



# TEACHERS TEACHING STYLES AND STUDENTS MULTIPLE INTELLIGENCES OF KAPINGKONG NATIONAL HIGH SCHOOL

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## ABSTRACT

The study assessed the teachers teaching styles and the multiple intelligences of students. The study utilized descriptive correlational design using a survey questionnaire. It was conducted among sixty three (63) students and sixteen (16) teachers from grades 8 to 12.

It was found out in the study that teachers used varied teaching styles such as Visual, Auditory and Kinesthetic in teaching their lesson. Furthermore, it was revealed that students agreed that they belong to Linguistic, Spatial, Kinesthetic, and Musical intelligences.

Moreover, it was revealed that there was a significant relationship between the teachers teaching styles and the multiple intelligences of the students of Kapingkong National High School. Lastly, further research was recommended on the larger scope on the relationship between teachers teaching styles and the multiple intelligences of students.

**Keywords:** **Teachers Teaching Style, Multiple Intelligences, KapingKong National High School**

## CONTEXT AND RATIONALE

Teachers are the children's best hope. The society expects much from teachers who are considered the custodians of students and the classrooms are their second home. Thus, whatever teachers do to the students, they could see what they have done based on the changes they manifest on their behaviour. Students are vulnerable to change, thus, the teacher's style of teaching is something very significant to the formation and transformation of the students.

The teacher's teaching style will determine how the students will respond whether receptive or withdraw. These point to the way they move around during class

activity, how they give orders in the form of request and how the procedures are clearly explained. The use of appropriate assessment tools and evaluation techniques by the teachers will show the final achievements of learning objectives. Therefore, teaching methods should be varied levels of multiple intelligences.

Despite the fact that the notion of general intelligence had long been broadly accepted by psychologist, it was replaced by multiple intelligences proposed by Howard Gardner in 1983. Gardner's Theory proposes different autonomous intelligence capacities resulting on many different ways of knowing, understanding, and learning about the world. There is a constant flow of new information on how the human brain operates, how it differs in function between genders, how emotions impact on intellectual acuity, even on how genetics and environment's impact to the students cognitive abilities.

Today, changes have been made to incorporate differentiation for individual student's abilities, and exploration of alternative methods of measuring performance. With these concepts, the researcher became interested to find out whether the teachers' teaching styles correlate with students' multiple intelligences.

### Conceptual Framework

The conceptual framework of the study evolves on the concept on how teaching styles of the teachers correlate with the students' multiple intelligences.

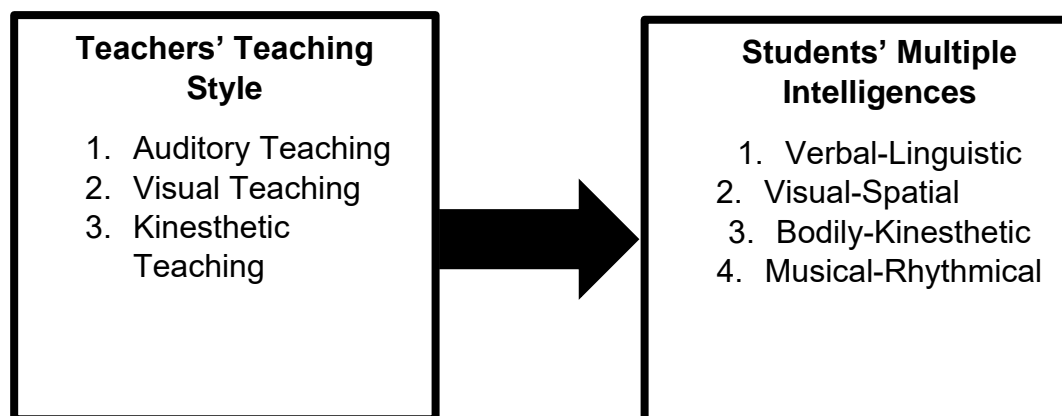
Learning is dynamic process involving cooperative sharing of experience through active interaction in structural group setting (Mellorda, 2003). Based on this theory, students learn best when they are actively involved in the process.

Lei (2004) cited that in Gardner's Theory, the word intelligences is used in two sense. Intelligence can denote a species-specific characteristic; homo-sapiens is that species which can exercise eight intelligences. Intelligence can also denote individual difference.

The conceptual framework of the study is showing the relationship of teacher's teaching styles and the students multiple intelligences. The independent variables of the study are the teachers' teaching styles namely: Visual Teaching Style, Auditory Teaching Style and Kinesthetic Teaching Style. The dependent variables of the study are multiple intelligences developed by Howard Gardner namely: Verbal-Linguistic, Visual-Spatial, Bodily-kinesthetic, Logical-Mathematical, Musical-Rhythmical, Interpersonal and Intrapersonal.

#### Independent Variable

#### Dependent Variable



#### Research Questions

This study tried to find out the teachers' teaching styles and its relationship to multiple intelligences of students in Kapingkong National High School., this study aimed to answer the following research questions:

1. To what extent do teachers utilize the following styles in the classroom;
  - 1.1 Visual teaching;
  - 1.2 Auditory teaching; and
  - 1.3 Kinesthetic teaching?
2. What are the multiple intelligences of the students of Kapingkong National High School?
3. Do teacher's teaching styles significantly influence the student's multiple intelligences?

### Action Research Method

The study utilized descriptive-correlational design. It describes the teachers' teaching styles and the students multiple intelligences. Furthermore, this design use to obtain the needed data relating how the independent variable (teachers' teaching style) influence the dependent variable (multiple intelligences)

### Respondent of the study

The respondents of the study were Grade 8 to Grade 12 students and teachers of Kapingkong National High School.

**Table 1. Distribution of Respondent**

Grade Level	Number of Students	Number of Teachers
Grade VIII	15	3
Grade IX	12	3
Grade X	13	3
Grade XI	11	3
Grade XII	12	4
Total	63	16

### Data Gathering Instrument

The instrument used in this study was a questionnaire consisting two parts. Part I dealt on the teachers teaching styles adapted from Pantao (2010). Items 1-10 were visual statements; 11-20 were auditory items; and 21-30 were kinesthetic statements.

Part II dealt on students multiple intelligences adapted from multiple intelligences Test developed by Gardner which was taken from the book of Renetchie (2011) for which includes the Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Interpersonal and Naturalist.

A 4 point scale was used to analyze and interpret the data. The parent consent was included in the distribution of the modules.

**Table 2. Rating Scale on the responses.**

Scale	Verbal Description
4	Strongly agree
3	Agree
2	Disagree
1	Strongly Disagree

## RESULT AND DISCUSSION

This section discusses the research questions that were being presented in tabular and textual form.

### 1. To what extent do teachers utilize the following styles in the classroom;

- 1.1. Visual teaching;
- 1.2. Auditory teaching; and
- 1.3. Kinesthetic teaching?

**Table 3. Teachers' Teaching Style.**

No.	Teaching Styles	Mean	Description
<b>A. Visual</b>			
1	Give lots of visual directions in class.	3.77	Often
2	Give demonstration when presenting lessons.	4.33	Often
3	Use matching games, charts and graphs.	3.51	Often
4	Use dictionaries and give visual symbols for sound.	3.26	Sometimes
5	Allow student to look for words, letters, pictures in papers and magazines.	3.64	Often
6	Use clues such as green dot as the place to begin, red to stop in developing directionally of students.	2.74	Sometimes
7	Allow students to work with rulers and number lines.	3.38	Sometimes
8	Use facial expressions or body languages to make the content of the lesson more understandable.	4.15	Often
9	Use the blackboard or an overhead projector to display the outline of a lecture's essential points.	4.26	Often
10	Allow students to visualize information as a picture aid to memorization	3.67	Often
<b>Mean</b>		<b>3.67</b>	<b>Often</b>
<b>B. Auditory</b>			

11	Use neurological impress (child pointing while the teacher read to him)	2.85	Sometimes
12	Provide audio materials such as speeches, interviews, videos, and music in class.	3.00	Sometimes
13	Encourage students to participate in class discussion/debates.	4.51	Always
14	Conduct speeches and presentation activities in class.	3.64	Often
15	Give time for students to participate in brainstorming activities	4.21	Often
16	Use tape recorder during lectures instead of taking notes.	2.33	Seldom
17	Allow pupils to do the peer teaching.	3.74	Often
18	Conduct group discussions of ideas and concept in the class.	4.23	Often
19	Conduct activities which allow students to create musical jingles to aid memorization.	2.63	Sometimes
20	Use verbal analogies and storytelling to demonstrate points.	3.05	Sometimes
<b>Mean</b>		<b>3.42</b>	<b>Sometimes</b>
<b>C. Kinesthetic</b>			
21	Use manipulative materials in presenting the lesson.	3.56	Often
22	Provide activities that allow student to manipulate laboratory instrument and apparatus.	3.13	Sometimes
23	Use lots of writing.	3.44	Sometimes
24	Supply concrete objects seeing similarities and differences.	3.67	Often
25	Conduct performance-oriented activities, such as role playing, charades, skits, games and pantomimes.	3.87	Often
26	Give opportunity for the student to do demonstrations, experiment, and fieldwork activities.	4.03	Often
27	Allow students to draw while taking notes in class a mnemonic aid.	3.05	Sometimes
28	Incorporate movement in the act of teaching.	3.79	Often
29	Allow student to work in standing position.	3.10	Sometimes
30	Use background music during the conduct of the lesson.	1.90	Seldom
<b>Mean</b>		<b>3.35</b>	<b>Sometimes</b>

The table exhibit the three teaching styles that are being practices by teachers. Based on the overall mean, the often teaching styles used by the teachers in their class was Visual teaching style with a mean of 3.67, followed by Auditory teaching style with a mean rating of 3.42 and the least practiced by teachers was the Kinesthetic style.

## 2. What are the multiple intelligences of the students of Kapingkong National High School?

**Table 4. Multiple Intelligences of the Students**

Multiple Intelligences	Mean	Description
Verbal/Linguistic	2.89	Agree
Visual/Spatial	2.72	Agree
Bodily Kinesthetic	2.87	Agree
Musical/Rhythmical	2.89	Agree

The table shows the multiple intelligence of the students of Kapingkong National High School, as a result mostly of the students agreed that they belong to Verbal/Linguistic and Musical/Rhythmical Intelligences with a mean of 2.89. However some students also agreed that they belong to Bodily Kinesthetic with a mean of 2.87, Moreover, students also claim that they are in Visual/Spatial Intelligences with a mean of 2.72. It can infer that students of Kapingkong National High belong to the varied multiple intelligences.

## 3. Do teacher's teaching styles significantly influence the student's multiple intelligences?

**Table 4. Teachers Teaching Style and Multiple Intelligences of the Students**

Teaching Styles	Student's multiple Intelligences			
	Linguistic	Spatial	Kinesthetic	Musical
Visual	$r=.404$ $p=.042$ <i>significant</i>	$r=.328$ $p=.049$ <i>significant</i>	$r=.025$ $p=.721$ <i>not significant</i>	$r=.404$ $p=.042$ <i>significant</i>
Auditory	$r=.376$ $p=.028$ <i>significant</i>	$r=.045$ $p=.526$ <i>not significant</i>	$r=.046$ $p=.517$ <i>not significant</i>	$r=.586$ $p=.026$ <i>significant</i>
Kinesthetic	$r=.136$ $p=.056$ <i>not significant</i>	$r=.036$ $p=.614$ <i>not significant</i>	$r=.679$ $p=.027$ <i>significant</i>	$r=.076$ $p=.288$ <i>not significant</i>

$p < .05$  significant

The result of correlation shows that the visual teaching styles has significant influence on the linguistic intelligences, spatial intelligences and musical intelligence of the students hence the computed p value of .042, 0.49 and .042 is less than .05. The result implies that when teacher uses the visual teaching style in the classroom, the students tend to develop better their language skills and their sense of visualization and space.

Meanwhile, the auditory teaching styles has significant relationship to the linguistic intelligences ( $p=0.28$ ) and musical intelligences ( $p=0.26$ ) since the computed p value is less than 0.05. This means that when teacher uses auditory teaching styles such as using music speeches, discussion peer teaching, and storytelling during class instruction, the students tend to develop their skills in languages and music. The students become more skillful with the use of words and develop their inclination towards music.

Lastly, Kinesthetic teaching styles has significant relationship to the Kinesthetic intelligence of the students since the computed p value of 0.27 is less than .05. It can infer that when teachers use activities, manipulative, role playing, experiments, and class demonstration, the students develop their skill in physical activities, working with hands, and engaging in thrilling experiences, they also develop their sense of touch and hands-on skill sewing, weaving, carving, carpentry and other manual activities.

The result of the study conforms to the study of Fan and Ye (2007); Kazu (2009) that both secondary and primary school teachers realize the effectiveness of adopting the Multiple Intelligences Theory in their teaching method and organized lessons based on the theory. Teachers are able to help students learn new skills better and efficiently. A larger set of teaching styles may push them to move further up to heightened their career in education.

In order to have the maximum potential the teacher may consider the eight intelligences that fit the student since some of the result of the study have no significant relationship in other types of intelligences in specific kind of teaching styles.

### CONCLUSION AND RECOMMENDATIONS

On the basis of the findings of the study, it could be concluded that there is significant relationship on the teaching styles of teachers and the multiple intelligences of the students of Kapingkong National High School.

From the salient findings of the study and conclusion reached, the following recommendations are presented;

1. Used varied teaching styles in teaching in order to develop the full potential of students in their own Multiple Intelligences.
2. Group or individual activity in the class should be in line with the multiple intelligences of the students in order to hone their skills.
3. Further research is recommended on the larger scope on the relationship between teachers teaching styles and the multiple intelligences of students.

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