

Multiple Intelligences Strategies in Teaching Araling Panlipunan among Public Secondary Schools in the City Division of Tabuk, Kalinga

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Abstract— *The descriptive research looked into the multiple intelligences strategies in teaching Araling Panlipunan among public secondary schools in the City Division of Tabuk, Kalinga.*

Specifically, it sought responses on the extent of use of multiple intelligences strategies, the level of effectiveness on the use of multiple intelligences strategies, and the degree of seriousness of problems encountered in using multiple intelligences strategies in teaching Araling Panlipunan. The data needed were gathered through a questionnaire administered to forty (40) Araling Panlipunan teachers within the City Division of Tabuk, Kalinga. The data were quantified through a three-point scale.

The weighted mean was used to determine the statistical meaning of the responses and the One-Way Analysis of Variance (ANOVA) also used to determine the significant differences along variables.

It was found that the extent of use of multiple intelligences strategies by Araling Panlipunan teachers is moderate; the use of multiple intelligences strategies is moderately effective; and that the degree of seriousness of problems encountered in using multiple intelligences moderately serious.

It was recommended that the Araling Panlipunan teachers should find time to upgrade themselves professionally by going to master's or doctorate degree not only by themselves but primarily for their learners especially on how to develop good study habits and improve comprehension abilities of the learners, they should be given special trainings and workshops especially on how to properly identify the intelligences of each students and on how to go about applying differentiated instruction in teaching their lessons, and The Department of Education and school should strengthen more their ties between the parents and the community so that parents would be involved in the learning journey of their children.

Keywords— *Multiple Intelligences, Strategies, Araling Panlipunan, Teachers, Students.*

I. INTRODUCTION

Through Araling Panlipunan, students develop their understanding of the world. They learn about other people and their values in different times, places and conditions. They also develop the perspective of their environment and the process of its advancement. As they mature, their experiences expand using wider contexts for learning, while maintaining a focal point on the historical, social, geographical, political and economic changes that have shaped the country. Students discover about human achievements and about how to make sense of changes in

society in the light of conflicts and several ecological issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Teachers on the other hand, employ varying methods, strategies, techniques and approaches in their effort to impart the best of what each lesson requires. However, time challenges the ability of teacher to explore from traditional strategies to the ones which could cope with changes. From teacher-centered instruction, teaching in the classroom has now become learner-centered. It is no

longer how the teacher teaches but it is how the learner learns that must be considered; hence, is more important in the process.

This change in the educational system was backed up by Howard Gardner's theory of multiple intelligences. Gardner's theory says that instead of one kind of general intelligence, there are at least nine different kinds which include verbal intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, body movement intelligence, naturalistic intelligence, interpersonal intelligence, intrapersonal intelligence and existential intelligence (Gardner, 1983). Dr. Madhumita of Patna Women's College, Patna, India said, "Even though his (Gardner's) work is exploratory, his theory is appreciated by teachers in development of their subtle frame away from the traditional boundaries of skilling, curriculum and testing. Kirk (2003) as cited by Dr. Madhumita posited that multiple intelligence theory has been projected to consider new training methods.

Recognizing the theory therefore, teachers should have become aware that each student in each of the classes they attend has his or her unique abilities and intelligences. For this reason, he or she has to find ways to cater to these multiple intelligences of the learners. Black (1994) as cited by Lambert (1997) said that teachers can play a significant role in empowering young people to effectively use their intelligences.

Saban and Bal (2012) as cited by Kennedy-Murray (2016) conducted a descriptive survey study using a questionnaire based on the eight areas of intelligence and they found that all of the 215 teachers used strategies based on MI even though they did not use it in every class. The regular elementary teachers used MI more often, but Saban and Bal recommended that instead of teachers focusing on what to teach, teachers should focus on how to teach the content. Saban and Bal concluded that teachers must be aware of how students think, rather than focusing solely on how they solve problems.

The question is, 'How well have teachers made themselves abreast to this change in their line of endeavor. Al-Assaf and Samawi (2012) found out in their study that the level of awareness of Social Studies teachers in Jordan on the multiple intelligences theory is average.

Another study conducted by Al-Wadi (2011) as cited by Kennedy-Murray (2016), to investigate 22 teachers' perceptions of the theory of MI as part of understanding how MI theory affects students' achievement. The findings indicated that teachers on average tended to be familiar with the MI theory. More specifically, the results of the

study showed that teachers were familiar with the theory of MI, but they did not have formal education about it, either in a teacher education program or through professional development how to use the theory in their classrooms.

Kennedy-Murray (2016) also found out in her study that the responses of middle school teachers ranged from 'somewhat familiar' to 'unfamiliar'.

While Kennedy conducted such study, she backed up Al-Wadi's (2011) statement that there are numerous researches on MI but studies regarding teachers' awareness of it and their perception of its effectiveness were very limited.

As a result, in addition to looking into researches, the researcher gathered information from selected Araling Panlipunan teachers if they were aware of multiple intelligences and how they cater these through differentiated strategies and approaches. Mr. Creedence Munar, an AP teacher for less than 10 years, stressed that subject matter and strategy must go together in order to determine the proper application of strategies and avoid complexity. He was aware to some of the multiple intelligences and believed to be effective when used in teaching Araling Panlipunan. Another teacher, who had been teaching AP for more than ten years, in the person of Mrs. Jonalyn Egalan emphasized that there are differentiated approaches, strategies, and methods in teaching Araling Panlipunan but the problem is how to match them with multiple intelligences of the students. She added that there must be a related seminar for the proper information and to determine suitable strategies to cater to students' needs.

Finally, Mr. Edgar Tolentino, an AP teacher for more than fifteen years, denoted that to teach Araling Panlipunan effectively, a teacher must adapt varied approaches and strategies like socialized classroom discussion, integrative approach, inquiry, experiential teaching approach, and others. Sometimes he used lecture method to emphasize certain topic and for proper understanding. He honestly admitted that he lacks knowledge on multiple intelligences.

Generalizing from their statements, not all Araling Panlipunan teachers are well-aware of the theory multiple intelligences. While there are very limited studies on the perception of teachers on the effectiveness of using MI strategies, Kennedy-Murray posited that one of the MI theory's implications is that when teachers use MI approach, they are providing student learning experiences and curricular offerings that can result in positive educational experiences for both students and teachers,

which will ultimately enhance the effectiveness of their teaching practices. Not only students but also teachers are unique such that their applications of teaching strategies differ. This is the reason why the researcher ventured into considering age, gender, educational attainment, and years in teaching as moderator variables in this study.

II. LITERATURE REVIEW

Al-Assaf and Samawi (2012) found out in his study that there were significant differences on the level of awareness of Social Studies teachers as to gender, teaching experience but no significant differences as to educational attainment. However, while numerous studies discussed the differences that exist between the male and female genders in personal and professional preferences, Bautista (2016) posited that individual uniqueness overshadows the impact of any possible gender differences. Faculty and students' natural interests, skills and aspiration are likely to exert a far greater influence on the academic achievement of their gender. On the other hand, teachers as human beings would naturally teach according to their own strengths and weaknesses.

Loori (2005) as cited by Khonbi (2015) investigated the differences in intelligences preferences among international male and female ESL students at three American universities. The results revealed significant differences between males' and females' intelligence tendencies. While males preferred learning logical and mathematical intelligences activities, female students preferred activities dealing with intrapersonal intelligence.

Many educators in local and abroad encourage teachers and parents to explore and employ multiple intelligences strategies in teaching students. However, Chipongian (2000) emphasized that the theory of multiple intelligences does not point to a single, approved educational approach. She pointed out that even Gardner claims that educators are the ones who are "in the best position to determine whether and to what extent MI theory should guide their practice." She added that in case a teacher decides to implement the theory of multiple intelligences in everyday classroom life, he must begin by trying to determine the "intelligences" with which different children learn.

Irrespective of the different abilities, backgrounds and interests of students, they are expected to learn the same set of standards. However, according to research and educators' experiences, a good number of students are unable to learn the prescribed knowledge and skills unless focused attention is paid to their individual instructional needs. This has made it necessary for teachers to adopt

new measures, such as differentiated teaching which stemmed from the MI theory.

However, differentiated instruction entails the reorganization of classroom instruction and learning strategies to afford learners different options of accessing information. Different methods of accessing content, processing ideas, formulating meaningful comprehension, and developing outcomes are afforded to the learner so effective learning can take place. It is teaching through various methods that are student-centered, as well as in tune with the diversities of learners.

As a result, an awareness of students' cognitive strengths and weaknesses, along with an understanding of the multiple ways in which one can represent the world based on Gardner's theory of multiple intelligences, is a crucial beginning of the series of problems that a teacher would encounter in using multiple intelligences strategies in teaching.

Lora, Nancy, and Jerita (2014) as cited by Siam and Al-Natour (2016) looked into teachers' tendencies, classroom application and the effectiveness of differentiated instruction. They found that to be successful, differentiated instruction takes time to apply, and there is a need for professional development of teachers so they can manage a class and apply effective strategies of differentiated instruction to cater for the needs of every learner within a comprehensive environment.

Dixon, Yssel, McConnell, and Hardin (2014) as cited by Siam and Al-Natour (2016) carried out a study entitled "Differentiated Instruction, Professional Teachers Training and Effectiveness of Teachers" and found a positive and proportional relationship between teachers' qualifications and their effectiveness in implementing differentiated instruction.

In the case of teaching Araling Panlipunan, the students' lack of interest to the subject, difficulty to enrich activities to suit the needs of the students, the lack of opportunity to attend trainings and seminars from updated approaches, methods and techniques, and the lack of supplementary references as well as appropriate materials were just few of the problem's teachers encounter.

Besides, students frequently are not positive about their social studies experiences. Even more alarming is that studies show young people do not feel social studies as a particularly valuable or interesting part of our curriculum. Conrad (1996) stressed that if social studies are perceived by young people as not being valuable, then learning Social Studies is adversely affected. He further stated that it is increasingly urgent that social studies educators pay attention to what young people as well as others might be

able to ask what ways to improve the social studies program.

These concerns made the researcher draw the study on multiple intelligences strategies in relation to teaching Araling Panlipunan.

When looking to students from the moral and social standpoint, they have different drives and responses to stimuli from their environment. Such, may serve as individual awakening or developing a degree of self-consciousness either or may create disequilibrium in their environment. Whenever and whatever pattern of learning, it is the business of teachers to unfold inner thoughts and emotions of students. Schools are institutions which transmit certain kind of knowledge, skills, attitude and ethics without prejudice to any student. This defines the responsibility and accountability of every teacher to accurately discriminate individual skills and talents to respond to the said individuality.

On the other side, teachers are also obliged to upgrade their methods of teaching, enrich their activities, use to the fullest extent of community resources, and involve the classroom activities in the classroom situation to the society's demand and most of all use maximum exploration of appropriate materials. Teachers who realize the multiple intelligences of students would feel fulfillment in their work when they manifest flexibility of the strategies and approaches to suit the learners' needs. It is then the prerogative of every school to accommodate individual needs, motives, and aspiration of man.

III. METHODOLOGY

Research design: The descriptive research method was used in the study with the questionnaire as the data gathering instrument.

Data collection tool: The data were gathered through a questionnaire on five parts. Part I gathered the respondents' age, gender, educational attainment, and number of years in teaching. Part 2 gathered the responses on the extent of use on multiple intelligences strategies by Araling Panlipunan teachers. Part 3 gathered the responses on the level of effectiveness of the use of multiple intelligences strategies in teaching by Araling Panlipunan teachers, and part 4 gathered the degree of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers.

The items in the questionnaire were patterned from the research of Reyes (2013) entitled "Multiple Intelligences of the Intermediate Pupils in the Public Elementary School

in Northern Tabuk District, Division of Kalinga". Thus, the questionnaire is valid and reliable.

Sample: The study was conducted among seventeen (17) public secondary schools in the City Division of Tabuk, Kalinga. The study focuses on the multiple intelligences strategies of Araling Panlipunan teachers among public secondary schools in the City Division of Tabuk, Kalinga for the school year 2017-2018.

IV. RESULTS

It was found that the extent of use of multiple intelligences strategies by Araling Panlipunan teachers is moderate; the use of multiple intelligences strategies is moderately effective; and that the degree of seriousness of problems encountered in using multiple intelligences moderately serious.

V. CONCLUSION

Based from the foregoing discussions, the following conclusions were drawn:

Extent of Use of Multiple Intelligences Strategies of Araling Panlipunan Teachers

Multiple intelligences strategies are moderately used by Araling Panlipunan public school teachers in the city division of Tabuk.

There were significant differences on the extent of use of multiple intelligences strategies in teaching by Araling Panlipunan public school teachers as to age, educational attainment, and years of teaching but not as to age.

Level of Effectiveness of the Use of Multiple Intelligences Strategies in Teaching by Araling Panlipunan Teachers

The use of multiple intelligences strategies in teaching by Araling Panlipunan teachers is moderately effective.

There were significant differences on the level of effectiveness of the use of multiple intelligences strategies by AP teachers as to age, educational attainment, and years in teaching but not as to gender.

Degree of Seriousness of Problems Encountered in Using Multiple Intelligences Strategies in Teaching by Araling Panlipunan Teachers

The degree of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers is moderately serious. Problems were attributable to poor study habits, poor comprehension ability and poor parental knowledge on the MI theory.

There are significant differences in the level of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers as to gender and years in teaching. However, there were no significant differences in the level of seriousness of problems encountered in using multiple intelligences strategies in teaching by Araling Panlipunan teachers as to age and educational attainment.

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