

Multiple intelligence profile of cristo rey regional high school

[Technology](#), [Artificial Intelligence](#)



The " Theory of Multiple Intelligences," as Introduced by Howard Gardner In which argued that the rotational educational model favored verbal and mathematical intelligences, but that every person possessed several types of Intelligence, some stronger than others, and that teachers should expand their teaching techniques and content to draw upon these multiple intelligences (Douglas, 2004).

The researcher's had chosen he topic as they had observed in classroom, they noticed that students' intellectual capacity and interests in learning varies because it's varied, upon assessing their multiple intelligences, one can prepare his lesson suited to the kind of learners being anteed. Moreover, as the researchers were sent to trainings, speakers always pointed out that MI should be applied as one of the learning styles to determine how a student had learned so that at the end of academic year, teacher and learner may realize that there are many ways to be " smart".

Thus, all forms of intelligences are equally celebrated, by having students create work that Is displayed to parents and other members of the community. Parents should somehow be proud of and would likely to get more Involved or boost students' self-worth that will build their strengths ND work towards becoming an expert or students may develop strong problem skills that they can use real life situations (Bellary and Baler, 2005).

Statement of the Problem This study aims to determine the level of Multiple Intelligence of the High School Students in SST.

Bernard for the School Year 2012 - 2013. Specifically, the study seeks answer to the following questions: 1. What is the profile of the students in

the school year 2012 - 2013 In terms of: 2. 1 Academic performance; 2. 2 Participation In school academic and extra-curricular activities; 2. 3 Hobbies and Interest; . What Is the level of the students' multiple Intelligences?

Significance of the Study ADMINISTRATION: The outcome of the study will help them in supervising teaching learning situation in the classroom.

By this, they will express to the teachers to be more-service oriented, to let them grow professionally, support the different organizations (English Club, Science Club, Math Club, Filipino Club, Performing Arts Club and all organizations in the institution) in the said school but may help develop or enhance the multiple intelligence does a student have. GUIDANCE COUNSELOR. He / she will keep the multiple intelligence profile of the students. When the student encounter some personal problems, the profile might be useful in dealing with the problem.

TEACHER. He / she will appreciate and understand those students who are low in academic performance but able to excel in some aspects. The concern teacher will be able to come up with full commitment in their services, strategies, techniques, instructional aides to broaden the knowledge, and to be able to keep pace with modern trends in teaching. PARENTS. They will support and strengthened the intelligence of their children ND will encourage them to develop the kind of intelligence that they have in order to have a successful life.

RESEARCHERS. The outcome of the study will be useful in providing chances for true learning based on the students' needs, interests and talents.

Students become more active and involved learners. STUDENTS. Students will be able to display and show off their strengths. Building a child's strengths gives him / her incentive to be a " specialist" which can lead to increase self-esteem. Students gain the positive educational experiences and the ability for establishing solutions to problems in life.

Chapter II REVIEW OF RELATED LITERATURE AND RESEARCH PARADIGM

Multiple Intelligences Educational psychologist Howard Gardner, proponent of the theory of multiple intelligences, believes children develop their own learning and thinking patterns (intuitive learning) between birth and age five. When entering the school system, a different educational style is introduced (academic learning), which is not necessarily in line with the child's style. This contradiction in learning styles (intuitive versus academic) can create confusion for the child, making the learning process even more official.

Once you better understand how brain works you can see why a variety of new learning experiences are important (Licensable, 2000). Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'. Later as his study had progressed he added two intelligences. One associated with nature and the sequel was associated with the understanding about the significance of life.

The Linguistic Intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain oneself rhetorically or poetically; and language as a means to remember information. The Logical-Mathematical Intelligence shows the capacity to analyze problems logically, carries out mathematical operations, and investigates issues scientifically. It entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical Intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. Musical intelligence runs in an almost structural parallel to linguistic intelligence. Bodily-kinesthesia Intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Spatial Intelligence involves the potential to recognize and use the tatters of wide space and more confined areas. Interpersonal Intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence. Interpersonal Intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations.

It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives. Naturalist Intelligence enables human beings to recognize, to categorize and to draw upon certain features of the environment. It combines a description of the core ability with a characterization of the role that many cultures value. Existential Intelligence is the ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal.

Careers or callings which suit those with this intelligence include shamans, priests, mathematicians, physicists, scientists, cosmologists, and philosophers (Smith, 2008). As a child seeks and acquires new experiences, new synapses will grow and trengthened in the brain. If the number of stimulating, new experiences drops off, the number of synapses will diminish and be lost, breaking some of the learning connections. Those synapses that are not used regularly are pruned off in the second decade of life, and they are lost forever.

Though much about the brain remains a mystery, scientists, psychologists, and behaviorist's continue to learn more about the way it functions and processes information and intelligence. In providing a wider range of learning activities and experiences, he believes that learning can be enhanced (Loneliness, 2000). There are numerous ways to express one self, and probably even more ways to gain knowledge and understand the universe. Individuals are capable, the theory of multiple intelligences advocates, of deep understanding and mastery in the most profound areas of human experience.

Even long before the theory emerged and was named in 1983 by Howard Gardner, numerous teachers fostered the intelligences of their students. Think of it this way. J. K. Rowling, Richard Funnyman, Lauren Hill, Julian Schnabel, Aim Ham, Colic Powell, Deepen Copra, Jane Goodly, and Gary Larson are students on your seating chart. J. K. is writing the next Harry Potter adventure on scraps of paper. Richard is day dreaming the equations enabling a quantum computer. Lauren softly hums the tunes leaves on each windowpane. Aim can't wait to get to PEE. Colic has organized the school's charity fund drive.

Deepen provides in-class spiritual counseling. Jane adds a new animal to the class menagerie daily. Gary scrawls witty absurdities in the margins of his notebook. The next time you have a chance to reflect on your class, imagine your students as individuals who have fully realized and developed their intelligences. Moreover, it has been found that schools using MI Theory commonly had a culture of hard work, respect, and caring; a faculty that collaborated and learned from each other; classrooms that engaged students through constrained but meaningful choices, and a sharp focus on enabling students to produce high quality work.

Some educators use the theory of MI to promote self-directed learning. They prepare students for their adult lives by teaching them how to initiate and manage complex projects. Students learned to ask researchable questions; to identify varied resources; to create realistic timelines; and to initiate, implement, and bring closure to learning activity. Regardless of the disciplinary focus, their projects typically draw on numerous intelligences

(Corncrake, 2000). Multiple intelligences teaching recognize that each student possesses these intelligences, but that they are not always developed well or effectively.

Teachers can activate the less-pronounced intelligences by diversifying the curriculum. Child-centered teaching, open-ended projects, cross-curricular activities, independent study, learning center activities, multimedia work, group projects, discovery learning and authentic assessment are some techniques that embrace Gardener's theory of multiple intelligence teaching (Moisakos, 2012). Theoretical and Conceptual Framework This research undertaking is primarily anchored to Howard Gardener's Multiple Intelligence Theory.

This theory stresses that part of being unique, every individual possesses intelligence different from those of others. According to this theory, there are nine (9) intelligences presented. The Logical - Mathematical Intelligence in which labeled as number smart, the Legalistic - Verbal Intelligence known as language smart, the Visual - Spatial Intelligence as picture smart, Musical Intelligence as music smart, the Bodily-kinesthesia Intelligence or the body smart, the Interpersonal

Intelligence known as people smart, the Interpersonal Intelligence as the self-smart, the Naturalist Intelligence known as the nature smart, and the Existentialist Intelligence as spiritual smart. Each person may have all of these intelligences but vary from one to another. Moreover, these intelligences that a person might have, one is considered his or her

strength/dominant intelligence type which sometimes does not match how he or she taught in school. School psychologists are encouraged to become familiar with MI instructional methods to facilitate teachers' MI instruction planning.

This can be accomplished through both consulted-centered coacher consultation and/or systematic consultation with the aim of helping to create classroom curriculum and systems - level interventions. The variability of using MI instruction becomes even more obvious when student data from MI methodology are linked to the assessment of students' various abilities.

Definition of Terms To have a better view of this research study, the following terms are operationally intellectual ability. It is how you learn best if it is assessed or identified.