

Practices of Multiple Intelligences Instruction and Teaching Performance of Public Elementary School Teachers

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Introduction. Managing students in the classrooms with multiple intelligences is one of the tough issues teachers encounter (Celik, 2015). The practice of multiple intelligences instruction depends mainly on the teacher's performance in teaching. That is to challenge the students by setting high standards for further achievement and evaluate students' progress (Kennedy-Murray, 2016). The theory of Multiple Intelligence (MI) resonates with many educators. It gives an idea to create a relatively even distribution of students of different abilities and diverse educational needs. It has been found out that teachers who based their instructional practices on MI theory have more authentic classrooms, and students are more genuinely engaged in class (Ahvan & Pour, 2016). Hence, the paper describes the extent of multiple intelligences instructional practices and the level of teaching performance of the public elementary school. Likewise, it sought to

determine the significant relationship between multiple intelligences instructional practices, teaching performance, and demographic profile of teachers.

Methods. A descriptive-correlational research design was used to examine the relationship between the practices of multiple intelligences instruction and teaching performance of public elementary school teachers and the relationship between variables such as age, sex, years of service, and educational attainment. The respondents were the total 178 public elementary school teachers in one of the component cities of Negros Occidental. The data were gathered using an adopted survey questionnaire from Al-Wadi (2011). Mean, Standard Deviation, and Person were used to analyze the data.

Results. The findings of the study revealed that the extent of multiple intelligences instructional practices of public elementary school teachers and when grouped according to variables (age, sex, educational attainment, and years of service) and when they are taken as a whole was at a great extent or most of the time (Podolsky, 2016). Comparatively, there was no significant relationship between the eight types of MI instructional practices: linguistic, intrapersonal, interpersonal, mathematical, spatial, musical, bodily-kinesthetic, and naturalistic and the teachers' demographics sex and age of the teachers (Shauna & Janie, 2015). However, there was a significant relationship between MI instructional practices on linguistic, intrapersonal, interpersonal, mathematical, spatial, and musical and the educational attainment of teachers. In terms of the relationship of teaching performance to the demographic variables, a significant relationship was revealed on age and years of service of teachers. Nevertheless, there was no significant relationship between sex and educational attainment. While the relationship between MI instructional practices on linguistic, intrapersonal, interpersonal, spatial, musical, and bodily-kinesthetic appeared to have no significant relationship with the teaching performance. However, there was a significant relationship in teaching performance between the practices of mathematical and naturalistic intelligence. In general, there was no significant relationship between multiple intelligences instructional practices and teaching performance.

Conclusion. The majority of the public elementary school teachers were already adapting and using these multiple intelligences instruction to a different extent due to struggles in preparing appropriate activities and materials to be incorporated in the lessons. The level of teaching performance, public elementary school teachers were all employing effective teaching strategies based on the learners' capabilities. It implied that teachers consistently demonstrate all the tasks in teaching their students.

They are still exploring new ways to integrate into instruction like mathematical and naturalistic activities to influence teaching performance. The implementation of training, designing learning plans with the integration of specific skills, and mentoring system implies improving teaching performance. Thus, teachers' roles and responsibilities are the primary elements that contribute to the schools' success.

Practical Value of the Paper. The study significantly contributes to the few existing literature on the practices of multiple intelligences instruction and teaching performance of public elementary school teachers. In addition, the findings of the study provide baseline information to school administrators and teachers in designing and implementing a training program that will provide new skills, knowledge, and strategies that will lead to increased teaching performance. It was also utilized to design instructional tools like learning plans and activities to integrate specific skills, particularly on mathematical and naturalistic intelligence.

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