ABSTRACT

This study identifies the multiple intelligences (MI) of the senior secondary students based on the assertion of Gardner that every individual is born having different set of intelligences. The study also examined its relationship to performance in mathematics.

The respondents came from six selected schools in Cavite that offer science curriculum for SY 2006-2007. A survey using a validated instrument was personally administered to 283 students. It is a modified instrument originally done by Niall Douglas that measures the eight MI such as logical, linguistic, visual, musical, bodily, interpersonal, intrapersonal and naturalistic.

The results of the study show that intelligences such as logical, interpersonal and intrapersonal are related to performance in mathematics. Through Stepwise Multiple Regression the degree of relationship that exists between the variables was obtained. It generated three models and the third model was considered. This shows that the relationship between performance in mathematics and logical intelligence are directly proportional to each other in contrast to MI such as interpersonal and intrapersonal which are inversely proportional as regards to performance in mathematics.

With these results, incorporating logical, interpersonal and intrapersonal intelligences in teaching mathematics subject is recommended. And though the other five intelligences are not significantly related to performance in mathematics it is also recommended to integrate it to have an alternative method in teaching mathematics,

since it is also known that application of MI theory increases students 'achievement in

mathematics (Dobbs, 2002).