ABSTRACT

This is descriptive correlational research aimed to determine the dominant intelligence of college chemistry students. It also sought the relationship between MI scores of students and their program of study and chemistry achievement scores classified into three cognitive levels; knowledge, comprehension, and application.

The study was conducted at De La Salle University-Dasmariñas during the second semester of school year 2003-2004. The sample was composed of a total of 855 students. These students came from a total of 23 different classes with different courses taking general chemistry.

A multiple intelligence inventory test developed by Phyllis Reardon and Isabel Dyke and a 100 – item multiple choice chemistry achievement test validated by Dr. Cristina Sayoto and her co-professors at De La Salle University – Dasmariñas were used to gather data.

The findings of the study revealed that students posses different dominant intelligence. The study also revealed that there was a significant relationship between the dominant intelligence and program of study. The dominant intelligence of Bachelor of Science in Nursing (BSN), Bachelor of Science in Physical Therapy (PPT), and Bachelor of Science in Radiologic Technology (RAD) students is interpersonal intelligence; Bachelor of Arts in Communication (COM) and Bachelor of Arts in Journalism (JOU) students is verbal intelligence; and Bachelor of Science in Industrial Technology (INT) and Bachelor of Secondary Education (BSE) students is logical intelligence.

The study showed that interpersonal, naturalistic, intrapersonal, verbal, and logical students performed better compared to other MI groups in chemistry achievement test. The study also revealed that there was a significant difference between the mean scores in chemistry achievement test classified according to three cognitive levels (knowledge, comprehension, and application) of the bodily, interpersonal, intrapersonal, logical, naturalistic, verbal, and visual student's scores. No significant difference was found in the mean scores in these three cognitive levels of musical students. The study showed that some of the mean scores in the three cognitive levels differ significantly.

Positive correlations were found between dominant intelligence scores and mean scores in knowledge level of interpersonal, intrapersonal, verbal, logical and visual students. Positive correlations were also found between dominant intelligence scores and mean scores in comprehension level of interpersonal, intrapersonal, verbal, and logical students. Application mean scores have positive correlations with dominant intelligence scores of interpersonal, naturalistic, and logical students.

Based on the findings of the study, the following conclusions were made: College students differ in the dominant intelligence they manifest. There is a significant relationship between the dominant intelligence of college chemistry students and their chosen program of study. The interpersonal, naturalistic, intrapersonal, verbal, and logical students performed better compared to other MI groups in chemistry achievement test. There is a significant difference between the mean scores of the different cognitive levels of chemistry achievement test among MI groups.

There is a significant relationship between the scores in dominant intelligence and the scores in each of the three cognitive levels of chemistry achievement test.