly on child development, although it could be applied to all ages. Furthermore, he emphasized the cultural context of it. He pointed out that each culture tends to emphasize particular intelligences.

People learn best through experience and discovery. Education should develop a deeper, broader purpose than just disseminating facts: Education should prepare learners to be critical thinkers and thoughtful citizens; teachers



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should educate the "whole child." Children have different kinds of "intelligences" and learning styles. Consequently, multiple styles of teaching should be employed to address the diversity of intelligences, talents and learning styles

In summary, this present era has witnessed various developmental changes in the area of Pre-School education that were caused by different internal and external factors.

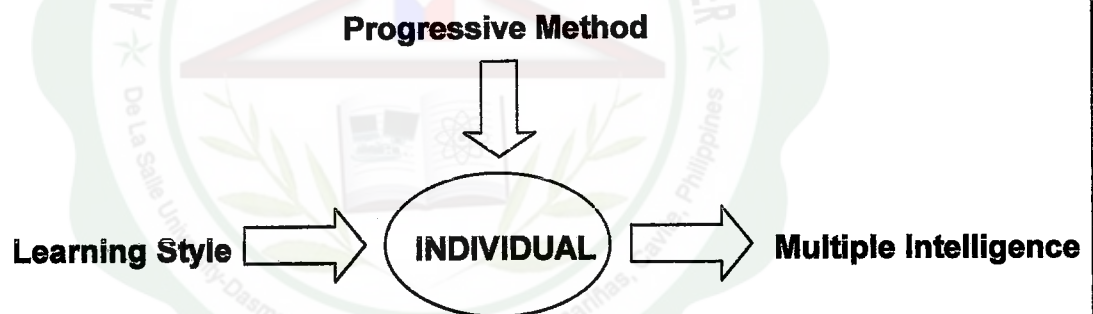
With this end in mind, the researcher thought of considering her study regarding how a teaching method progressively improve or enhance the development of multiple intelligence. Thus, this study focused on the role of progressive teaching method in the enhancement of multiple intelligences. In particular, the Wishbone Kiddie Camp (WKC) is primarily chosen as the object of study. It is a new school that utilizes the Progressive Teaching Method and focuses on the development of Multiple Intelligence. Wishbone Kiddie Camp is a co-educational school offering early childhood program to children 2-6 ½ years old. It is envisioned to be a center for educational excellence, in terms of early childhood care and development, in Las Piñas City. As a children's center, it celebrates the child as a learner and as an achiever, who will bloom to his/ her fullest potential, given the proper guidance and nurturance.



Conceptual Framework

The conceptual framework discusses the relationship of the different variables. In this study, the researcher employed the descriptive type of research.

The study mainly focused on how the progressive type of teaching would enhance the multiple intelligence(s) among the pre-schoolers in Wishbone Kiddie Camp at Las Piñas City. The conceptual framework is shown below. This guided the researcher to focus on several concepts and variables while conducting this study.



Statement of the Problem

The primary concern of the study is to determine how the progressive teaching style would enhance the multiple intelligence(s) among the pre-schoolers in Wishbone Kiddie Camp in Las Piñas City.

Specifically, this study attempted to provide answers to the following problems:



1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Grade level
2. What is the learning style of the respondents prior to their entry at Wishbone Kiddie Camp at Las Piñas City?
3. What is the learning style of the respondents after two years of residency at Wishbone Kiddie Camp at Las Piñas City?
4. How did progressive teaching method help in the enhancement of the multiple intelligences of the respondents?

Scope and Delimitation

Though there are be varying teaching/learning styles as there are teachers and students, the researcher mainly focused her study on the progressive method of teaching that enhances the pre-schoolers' multiple intelligence(s) in the Wishbone Kiddie Camp. It also focused on the pre-schoolers considering that it is the child's initial experience that may establish patterns and attitudes that will persist throughout the child's education and future life. The researcher did not or does not intend to dwell on the discussion and presentation of available materials regarding the other types or methods of teaching. In addition, she simply maximized all the available data and information about the pre-schoolers in the Wishbone Kiddie Camp that the school permitted her to utilize with the support of all teachers concerned.



Significance of the Study

The useful and relevant information and knowledge drawn from this study would be of great help to the following:

School Administrators and the Management. This would serve as an additional tool for the management in terms of planning, implementing and evaluating their existing programs/plans and activities (physical, financial and human resources) to further improve its services to its clientele in the future.

Pre-schooler Administrator Assistants. This would serve as a “rudder that will propel the ship’s captain to the appropriate direction of their passengers’ future life”. This would help them in designing specific programs to be implemented with appropriate learning styles based on the learning styles of the pupils.

Teachers. This would serve as an added learning facility to benchmark everything that is beneficial and useful for their students in the course of imparting new skills and knowledge among their future students.

Parents. This would assist them on their day-to-day management of their children’s needs and aspirations, which are being unfolded and manifested in the course of developing their children’s well-being and character.

Future Researchers. This would be a pivotal instrument that provides an initial landmark in their further pursuit of information and knowledge about



anything/everything about the topic on hand that is already known and to be known.

Definition of Terms

The following terms would be primarily understood and operationally applied in this study for the purpose of clarity and common perspective:

Learning style. This pertains to the student's way of studying and learning a particular subject. It is a procedure by which the mind receives and processes information. In this study, it refers to the multiple intelligence as measured by the adapted tool designed McKenzie.

Multiple Intelligence. According to Dr. Howard Gardner, the one who pioneered and developed this concept of Multiple Intelligence, it is a theory that explains why there are learner differences. Based on this theory, there are a number of distinct forms or types of intelligence that each individual possesses in varying degrees and that the different intelligences represent not only different content domains but also learning modalities. He categorized them initially into seven, then to eight and finally, into nine broad areas, namely: Verbal-Linguistic, Mathematical-Logical, Musical, Visual-Spatial, Bodily Kinesthetic, Inter-personal, Intra-personal, Naturalist and Existential Intelligences.

Parents. They are the biological mothers and fathers of the child who witnessed and observed the different changes that happened in the individual



child, one who gave observations and feedbacks about the child in the home-situations to the teachers in the classroom during the course of their dialogue and vice-versa.

Preschooler. This refers to the toddler, nursery, kindergarten and the preparatory levels of pupils enrolled at the Wishbone Kiddie Camp, Las Piñas City.

Pre-school Curriculum. Refers to the course of study given to all pre-schoolers at the Wishbone Kiddie Camp, Las Piñas City whose ages usually vary from two to six and even extending up to eight years old. It is focused on the Progressive teaching method employed by the teachers.

Progressive Teaching Method. Refers to that type of method of teaching that greatly employ active and experiential learning as opposed to the traditional type of teaching which focuses on the more passive approach to education which assumes a set body of knowledge that an educated person should be expected to memorize.

Teaching Style. Represents the combinations of the various procedures and operations for the purpose of implementing a desired plans and objectives.

Teachers. Refers to the facilitators of learning, the parents' partners in molding the minds of the children. They are the primary respondents in this study using the feedback derived from the parents of the pupils during the course of Parent-Teacher dialogue as well as the behavioral observation and



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performance of the individual child as he/she interacts with his/her classmates and his/her teachers.



**Chapter II****Review of Related Literature****Conceptual Literature****Early Childhood Education**

Although the importance and value of education in the early years of life have been acknowledged for more than 2,000 years (Carter, 1987), relatively recent factors have brought early childhood education (refers to developmentally appropriate programs that serve children from birth through the age eight) to the forefront of public awareness. Several fundamental external factors like changes in the economy, family life, public awareness and support have had a profound effect on early childhood education. Much of their focus has been on the changes in family life that brought about the need for childcare outside the home. Generally, these changes included many complex factors such as a rising cost of living, an increased number of dual-income families, an increase in single-parent families, an increased number of teenage parents, greater mobility as families move more readily to different parts of the country/world, and a decrease in the impact of the extended family.

Typical family life has changed considerably since the end of World War II. Demographic information indicates that increasing numbers of women are entering the workforce. No longer do most mothers stay at home to rear their children. Economic necessity forces many families to rely on both



husband and wife's checks because one does not provide for all their financial needs. Though in some families, both are working because of the desire for personal and professional development rather than from the economic exigency. In the 1950s, only 12 percent of mothers of children under six worked, that number has risen to almost 60 percent after two decades (Children's Defense Fund, 1991; Lerner & Abrams, 1994) and it is projected to continue to rise about two-thirds (Hofferth, 1989; Hofferth & Philips, 1987) by the end of the 20th century. (Current local statistics on working mothers/ single parents as well as data on both working parents are not readily available). This growth in the number of families in which both parents work has dramatically increased the need for childcare.

Another family change that has affected the demand for childcare is the increase in the number of single parents. The majority of single-parent families are created through divorce. The divorced single-parent who now have the custody of the children is probably the mother. Not only will she experience a significant decrease in income and standard of living, but she will also, most likely, have to work (or work longer hours) to support the family. Of course, to work outside the home, the single-parent needs to find appropriate childcare. In addition to the increased number of families headed by a divorced single parent is a growing number of never-married parents, still are those that are finishing their high school education. Today, far more teenage



mothers opt to keep their babies than in the past. They too need childcare while they are at school or at work.

A third change in family life is the increasing mobility of many of today's families. Work demands cause some families to move away from relatives who might otherwise provide support. Family mobility, involving only the small nuclear family, the smallest family unit made up of a couple or one or two parents with children, has contributed to the declining influence of the extended family, i.e., network of relatives such as grandparents, uncles and aunts, or adult brothers and sisters beyond the immediate family. Here, the most prevalent form of childcare has always been that provided by a relative. One reason is that many parents feel more comfortable leaving a young child with a relative than with a stranger. In addition, relatives may charge little or no more for taking care of the child, making this a financially attractive alternative. Although relatives continue to provide the most widely used form of childcare, that rate has been decreasing due to the reason that many of them now seek foreign employment. From the 1960s to the 1980s, the rate of pre-school childcare provided by relatives dropped from almost two-thirds to less than one-half of the total number of children in care (Wash & Brand, 1990). Again, this change in family support is another reason for the increased demand for outside childcare.

Changes such as increasing numbers of dual-income families and single-parent families, and a decline in the impact of the extended family, have



dramatically raised the demand for childcare and brought early childhood education to the forefront of public attention. “Childcare is now as essential to family life as the automobile or the refrigerator...The majority of families, including those with infants, require childcare to support parental employment” (Scarr, Phillips, & McCartney, 1990, p.26).

Yet, beyond all the external factors we mentioned above that had caused almost everyone to place the early child education at the centerpiece, there is one most important subject we oftentimes neglected...**the child himself**. We tend to forget that a child’s preschool education is important for its “here and now” aspect and for “what is or is not accomplished” here and now. We seem to forget that each year of a child’s life has a special value... that preschools must first of all fill each of these years with bountiful and worthwhile experiences for every child. Preschool is also important because it is an experience of the individual child prior to his/her formal schooling. It is an initial experience in-group living for the child and it is one that may establish patterns and attitudes that will persist throughout his education and future life. Hence, this study mainly and generally focused on the early educational life of the child. It is primarily dedicated to the pre-schooler’s life. (Hipple, Marjorie 1975, Early Childhood Education, Problems and Methods).

WHAT IS INCLUDED IN EARLY CHILDHOOD EDUCATION?

We have looked at some of the concerns that have made early child-



hood education, as one important aspect of the needs and welfare of young children, a current issue. But early childhood education is a broad term and this includes a variety of approaches and programs. We will now examine some of the ways in which this term is used and some of the classifications into which such programs can be grouped.

Purpose of Programs

We have already touched on some basic differences in programs that stem from their underlying thrust. The major purpose of many programs is to care for children while their parents work. The rapid rise in recent years in the numbers of children in full-day care, either in child care centers or in family child care homes, has paralleled the increasing prevalence of working mothers. The primary goal of childcare programs is **to provide safe and nurturing care** in a developmentally appropriate setting for children.

Enrichment is a second aim, prevalent particularly in part-time preschools. Such programs usually include specific activities to enhance socialization, cognitive skills, or overall development of young children. The underlying notion is that children will benefit from experiences that they may not receive at home; for instance, participating in the group activities, playing with a group of age-mates, or learning specific concepts from specially trained teachers.



"A recent phenomenon that has proliferated is hot housing, an apt term that has become popular. Hot housing is aimed at accelerating some aspects of young children's development and is of considerable concern to many early childhood professionals (Gallagher & Coche, 1987; Hills, 1987; Sigel, 1987). It differs from enrichment by the nature of its activities and by its lack of developmental appropriateness. Such programs are generally designed to meet the expectations of "upwardly mobile 'yuppie' parents", who want designer diapers and designer degrees in Greek, Suzuki, and computer programming for their infants" (Clarke-Stewart, 1988, p. 147).

A third major purpose, found particularly in publicly funded programs, is **compensation**. Compensatory programs aim to make up for some lack in children's backgrounds. The basic philosophy of programs such as Head Start is to provide experiences that will help children enter the mainstream of society more successfully. Such experiences include a range of services, encompassing early childhood education, health and dental care, nutrition, and parent education.

These categories, although descriptive of some underlying differences among programs, are not mutually exclusive. Few childcare centers are concerned with only the physical well-being and care of children. Most also provide enriching experiences that further children's development. At the same time, preschool programs have to be concerned with appropriate nurture and safety while the children are in their care. Similarly, compensatory programs are also concerned with enriching experiences and caring for children, whereas childcare or preschool programs may serve to compensate for



something lacking in the backgrounds of some of the children.

Program Settings

Programs for young children are categorized into two types: **home-based** and **center-based settings**. In the United States, when all ages of children are considered, the largest numbers are cared for in family childcare homes. Infants and toddlers in particular are cared for in such homes (Hofferth & Phillips, 1987) because parents of very young children seem to prefer a more intimate, homelike setting. Most states require licensing or registration of family childcare homes, although it is estimated that a great majority of homes are unlicensed (Halpern, 1987).

About 33 percent of families with mothers in the work force use family childcare. Twenty percent are providers who are not related to the child, whereas 13 percent are relatives (Galinsky, Howes, Kontos, Shinn, 1994). In the first extensive study of family childcare settings, Galinsky and her colleagues (1994) found that many of the homes were less than adequate. Only 9 percent of the homes studied were rated as good, 35 percent were rated as inadequate, and the remaining 56 percent were considered custodial, neither good nor "growth-enhancing." The study also found a clear relationship between program quality and children's development.

Center-based programs are located in early childhood centers and would usually include larger groups of children than those home-based programs. Center-based programs represent the greatest increase in the types of



programs offered in the United States. In the 1960s, only about 6 percent of young children were cared for in centers, but that number increased to 28 percent by the 1990s (Galinsky et al., 1994). At the same time, the number of preschoolers cared for in family childcare homes decreased slightly, while the percentage of those cared for by a relative dropped considerably (Wash & Brand, 1990).

Ages of Children

Another way early childhood programs can be grouped is by the age of the children. The classification of early childhood spans from birth to age eight, which includes infants, toddlers, preschoolers, kindergartners, and children in the primary grades. Needless to say, working parents need care for children of varying ages.

Infants and Toddlers.

One of the most dramatic increases in recent years has been in infant and toddler programs. In fact, center-based care for infants and toddlers represents the fastest growing type of program today (Howes, 1987). The majority of children under age three are cared for in family childcare homes or by a relative; however, almost 7 percent of infants and 14 percent of toddlers were in center-based infant/toddler programs in the mid-1980s (Hofferth & Phillips, 1987). Across the country, childcare centers have been converting



part of their facilities to care for infants and toddlers, and many states have incorporated new sections in licensing standards to consider the special needs of this youngest segment of the population. Not all infant/toddler programs fall under the rubric of childcare, however, a number of compensatory programs enroll children from infancy, starting with early parent-child education as a way of intervening in the poverty cycle.

Pre-schoolers

The largest segment of children in early childhood programs are preschool-aged, including youngsters from two or three years of age until they begin formal schooling. Some programs consider the preschool period as beginning at age three; others enroll children once they are out of diapers.

Programs for this age group include a wide variety of options. The majority of preschoolers are in all-day programs that provide care while their parents work. Some children attend part-day preschool or nursery school programs for social and educational enrichment.

Kindergarten and Primary Children.

Many definitions of early childhood include children up to age eight. Thus, directions for curriculum, teaching strategies, and the environment in kindergartens and primary classrooms derive from what is known about the development and mode of learning of young, school-aged children.



Developmentally appropriate practice for this age group, just as for earlier ages, involves an integrated approach. Integrated curriculum acknowledges the importance of all aspects of human development— social, emotional, physical, cognitive, language, and creative—rather than focusing primarily on the cognitive. It also involves learning experiences that promote all aspects of development rather than separating the day into discrete times, such as for math, reading, physical education, or social studies.

Before-and- After-School Care.

Young school-aged children whose parents work full time also require care when they are not in school. This is often provided through before- and after-school programs and full-day holiday and summer care. Such programs generally focus on recreation rather than education, particularly self-directed and self-initiated activities, since the children spend the bulk of their day in school (Alexander, 1986).

While many young children are enrolled in such programs, millions of others, labeled latch-key or self-care children, return to an empty home after school. Concerns about the safety, vulnerability, and lack of judgment of young school-aged children have prompted an increase in before- and after-school programs. Relatively little research, however, has been carried out to measure the long-term effects of various arrangements for the school-aged children of working parents (Powell, 1987a).



APPLICATIONS OF SOME THEORIES IN THE EARLY CHILDHOOD EDUCATION

The work of human development theorists is important to early childhood education if their concepts are translated into practice and methods. This has happened over the years as a number of early childhood education models, founded on a particular theoretical view, were developed. Such models represent a coherent approach to working with young children, including a philosophical and theoretical base, goals, curriculum design, methods, and evaluation procedures. There was a great proliferation of early childhood models in the 1960s and 1970s when educators and researchers were encouraged to develop alternative approaches for Head Start programs. Most models were designed to examine different ways of helping children at risk for later academic failure to improve school performance. But models have implications for all children as well (Evans, 1982).

We should not, however, assume that all early childhood programs pursue a carefully prescribed theoretical view. In fact, the majority of programs and teachers of young children probably do not observe a stated philosophical foundation and preference, or they may adhere only to a vaguely recognized theory. An open mind and a practical approach to teaching borne out of sensitive observation and interaction with children are, undoubtedly, equally important. This is typically captured in the succeeding statement:

“Often our theories of growth and development,



learning and instruction, or optimal teaching applications are hidden and not consciously recognized as theories in the usual sense. Good teachers, like all effective professionals, have sets of guiding principles and outcome expectations that may certainly be considered as theories, at least in a general sense” (Hooper, 1987, p. 303).

It is helpful, however, to examine how some specific models have taken the views of a particular theorist (or theorists) and transformed these into program applications. But since the very objective of this study is to simply focus in the examination and investigation about the nature of the progressive types of teaching methods and its implications in enhancing the **Multiple Intelligence**, as pioneered and developed by **Howard Gardner**, then, the researcher greatly devoted much of her time and resources to this topic.

Jean Piaget’s Cognitive Developmental Theory

How we as human beings develop cognitively has been thoroughly researched. Theorists have suggested that children are incapable of understanding the world until they reach a particular stage of cognitive development. Cognitive development is the process whereby a child’s understanding of the world changes as a function of age and experience. Theories of cognitive development seek to explain the quantitative and qualitative intellectual abilities that occur during development.



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No theory of cognitive development has had more impact than the cognitive stages presented by Jean Piaget. Piaget, a Swiss psychologist, suggested that children go through four separate stages in a fixed order that is universal in all children. Piaget declared that these stages differ not only in the quantity of information acquired at each, but also in the quality of knowledge and understanding at that stage. Piaget suggested that movement from one stage to the next occurred when the child reached an appropriate level of maturation and was exposed to relevant types of experiences. Without experience, children were assumed incapable of reaching their highest cognitive ability. Piaget's four stages are known as the sensorimotor, preoperational, concrete operational, and formal operational stages.

The sensorimotor stage in a child is from birth to approximately two years. During this stage, a child has relatively little competence in representing the environment using images, language, or symbols. An infant has no awareness of objects or people that are not immediately present at a given moment. Piaget called this a lack of object permanence. Object permanence is the awareness that objects and people continue to exist even if they are out of sight. In infants, when a person hides, the infant has no knowledge that they are just out of sight. According to Piaget, this person or object that has disappeared is gone forever to the infant.



The preoperational stage is from the age of two to seven years. The most important development at this time is language. Children develop an internal representation of the world that allows them to describe people, events, and feelings.

Children at this time use symbols, they can pretend when driving their toy car across the couch that the couch is actually a bridge. Although the thinking of the child is more advanced than when it was in the sensorimotor stage, it is still qualitatively inferior to that of an adult. Children in the preoperational stage are characterized by what Piaget called egocentric thoughts. The world at this stage is viewed entirely from the child's own perspective. Thus a child's explanation to an adult can be uninformative.

Three-year-olds will generally hide their face when they are in trouble—even though they are in plain view, three-year-olds believe that their inability to see others also results in others' inability to see them. A child in the preoperational stage also lacks the principle of conservation. This is the knowledge that quantity is unrelated to the arrangement and physical appearance of objects. Children who have not passed this stage do not know that the amount, volume or length of an object does not change length when the shape of the configuration is changed. If you put two identical pieces of clay in front of a child, one rolled up in the shape of a ball, the other rolled into a snake, a child at this stage may say the snake piece is bigger because it is



rolled out. Piaget declared that this is not mastered until the next stage of development. The concrete operational stage lasts from the age of seven to twelve years of age. The beginning of this stage is marked by the mastery of the principal of conservation.

Children develop the ability to think in a more logical manner and they begin to overcome some of the egocentric characteristics of the preoperational period. One of the major ideas learned in this stage is the idea of reversibility. This is the idea that some changes can be undone by reversing an earlier action. An example is the ball of clay that is rolled out into a snake piece of clay. Children at this stage understand that you can regain the ball of clay formation by rolling the piece of clay the other way. Children can even conceptualize the stage in their heads without having to see the action performed.

Children in the concrete operational stage have a better understanding of time and space. Children at this stage have limits to their abstract thinking, according to Piaget.

The formal operational stage begins in most people at age twelve and continues into adulthood. This stage produces a new kind of thinking that is abstract, formal, and logical. Thinking is no longer tied to events that can be observed. A child at this stage can think hypothetically and use logic to solve problems. It is thought that not all individuals reach this level of thinking. Most



studies show only forty to sixty percent of American college students and adults fully achieve it. In developing countries where the technology is not as advanced as the United States, almost no one reaches the formal operational stage.

Contemporary theorists suggest that a better description of how children develop cognitively can be provided by approaches that do not employ concrete fixed stages. Research also has proven that children are not always consistent in their performance of tasks at each stage. Furthermore, developmental psychologists imply that cognitive development proceeds in a continuous fashion; they propose that such development is primarily quantitative, rather than qualitative.

Most developmental theorists have agreed that Piaget has provided us with an accurate account of age-related changes in cognitive development. Piaget's suggestion, that cognitive performance cannot be attained unless cognitive readiness is brought about by maturation and environmental stimuli, has been instrumental in determining the structure of educational curricula.

Multiple Intelligence

Howard Gardner defined the first seven intelligences in the "**FRAMES OF MIND**" (1983) and then later, he added the last two in his "**INTELLIGENCE REFRAMED**" (1999).



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Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. He performed interviews with and brain research on hundreds of people, including stroke victims, prodigies, autistic individuals, and so-called "idiot savants." According to Gardner,

- All human beings possess all nine intelligences in varying amounts.
- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.
- These intelligences may define the human species.

Gardner's multiple intelligences theory challenged traditional beliefs in the fields of education and cognitive science. He strongly claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences:

1. **Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words. It is the ability to use language to describe events, to build trust and rapport, to develop logical



arguments and use rhetoric, or to be expressive and metaphoric. Possible vocations that use linguistic intelligence include journalism, administrator, contractor, salesperson, clergy, counselors, lawyers, professor, philosopher, playwright, poet, advertising copywriter and novelist

2. **Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns. It is the ability to use numbers to compute and describe, to use mathematical concepts to make conjectures, to apply mathematics in personal daily life, to apply mathematics to data and construct arguments, to be sensitive to the patterns, symmetry, logic, and aesthetics of mathematics, and to solve problems in design and modeling. Possible vocations that use the logical-mathematics intelligence include accountant, bookkeeper, statistician, trades person, homemaker, computer programmer, scientist, composer, engineer, inventor, or designer.

3. **Musical Intelligence** – is the ability to produce and appreciate rhythm, pitch and timber. It is the ability to understand and develop musical technique, to respond emotionally to music and to work together to use music to meet the needs of others, to interpret musical forms and ideas, and to create imaginative and expressive performances and compositions. Possible vocations that use the musical intelligence include technician, music teacher, instrument maker, choral, band, and orchestral performer or conductor, music



critic, aficionado, music collector, composer, conductor, and individual or small group performer.

4. **Visual-Spatial Intelligence** – is the capacity to think in images and pictures, to visualize accurately and abstractly. It is the ability to perceive and represent the visual-spatial world accurately, to arrange color, line, shape, form and space to meet the needs of others, to interpret and graphically represent visual or spatial ideas, to transform visual or spatial ideas into imaginative and expressive creations. Possible vocations that use spatial intelligence include illustrator, artist, guide, photographer, interior decorator, painter, clothing designer, weaver, builder, architect, art critic, inventor, or cinematographer.

5. **Bodily-Kinesthetic Intelligence** –is the ability to control one's body movements and to handle objects skillfully. It is the ability to use the body and tools to take effective action or to construct or repair, to build rapport to console and persuade, and to support others, to plan strategically or to critique the actions of the body, to appreciate the aesthetics of the body and to use those values to create new forms of expression. Possible vocations that use the bodily-kinesthetic intelligence include mechanic, trainer, contractor, craftsman, tool and dye maker, coach, counselor, salesperson, sports analyst, professional athlete, dance critic, sculptor, choreographer, actor, dancer or puppeteer.



6. Interpersonal Intelligence — is the capacity to detect and respond appropriately to the moods, motivations and desires of others. It is the ability to organize people and to communicate clearly what needs to be done, to use empathy to help others and to solve problems, to discriminate and interpret among different kinds of interpersonal clues, and to influence and inspire others to work toward a common goal. Possible vocations that use the interpersonal intelligence include administrator, manager, politician, social worker, doctor, nurse, therapist, teacher, sociologist, psychologist, psychotherapist, consultant, charismatic leader, politician, and evangelist.

7. Intrapersonal Intelligence — capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. It is the ability to assess one's own strengths, weaknesses, talents, and interests and use them to set goals, to understand oneself to be of service to others, to form and develop concepts and theories based on an examination of oneself, and to reflect on one's inner moods, intuitions, and temperament and to use them to create or express a personal view. Possible vocations that use the intrapersonal intelligence include planner, small business owner, psychologist, artist, religious leader, and writer.

8. Naturalist Intelligence — ability to recognize and categorize plants, animals and other objects in nature. including rocks and grass and all variety of flora and fauna, and to recognize cultural artifacts like cars and



sneakers. Possible vocations that use the naturalist intelligence include conservation, biologist, teacher, lobbyist, and park service.

9. Existential Intelligence – sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here?

According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests. Furthermore, he stressed that intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture;
- A set of skills that make it possible for a person to solve problems in life;
- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

We have explored varied theoretical ideas about how young children develop and learn and we have examined several models based on these theories. At this juncture, it can be regarded that early childhood education is not just a single, unified field based on one and single agreed-upon philosophy. Rather, they are the conglomerations of various life-learning experiences, which became interwoven in the many facets of one's life.



Benefits of Early Childhood Education

The need of working parents for childcare makes early childhood education a topic of scale-wide prominence, but this is not the only reason of its increasing importance. On a parallel though separate track, there has been extensive discussion and research about the benefits of early education for special populations of children and families. Thus, children from low-income families, children with special abilities, and children at risk for other reasons have been enrolled in publicly funded programs. Since the mid-1960s, federal, state, and local support has increased as a result of mounting evidence that high-quality early childhood programs can and do make long-term difference that carries into adulthood. Researchers have concluded that good early childhood programs not only improve the lives of the children and families involved but also result in substantial economic benefits for society. Although early intervention programs are expensive, their cost is more than recovered in subsequent years through greater schooling success, decreased needs for special education, lowered delinquency and arrest rates, and decreased welfare dependence (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984).

**Wishbone Bone Camp School****Its History**

The History of Wishbone Kiddie Camp all started in the year 2000 when the couple, Mr. Antonio and Mrs. Tracy Umandal, a retired Preparatory teacher at the De La Salle Zobel, thought of putting up their own school that they will themselves opt to manage. Upon completion of all the necessary documentations, the Department of Education granted its permit to run the Wishbone Kiddie Camp. The name of the school was derived from a famous TV dog character---Wishbone. The school year 2002-03 was a trial period of operation. They just got started with 10 students and one scholar in the Toddler class. At that time, they only have one (1) regular teacher and a teacher aid. By The School Year 2003-04, the school expanded its operation. They opened up another (1) section for the Toddlers, added two (2) sections for the Nursery classes and one (1) section for the Kindergarten level. The number of pupils then increased to a total of 42. They began to hire a full time principal, then, they added two (2) teachers and another two (2) teacher-aids. At the present time, School Year, 2004-05, they have a total of eighty five (85) pupils, who were enrolled in the different levels: two (2) sections for the Toddlers, three (3) sections for the Nursery and one (1) section each for the Kindergarten and Preparatory levels. The number of the teaching staffs increased to three (3) plus the three (3) teacher-aids with two (2) Administrative support staffs.

**Purpose and Objective**

Wishbone Kiddie Camp is a co-educational school offering early childhood program to children 2-6 ½ years old. It is envisioned to be a center for educational excellence, in terms of early childhood care and development, in Las Piñas City. As a children's center, it celebrates the child as a learner and as an achiever, who will bloom to his/ her fullest potential, given the proper guidance and nurturance.

Wishbone Kiddie Camp is an educational institution where pupils are welcome to learn and enhance the quality of their lives, without fear of intimidation or harm, guided by caring and hospitable teachers and staff, in a clean and orderly environment.

General Objectives

1. Use the Progressive- Eclectic Approach that will provide an environment for the realization of each child's maximum potential;
2. Discover and Enhance the different interests and talents of each child;
3. Let the children experience the joy of learning at an early age;
4. Encourage intellectual curiosity, initiative., and self-expression, that will help the child develop self-esteem;
5. Provide opportunities for the development of all domains of learning that will promote self-direction and values formation; and



6. Manifest physical fitness, discipline and endurance in a child's day-to-day life.

Instructional Program

A. Academics

The WKC educational program utilizes the Developmentally Approach Curriculum, which is based on the development characteristics and maturational timetables of children. WKC uses the Progressive-Eclectic Approach, which advocates a child-centered curriculum. The presence of Teaching- Learning Centers reinforces the concepts learned for the week.

All the levels will make use of the Scholastic Program. Specifically, the following programs will be used:

- **Toddler Classes-** Five Senses Pre-School Curriculum
- **Nursery Classes-** Phonics Program. Musical Reading / Mathematics
- **Kinder Classes-** Building Language for Literacy
- **Prep Classes-** Literacy Center

Subject matter content in the different academic areas for the Nursery Kindergarten and Preparatory Classes evolves from value-laden communication arts experiences leading to the integration of values necessary to firm up desirable behavior patterns in children. Meaningful opportunities are provided for language development and literacy. Physical and aesthetic development is recognized as a significant component of the WKC Curriculum.



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The Progressive- Eclectic Approach provides an environment for the realization of each child's maximum potential. It aims to discover and enhance the different interests and talents of each child by letting the children experience the joy of learning at an early age. It also encourages intellectual curiosity, initiative, and self-expression that will help the child develop self-esteem. It provides opportunities for the development of all domains of learning that will promote self-direction and values formation. It manifests physical fitness, discipline and endurance in a child's day-to-day life. Thus, leading to the enhancement of multiple intelligences.

B. Reinforcement Program

As part of the WKC Program, remedial instructions are given to children who are found to be deficient in certain concepts and skills being mastered for the quarter. This is done for free.

Parents of those who need remedial help will be notified. When the child is ready to cope with the group, she/ he is released and other children are taken in for the same purpose.

C. Evaluation Program

Evaluation is one of the important aspects of the teaching- learning process. From time to time, children are asked to have oral/ verbal exercises, practical demonstration, application of concepts learned, experimentation, seat



works, quizzes and long tests, Portfolio Assessment and Developmental Checklists are likewise tools used for students evaluation. Quarterly Tests, which are comprehensive in nature, are administered to Nursery, Kindergarten, and Preparatory Classes.

D. Field Trips

As part of the school's educational program, field trips are conducted to the different educational centers and community resources. The pupils, with the approval of their parents, are encouraged to join this activity, except when they are sick. A pupil will be allowed to join the field trip if permitted by his/ her parents through a duly signed parental consent slip.

RESEARCH LITERATURE

"There is a distinct difference in the definition of education between the broad progressive approach and the narrower, core-knowledge approach to teaching," said Steve Nelson, Head of the Calhoun School. He told a group of almost 100 parents attending a Parents Association evening workshop in the same school last December 1999. "One central principle of progressive education is **active, experiential learning—to develop the student's capacity to think and problem-solve.**" Recent advances in cognitive science and brain imaging strongly support this approach to teaching and learning, said Mr. Steve Nelson. "Abundant evidence shows that the engagement on



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the part of the learner helps stimulate the brain, which in turn leads to the real activity of acquiring knowledge." This, he pointed out, is in direct contrast to the more traditional, passive approach to education, which assumes a set body of knowledge that an "educated" person should be expected to memorize.

Mr. Nelson proceeded to talk about the differences between progressive and traditional theories, and recent findings in cognitive research studies. He was joined on the panel by Division Directors Loretta Ryan, Terry Costin, Joyce Blyn and Kathleen Clinesmith, who discussed how progressive methodology is employed in the classroom.

Progressive Theories

Calhoun's philosophy of teaching is based on three major precepts championed by such early educational theorists as **John Dewey**, **Jean Piaget**, and more recently, by **Howard Gardner**, author and Professor of Education in Harvard's Graduate School of Education: 1.) People learn best through experience and discovery. 2.) Education should have a deeper, broader purpose than just disseminating facts: education should prepare learners to be critical thinkers and thoughtful citizens; teachers should educate the "whole child." 3.) Children have different kinds of "intelligences" and learning styles. Consequently, multiple styles of teaching should be employed to address the diversity of intelligences, talents and learning styles. (*The*



theory of "multiple intelligences" challenges the standard view of a fixed intelligence at birth. Gardner suggests that rather than one or two fixed intelligences, all human beings have several (nine) intelligences. Furthermore, people don't have the same strength in each intelligence area, nor do we have the same amalgam of intelligences.)

Supported by advances in brain imagery, researchers know that the ability to learn is not finite; learning is dependent only on the ability to make **CONNECTIONS** between pieces of knowledge, which needs never stop. But how are these connections made? One way is through *practice*; repeating a finite simple skill over and over can help make connections mentally and physically, as in practicing the violin. But another way to make connections is through *rehearsal*—the ultimate brain effect actually taking understanding from different parts of the brain and bringing them together to form new connections. "Rehearsal" can refer to knowledge and understanding gained through *depth* of experience, often involving multiple sensory experiences. Requiring the brain to actively engage in making connections between new and "stored" knowledge appears to contribute not only to better long-term memory, but also to *acquiring* knowledge. Steve Nelson noted a study using brain imaging in which scientists discovered that if you immobilize a subject's head and lock his/her eye muscles straight ahead, s/he will not be able to see anything because the *activity* of learning has been stopped.



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Based on their new understandings of the brain, cognitive scientists conclude that people learned to construct understanding *for themselves* (rather than through simple fact dissemination). Learning comes through understanding relationships, making connections, or relationships that deepen one's prior knowledge. We are always reconstructing our knowledge, forming new connections.

Moreover, cognitive scientists maintain that the ways in which information is apprehended (in descending strength) are through three different experiences: Hands-on —having sensation; direct tactile or other sensory experience; Pictorial—representing sensation, but not direct tactile experience; Symbolic—narrative, non-participatory, *i.e.* lecture form (least effective for long-term learning). Symbolic learning is more productive in older learners because they can utilize experiences and understanding that is already stored.

The recognition that multiple sensory experiences advance and stimulate the acquisition of knowledge supports the theories and methodologies of progressive educators, who champion active, hands-on learning.

Based on progressive theories and the increasing support of the latest cognitive research, Calhoun takes a distinctly different approach than traditional institutions to the way education is defined, the methodology used in the classroom, and the view of the individual child.



Chapter III

Methodology

This chapter includes the following: a) the research method, b) the research participants namely: the pre-schoolers of Wishbone Kiddie Camp, the parents of the twenty five (25) pre-schoolers and their four (4) teachers, c) the research instruments, d) the research procedures, & the statistical treatment of the data.

Research Method

The research study made use of the descriptive type/ method of research. As defined by Manuel and Medel (1976), it involves the description, recording, analysis, and interpretation of present nature, composition or processes of phenomena. Its focus is on the prevailing conditions, or how a person, group, or thing behaves or functions in the present. It often involves some type of comparison or contrast.

Research Respondents

The research made use of purposive sampling. By purposive sampling, the researcher identified a group of people believed to be of a typical or average characteristic, or a group of people especially selected for some unique purpose.



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The respondents in this study were the four (4) teachers-in-charge of the twenty-five (25) pre-schoolers of Wishbone Kiddie Camp. The pre-schoolers were categorized into four, namely: the toddler, nursery, prep, and kinder levels. All of the pupils have started their pre-schooling education and still were enrolled at Wishbone Kiddie Camp, Las Piñas City.

Research Instrument

The researcher made use of an adapted questionnaire based from a tool designed by McKenzie. It was a checklist that included 90 items categorized into the nine (9) Types of Multiple Intelligences by Dr. Howard Gardner. The intelligences namely: Verbal-Linguistic, Mathematical-Logical, Musical, Visual-Spatial, Bodily-Kinesthetic, Inter-personal, Intra-personal, Naturalist & Existentialist Intelligences. The instrument used comprehensively described and measured the pupils' level of intelligences.

Research Procedures

In conducting the study, the researcher secured an endorsement letter from the Department Chair of the Behavioral Science to conduct a study among the pre-schoolers of the Wishbone Kiddie Camp. The letter was signed by the thesis adviser and forwarded to the Wishbone Kiddie Camp School Principal. After the approval of the request by the school proper authority to conduct a study on the said school, the researcher proceeded with



the scheduled line-up of activities that lasted for two (2) weeks. Activities were focused mainly on the distribution and the retrieval of the questionnaires among the concerned teachers of the preschoolers. The researcher presented the sample test questionnaires to the teachers who made the evaluation of the individual child. In addition, the researcher interviewed the individual concerned teacher as to the present status of the pre-schoolers. Testing results were retrieved from the respondents. These served as the raw data in preparing the materials for statistical treatment and evaluation.

Statistical Treatment of Data

For answering problem numbers one and two, the following statistical tools were used:

Frequency Count. The frequency count is defined as the arrangement of the gathered data by categories plus their corresponding frequency. It can tabulate or organize data into a frequency count table headed by a number, and a title (Punzalan and Uriarte 1987).

Percentage. It is an amount stated as if it is a part of a whole, which is 100 (Besag 1985). This tool was used in categorizing the age, grade level and the learning styles of the pupils. It was used in this study because it is very simple, straightforward and can be understood on research commence. It is used further to depict the profile of the pupils in terms of age, grade level, and learning style.



The formula is expressed as:

$$\frac{f}{n}$$

Where:

f = is the frequency in a particular category

n = total number of samples

To further answer problem number two and three, the following statistical tool was also used:

Ranking. It is defined as a listing of things in order. (Sevilla, 1992). It was used in reflecting learning styles that were manifested by the pupils according to the frequency count.



Chapter IV

Presentation, Analysis of Data and Interpretation

This chapter presents the findings, analysis and interpretation of the data and information gathered regarding the demographic profiles of the preschoolers, their learning styles prior and upon their two years of residency at the said school and lastly, how the learning styles of their teachers enhance the multiple intelligences of their students.

Problem No.1

What is the demographic profile of the respondents in terms of age and grade level?

Table 1.

Profile of Respondents in Terms of Age and Grade Level

AGE	f	%
3yrs & 7mos – 4yrs & 6mos	5	20
4yrs & 7mos – 5yrs & 6mos	10	40
5yrs & 7mos – 6yrs & 6mos	10	40
TOTAL	25	100
GRADE LEVEL		
Nursery	7	28
Kindergarten	10	40
Preparatory	8	32
TOTAL	25	100

Table 1 shows that out of twenty five pupils, five or 20% came from age ranging from three years and seven months to four years and six months; and



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ten or 40% for both groups whose age ranges from four years and seven months to five years and six months five years and seven months to six years and six months.

It further shows that out of the 25 pupils, there were seven or 28% of the pupils belong to the nursery class; ten or 40% of the pupils belong to the kinder class; and, eight or 32% of the pupils belong to the preparatory class.

It seems that most of the pupils aged were 4 years and above. The probable reason is that this is the period that the children would really be “out of their diapers.” They tend to be more playful and unmanageable at home. Thus, parents would prefer their children to spend time on child- care homes. The all- day activities on centers, which may focus on recreation than education, seem to provide the care while parents work. At the same time, this set- up may also prepare their children with the possible demands of formal schooling.

This support the concepts of Alexander (1986) that young school aged children are managed well and provided with care while their parents are at work. Parents are more confident of their children’s formal schooling if they start their program at preschool period.

There seems to be a growing demand on toddler programs. It is something that Filipino parents, little by little, appreciate. As Howes (1987), identified it to be the fastest growing type of program today.



Parents seem to realize the substantial economic benefits of early schooling of their children. They may think that it may be expensive to enroll their children to these kinds of programs yet they may serve as preventive measures for lower intelligence and delinquency for their children.

This proves the study of Berrueta, et. al (1984) wherein early intervention may be costly but their cost is more than recovered in subsequent years through great schooling success, decreased needs for special education and lowered delinquency.

Problem No. 2.

What is the learning style profile of the respondents prior their entry at Wishbone Kiddie Camp at Las Piñas City?

Table 2.

Learning Style Profile of Pupils Prior their Entry at the WKC

LEARNING STYLE	f	%	R
Musical	25	100	1
Bodily-Kinesthetic	22	88	2
Mathematical-Logical	18	72	3
Inter-personal	17	68	4
Intra-personal	13	52	5
Naturalistic	11	44	6
Existentialist	10	40	7
Visual- Spatial	9	36	8
Verbal-Linguistic	7	28	9

Among the Learning Styles shown in Table 2, 25 pupils or 100 % are equipped with Musical and ranked as no 1; 22 pupils or 88 % are equipped with Bodily- Kinesthetic and ranked as no. 2; 18 pupils or 72 % are equipped



with Mathematical- Logical and ranked as no. 3; 17 pupils or 68 % are equipped with Interpersonal and ranked as no. 4; 13 pupils or 52 % are equipped with Intrapersonal and ranked as no. 5; 11 pupils or 44 % are equipped with Naturalistic and ranked as no. 6; 10 pupils or 40 % are equipped with Existentialist and ranked as no 7 ; 9 pupils or 36 % are equipped with Visual – Spatial and ranked as no 8 ; and lastly 7 pupils or 28 % are equipped with Verbal – Linguistic and ranked as no 9.

One probable reason for the recognition of the musical intelligence is the early exposure to music even at the first stage of development. Lullabies are sung to them as they are being put asleep or even when they were cuddled or comforted as they cry. This somehow helped them get inclined with music.

They could also handle objects skillfully and be able to control their movements. This goes with the stage when they were being taught how to walk or stand by themselves.

Children may tend to be imaginative as they come up with representations on how they may describe things around them. This can also be the stage when they start acquiring or start to develop language.

As Piaget describes the age of two to seven years, the most important development at this time is language. Children develop an internal representation of the world that allows them to describe people, events, and feelings. This is the time when they use symbols. Children in the pre-



operational stage are characterized by what Piaget called egocentric thoughts. The world, at this stage, is viewed entirely from the child's own perspective.

Children develop the ability to think in a more logical manner and they begin to overcome some of the egocentric characteristics of the pre-operational period. Children can even conceptualize the stage in their heads without having to see the action performed. They have a better understanding of time and space. Children at this stage have limits to their abstract thinking, according to Piaget.

Problem No. 3

What is the learning style profile of the respondents after two years residency at Wishbone Kiddie Camp at Las Piñas City?

Table 3.

Learning Style Profile of Pupils After Two Years Residency at the WKC

LEARNING STYLE	f	%	R
Musical	25	100	1
Mathematical-Logic	25	100	1
Bodily Kinesthetic	25	100	1
Intrapersonal	23	92	4
Interpersonal	22	88	5
Visual Spatial	15	60	6
Naturalistic	13	48	7.5
Verbal-Linguistic	12	48	7.5
Existential	11	44	9

Among the Learning Styles shown in Table 3, 25 pupils or 100 % were equipped with Musical, Mathematical-Logical and Bodily Kinesthetic types of



intelligences and were ranked as no 1; 23 pupils or 92 % were equipped with Intra-personal and were ranked as no. 4; 22 pupils or 88 % were equipped with Inter-personal and were ranked as no. 5; 15 pupils or 60 % were equipped with Visual-Spatial and were ranked as no. 6; 12 pupils or 48 % were equipped with Naturalistic and Verbal-Linguistic and were ranked as no. 7.5; 11 pupils or 44 % were equipped with Existentialist and were ranked as no. 9.

Children at this stage use symbols, they can pretend when driving their toy car across the couch and may imagine that the couch is actually a bridge. Although the thinking of the child is more advanced than when it was in the sensori-motor stage, it is still qualitatively inferior to that of an adult. Children in the pre-operational stage are characterized by what Piaget called **egocentric thoughts**. The world at this stage is viewed entirely from the child's own perspective. Thus, a child's explanation to an adult can be uninformative.

Piaget declared that this is not mastered until the next stage of development. The concrete operational stage lasts from the age of seven to twelve years of age. The beginning of this stage is marked by the mastery of the principal of conservation.

Children develop the ability to think in a more logical manner and they begin to overcome some of the egocentric characteristics of the pre-operational period. One of the major ideas learned in this stage is the idea of



reversibility. This is the idea that some changes can be undone by reversing an earlier action.

Children in the concrete operational stage have a better understanding of time and space. Children at this stage have limits to their abstract thinking, according to Piaget.

Problem No. 4

How did progressive teaching method help in the enhancement of the multiple intelligence of the respondents?

Table 4.

Comparison of Learning Styles

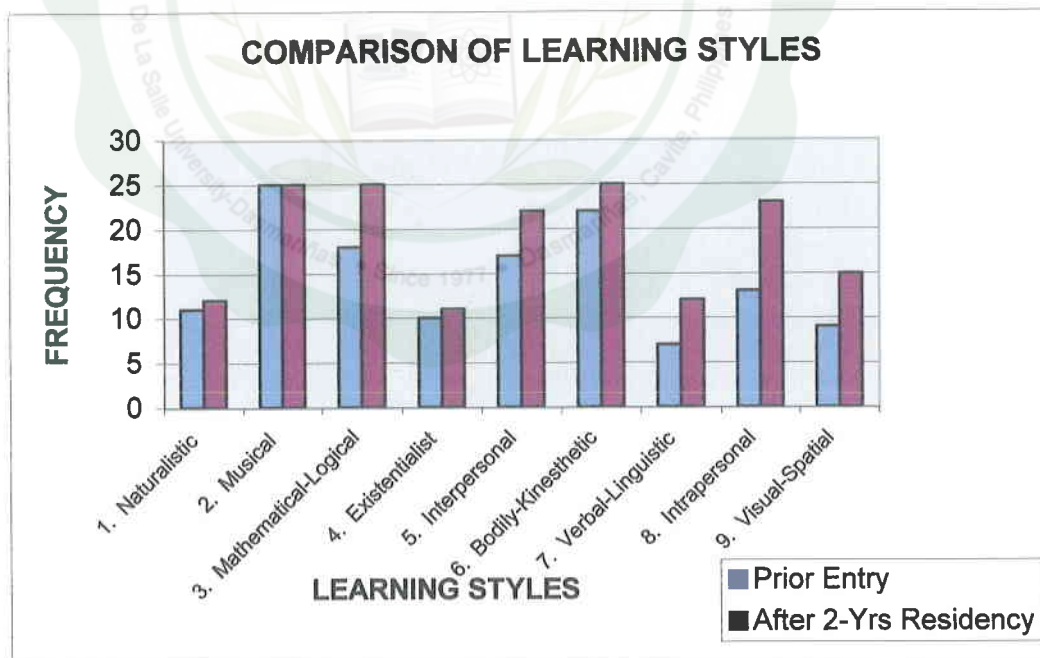


Table 4 shows comparison on the learning styles of pupils prior to their entry and after two years of their residency. It is consistent that there was the



enhancement of the learning styles after two years of residency of the pupils at Wishbone Kiddie Camp at Las Piñas City.

After their two years of residency at Wishbone Kiddie Camp, it is noticeable that their level of intelligences increases in all nine areas, with higher increases in the areas like musical, mathematical-logical and bodily-kinesthetic areas and lower ones among their verbal-linguistic, naturalist and existentialist sides.

These changes in their varied types of intelligences were mainly attributed to the different approaches that the Wishbone Kiddie Camp have adopted in their school.

The Wishbone Kiddie Camp utilized the Developmentally Approach Curriculum, which is based on the developmental characteristics and maturational timetables of children. All the levels made use of the Scholastic Program. Specifically, the following programs were religiously implemented and strictly evaluated:

- **Toddler Classes-** Five Senses Pre-School Curriculum
- **Nursery Classes-** Phonics Program. Musical Reading / Mathematics
- **Kinder Classes-** Building Language for Literacy
- **Prep Classes-** Literacy Center

Subject matter content in the different academic areas for the Nursery Kindergarten and Preparatory Classes evolves from value-laden



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communication arts experiences leading to the integration of values necessary to firm up desirable behavior patterns in children. Meaningful opportunities are provided for language development and literacy. Physical and aesthetic development is recognized as a significant component of the WKC Curriculum.

The Progressive-Eclectic Approach, on the other hand, provided an environment for the realization of each child's maximum potential. It aimed to discover and enhance the different interests and talents of each child by letting the children experience the joy of learning at an early age. It also encourages intellectual curiosity, initiative, and self-expression that will help the child develop self-esteem. It provided opportunities for the development of all domains of learning that will promote self-direction and values formation. It manifested physical fitness, discipline and endurance in a child's day-to-day life. Thus, leading to the enhancement of multiple intelligences.

The Wishbone Kiddie Camp School is a co-educational school offering early childhood program to children 2-6 ½ years old. It is envisioned to be a center for educational excellence in terms of early childhood care and development at Las Piñas City. It seeks to specialize and give quality pre-elementary education to children of middle-income families.

It views the child as a learner and as an achiever who can bloom to the fullest potential by giving proper guidance and nurturance.

The school management ensures, through the concerned teachers, that the most important aspects of the teaching- learning process are properly



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evaluated. From time to time, children were asked to have oral/ verbal exercise; practical demonstration; application of concepts learned; experimentation seat works; quizzes and long tests were regularly undertaken.

Pupils were exposed and given the proper environment, the appropriate programs of instruction were applied and the caring and hospitable teachers and other non-teaching staffs provided the proper atmosphere for learning, certain changes have been observed in the individual children. There were varied types of growth and development that were manifested depending on the types of intelligences where they excelled.

Subject matter content in the different academic areas for the Nursery Kindergarten and Preparatory Classes evolves from value-laden communication arts experiences leading to the integration of values necessary to firm up desirable behavior patterns in children. Meaningful opportunities are provided for language development and literacy. Physical and aesthetic development is recognized as a significant component of the WKC Curriculum.



Chapter V

Summary, Conclusions and Recommendations

This chapter represents the recapitulation and highlights of all the research elements employed in the study. It provides thorough and clear condensation from the preparation, to data analysis, to inference.

Summary

The primary concern of the study is to determine how the progressive teaching style would enhance the multiple intelligence(s) among the pre-schoolers in Wishbone Kiddie Camp in Las Piñas City.

Specifically, this study will attempt to provide answers to the following problems:

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Grade level
2. What is the learning style of the respondents prior to their entry at Wishbone Kiddie Camp at Las Piñas City?
3. What is the learning style of the respondents after two years of residency at Wishbone Kiddie Camp at Las Piñas City?
4. How did progressive teaching method help in the enhancement of the multiple intelligences of the respondents?



Summary of Findings

1. The demographic profile of the pupils at WKC school, in terms of age had its highest frequency and percentage among pupils whose age ranges between four years and seven months to five years to six months and five years and seven months to six years and six months.

2. In terms of grade level, the one with the highest frequency and percentage came from the kinder garten.

3. The respondent-pupils of Wishbone Kiddie Camp have manifested their excellence in the Musical type of Intelligence during their early entrance at the said school. One of its probable reasons was the early exposure to music of the respondents-pupils even at their first stage of development, particularly when their parents or care-givers/care-takers sang lullabies and other helpful means to cuddle or comfort them as they cried.

4. After two years of residency, the respondent-pupils manifested some developmental changes as shown in having two new additional types of intelligences, like the mathematical-logical and bodily kinesthetic ones, which were all ranked as number one.

According to Piaget, children develop the ability to think in a more logical manner and they begin to overcome some of the ego-centric characteristics at the pre-operational period. This would explain why the respondent-pupils manifested such an advanced behavior after their two years of residency. The same is also true for making bodily-kinesthetic as ranked



one. Children could also handle objects skillfully and be able to control their movements. This goes with the stage when they were being taught how to walk or stand by themselves.

5. The respondent-pupils have shown some developmental changes as reflected in Table 4, a comparative presentation on the learning styles of the respondent-pupils on their early entrance and after two years of residency in the said school. This can be greatly attributed in terms of the applications of various approaches like the Developmentally Approach Curriculum and the Progressive Eclectic Approach employed by the school.

Conclusions

In the light of the findings generated, the following conclusions were drawn:

1. After two years of residency, the respondent-pupils have displayed some developmental changes. More than just their interest and inclination to music, they also excelled in their mathematical-logical and bodily-kinesthetic intelligences, since at their early stage of development, they were exposed to music. They also developed their ability to think in a more logical manner during their pre-operational stage. Lastly, they displayed some characteristics that were often associated with bodily-kinesthetic intelligences like being able to handle objects skillfully and being able to control their movements.



2. Early exposure of the children to music at their early stage of development would most likely develop their inclination and interest to that field. This holds true and parallel with their other areas of development. In the case of the respondent-pupils at the Wishbone Kiddie Camp, their early exposition and adoption by the school of the Developmentally Approach Curriculum and the Progressive Eclectic Approach facilitated and enhanced their other types of intelligences.

Recommendations

Upon obtaining the findings and conclusions of the study, the researcher recommends the following points:

1. School administrators and the management should be particular about recruiting and hiring teachers and other staffs who are highly specialized in their respective areas as well as the desirable character and traits for the non-teaching staffs.

The administrators regularly evaluate their plans, programs and activities related to the school community in general and in their pupils in particular.

That the school administrators should consider the effectiveness and efficiency that these approaches will provide, they must encourage its applications in those areas where they find these tools to be very relevant and necessary.



2. Teachers work closely and collaboratively with the administrators, parents and others who have a sound and wholistic understanding and perception regarding the child and more importantly in the planning, implementing and evaluating the school curriculum and other related materials to foster wholesome development of the pupils.

3. Parents become greatly involved in their child's total developmental program as they personally witness and experience them growing inside and outside their homes while they collaboratively work with the Administrator, the teaching staffs and other school personnel.

That parent may continue to be open to the other types or styles of teaching in the traditional manner even as they appreciate the progressive teaching method, which they found useful & relevant to their children.

4. Future Researchers that they may work on the other stages of child's development in other schools and levels since they formed as the limitations of this study. That they may consider working on a similar study in other levels or in other schools in order to further see the effectivity of the Progressive teaching method as employed at the Wishbone Kiddie Camp.

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APPENDIX B

CHECKLIST/QUESTIONNAIRE

Name: _____

Date: _____

Direction: Complete each section by placing a "1" next to each statement you feel accurately describes the pupil being evaluated. If you do not identify with a statement, leave the space provided blank.

PRIOR	PRESENT	
_____	_____	He / She enjoys categorizing things by common traits
_____	_____	Ecological issues are important to him / her
_____	_____	Hiking and camping are enjoyable activities
_____	_____	He / She enjoys working on a garden
_____	_____	He/ She believes preserving our television and radio talk shows are enjoyable
_____	_____	He / She is a "team player"
_____	_____	He /She dislikes working alone
_____	_____	Clubs and extracurricular activities are fun
_____	_____	He / She pays attention to social issues and causes
_____	_____	He / She enjoys making things with my hands
_____	_____	Sitting still for long periods of time is difficult for him / her
_____	_____	He / She enjoys outdoor games and sports
_____	_____	He / She values non-verbal communication such as sign language
_____	_____	A fit body is important for a fit mind



- _____ Arts and crafts are enjoyable pastimes
- _____ Expression through dance is beautiful
- _____ He / She likes working with tools
- _____ He / She lives an active lifestyle
- _____ He / She learns by doing
- _____ He / She enjoys reading all kinds of materials
- _____ Taking notes helps him /her remembers and understands
- _____ He / She faithfully contacts friends through letters and/or e-mail
- _____ It is easy for him /her to explain their ideas to others
- _____ He / She keeps a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ He / She writes for pleasure
- _____ He/ She enjoys playing with words like puns, anagrams and spoonerisms
- _____ Foreign languages interest him /her
- _____ Debates and public speaking are activities he / she like to participate in
- _____ He / She is keenly aware of his /her moral beliefs
- _____ He / She learns best when he /she has an emotional attachment to the subject
- _____ Fairness is important to him /her
- _____ His /Her attitude effects how he /she learn
- _____ Social justice issues concern him /her
- _____ Working alone can be just as productive as working in a group
- _____ He /She needs to know why he/she should do



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- _____ something before he /she agree to do it
- _____ When he /she believe in something he /she will give 100 % effort to it
- _____ He /She likes to be involved in causes that help others
- _____ He /She is willing to protest or sign a petition to right a wrong
- _____ He /She can imagine ideas in his /her mind
- _____ Rearranging a room is fun for him /her
- _____ He /She enjoys creating art using varied media
- _____ He /She remembers well using graphic organizers
- _____ Performance art can be very gratifying
- _____ Spreadsheets are great for making charts, graphs and tables
- _____ Three-dimensional puzzles bring him /her much enjoyment
- _____ Music videos are very stimulating
- _____ He /She can recall things in mental pictures
- _____ He/ She is good at reading maps and blueprints