Multiple Intelligence and Work Performance of College Teachers

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Abstract

The researcher used a cross-sectional descriptive study design. This study attempted to establish the perceived association between the levels of the dominant and recessive multiple intelligences and job performance of college teachers. To be able to establish the association between the variables, the researcher used a standardized test, the Walter McKenzie (2014) Multiple Intelligences Inventory, to gauge multiple intelligences. Permission was sought from the office of the administrator of the university campus to allow the researcher access to the scores of the respondents in their respective self, student, peer and superior evaluations. Using the Fisher's exact test, the results were analyzed by a statistician to see the association between the variables.

It was established in this study that the dominant intelligence among the respondents is intrapersonal intelligence. On the other hand, the recessive intelligence among the respondents is visual spatial intelligence. Furthermore, it was established that majority of the respondents display an outstanding job performance. However, there exists no significant association between the dominant intelligence of the respondents with their job performance. The researcher recommends that further studies ought to be pursued using the same model but a different set of respondents. The researcher feels that increasing the sample size will increase the statistical efficiency of the study. A non-parametric correlation may also be conducted considering the size of the presently sampled population.

Keyword: Multiple intelligence, work performance and college teachers.

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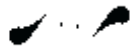
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Introduction

A great nation deserves a great teacher.

Teachers are great because they are the ultimate nation builders. They pump the blood that flows through the veins of the society. They mould the character of every individual who seats in the classrooms. They painstakingly plant skills and knowledge in the tabula rasa minds of innocence and naivete. They touch the hearts and minds of everybody in their roster. They affect eternity. And no one can tell where their influence ceases.

Needless to say, modern and progressive teachers can't be complacent. It is not enough that teachers merely possess mastery of the subject matter, but must also possess a passion for excellent teaching. A teacher cannot just be multi-literate, but must also be multi-specialist and multi-skilled. A 21st century ought to be self-directed, flexible, life-long learner, critical thinker and a creative problem solver.

Furthermore, the common notion that pervades Philippine schools is that student intelligence is anchored on core competencies in English, Mathematics and Science. The manifestation of a brilliant mind shows in his literacy and numeracy skills. That one's aptitude in the communication arts, problem-solving and general information is an accurate barometer of an individual's intellect level. And those who exhibit inclination in sports, arts and music are relegated to the back-seat, and are often deemed inferior to the former. Much less are the skills that are judged irrelevant and insignificant, hence are not worthy to be pursued and heeded.

However, these are all disputed and proven inaccurate by Howard Gardner (1983) in his book entitled Frames of Mind: The Theory of Multiple Intelligences.

Gardner's theory postulates that the traditional views that assume intelligence as a genetically endowed trait and is primarily measured by a cognitive test is no longer accurate. He avers that the conventional view places a heavy emphasis on the academic skills of linguistic and mathematical intelligence and downplays the abilities of people who exhibit other types of intelligence, such as artists, musicians, dancers, therapists, entrepreneurs and others. With his new paradigm regarding the definition of intelligence, Gardner says that "it is not a question of *whether* a person is intelligent but *in what way* he or she is intelligent".

Hence, this study aims to measure and categorize the intelligence of the teachers as postulated by Howard Gardner and verify if these have significant association with their job performance.

Statement of the Problem

The general problem of this study is: Is there a significant association that exists between the dominant and least dominant multiple intelligences and level of work performance of the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus school year 2015-2016?

Specifically, this study sought answers to the following questions:

1. How may the respondents be described in terms of age, gender, educational qualification, civil status and status of appointment?
2. What is the level of work performance of the respondents as assessed by themselves, students, peers and superiors?
3. What are the dominant and recessive types of multiple intelligences of the respondents?

Significance of the Study

Traditional schools of thoughts still hold on to the notion that the manifestation of a brilliant mind shows in his literacy and numeracy skills. That one's aptitude in the

communication arts, problem-solving and general information is an accurate barometer of an individual's intellect level. And those who exhibit inclination in sports, arts and music are relegated to the back-seat, and are often deemed inferior to the former. Much less are the skills that are judged irrelevant and insignificant, hence are not worthy to be pursued and heeded. However, all these have already been disputed irrelevant by ultra-progressive minds. The bone of contention in the 21st century is to establish the innate intelligence that lies in every individual, or teacher for that matter, and be able to assist the individual to maximize and pursue it to the hilt so as to make it work to his advantage.

Hence this study is deemed significant to school administrators, psychologists and curriculum planners as this will give them an idea of the kind of association that exists between the multiple intelligence and work performance of teachers. Subsequently, they may consider subjecting teacher aspirants, teacher applicants and practicing teachers to tests that will identify their dominant and least forms of intelligence.

This study may also serve for benchmarking purposes, source of inspiration, documentation, pattern and catharsis to other researchers and writers out there who are in a quandary of pursuing a similar study. The writer strongly suggests to budding researchers to pursue a correlational study with a different angle or twists, involving the same or dissimilar variables, or even pair them with other variables such as job satisfaction, self-actualization, self-reliance and the like.

Conceptual Framework

The significant association that exists between the dominant and least dominant types of multiple intelligences and assessed work performance of the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus school year 2015-2016 can be conceptualized by using the paradigm shown in Figure 1.
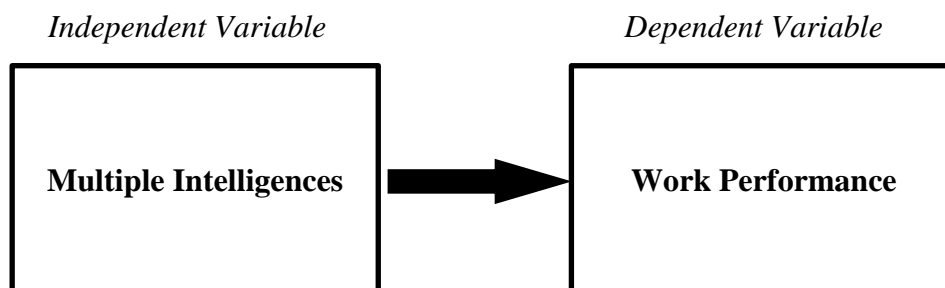
Independent Variable   *Dependent Variable*

Multiple Intelligences → **Work Performance**

Figure 1. Conceptual Framework of the Study

Frame 1 of the graphic representation shows the independent variable in the study which is the dominant and recessive types of multiple intelligences of the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus school year 2015-2016.

Frame 2 of the graphic representation shows the dependent variable in the study which is the level of work performance of the faculty of instruction of the College of Education of the Bulacan State University Bustos Campus school year 2015-2016 as assessed by their students, superiors and peers.

Methods and Techniques of the Study

The researcher used the cross-sectional descriptive study design. This study attempted to establish the perceived association between the levels of multiple intelligence and job performance. According to Best, as cited by Calderon and Gonzales (1993), a descriptive

study describes and interprets a manifestation of perceived relationship or association. It is concerned with conditions of relationships that exist, practices that prevail.

To be able to establish the association between the multiple intelligence and job performance of his colleagues, the researcher used a standardized test to gauge multiple intelligences and requested for the documents on teacher evaluation. Permission was sought from the office of the administrator of the university campus to allow the researcher access to the scores of the respondents in their respective self, student, peer and superior evaluations. The results were analyzed by a statistician to see the association between the variables.

Research Instruments

The researcher relied heavily on questionnaire as the major instruments in gathering information from the respondents.   In order to gauge the multiple intelligences of the respondents as proposed by Howard Gardner (1983), the researcher used the Multiple Intelligences (M.I) Inventory (1999) by Walter L. McKenzie Jr. of Surfaquarium. The Surfaquarium which began in 1995 was McKenzie's discovering online resources. Its MI questionnaire (1999) was one of the established tools to identify the typology of intelligences. This questionnaire was divided and modified into 9 sections to measure each of the intelligences of COEd Faculty members of Bulacan State University Bustos Campus.

Data Gathering Procedure

The researcher personally administered the test to the respondents and this process thus ensured 100 percent retrieval of the questionnaire. The job performance of the respondents was based on the Summary of Faculty Evaluation for School Year 2014-2015. Other pertinent data from the respondents such as age, marital status, educational qualification and status of appointment was personally retrieved by the researcher through one-on-one interview.

Data Processing and Statistical Treatment

Data analysis was limited to the use of the following statistical tools: frequency count percentage, weighted mean and standard deviation to find the descriptive measures of the independent and dependent variables in this study. The Fisher's Exact Test of correlation was used to measure the association between the multiple intelligence and job performance of the respondents.

Results and Discussion

Profile of the Respondents

The population of this study included twenty-one members of the Faculty of Instruction of the College of Education of the Bulacan State University Bustos Campus school year 2015-2016. Table 1 shows the population of the study.

Table 1
Population of the Study

Gender	Frequency	%
Male	7	33.33
Female	14	66.67
Total	n= 21	100

It can be gleaned from the table that the entire universe or total enumeration of the population was used as respondents in this study. There were seven males and fourteen females who were connected with the College of Education of the Bulacan State University

Bustos Campus during the first semester of school year 2014-2016. This only confirms the fact that there are more female who pursue a career in teaching (Dela Pena, 2011).

Table 2 shows the distribution of respondents according to age.

Table 2
Distribution of Respondents According to Age

Age	Frequency	%
21-25	3	14.29
26-30	2	9.52
31-35	5	23.81
36-40	2	9.52
41-45	3	14.29
46-50	1	4.76
51-55	1	4.76
56-60	2	9.52
61-65	2	9.52
	Total 21	

It can be gleaned from the table that majority of the respondents (five) or 23.81% are aged 31-35 and the oldest in the group were aged at the 61-65 range which comprises 9.52% of the total number of respondents considered in this study. This shows that the teaching force of the college is relatively young, which is complimented by the wisdom and experience of the minority who are sexagenarians.

Table 3 shows the distribution of respondents according to civil status.

Table 3
Distribution of Respondents According to Civil Status

Civil Status	Frequency	%
Single	12	57.14
Married	9	42.86
Total	21	100

It can be gleaned from the table that 12 teachers or 57.14% of the total number of respondents are still single and nine teachers or 42.86% of the total number of respondents are already married.

Table 4 shows the distribution of the respondents according to educational qualification.

Table 4
Distribution of Respondents According to Educational Qualification

Educational Qualification	Frequency	%
Doctorate Degree	3	14.29
Master's Degree	6	28.57
Baccalaureate Degree	12	57.14
Total	21	100

It can be gleaned from the table that only three or 14.29% of the total number of respondents have earned a doctorate degree, whereas, six or 28.57% of the total number of respondents have a master's degree. Furthermore, majority of the respondents or 57.14% are

not educationally qualified to teach in the tertiary level because of the fact that they are not master's degree holders.

Table 5 shows the distribution of the respondents according to their status of appointment in the university.

Table 5
Distribution of Respondents According to Status of Appointment

Status of Appointment	Frequency	%
Regular	7	33.33
Part-time	14	66.67
Total	21	100

It can be gleaned from the table that only seven teachers or 33.33% of the total number of respondents are holding a plantilla position and unfortunately enough, fourteen teachers or 66.67% of the total number of respondents are serving the university on a part-time basis only.

Table 6 shows the distribution of the respondents according to multiple intelligences.

Table 6
Distribution of Respondents According to Dominant and Recessive Intelligences

Multiple Intelligence	Frequency	Percentage
Verbal Linguistic	2	9.52
Logical-Mathematical Intelligence	1	4.76
Musical Intelligence	3	14.29
Bodily Kinesthetic Intelligence	1	4.76
Visual Spatial Intelligence	0	0
Interpersonal Intelligence	1	4.76
Intrapersonal Intelligence	7	33.33
Naturalist Intelligence	4	19.05
Existentialist Intelligence	2	9.52

It can be gleaned from the table that the most dominant multiple intelligence among the respondents is *intrapersonal intelligence.* This means that the respondents possess keen awareness of their feelings, emotions and motivation. The respondents show strong manifestation of consciousness of their own desires, fears, abilities and the knowledge to use all of these to make sound life decisions.

On the other hand, the table shows that the recessive intelligence possessed by the respondents is the *visual spatial intelligence.* This means that the respondents have difficulty imagining an object in a large or small pattern. The respondents do not have the ability or

talent in aesthetic drawing or artistic illustration like what the artists, architects or painters possess.

Table 7 shows the level of work performance of the respondents.

Table 7
Level of Work Performance of the Respondents

Rating	Frequency	Percentage	Interpretation
5.0 - 4.10	13	61.90	Outstanding
4.0 - 3.10	7	33.33	Very Satisfactory
3.0 - 2.10	1	4.76	Satisfactory
2.0 - 1.0	0	0	Fair
Total	21	100	

It is quite obvious as shown in the table that the majority of the respondents or 61.90% are performing in an outstanding level. And the rest of the teaching force or 33.33% are also performing in a very satisfactory level, except for one single soul who performs in a satisfactory level. These are the results of the combined evaluation of the respondents' themselves, their students, peers and superiors. It also interesting to note that none of the respondents need improvement as far as their teaching is concerned.

Table 8 shows the association of the main variables in this study.

Table 8
Association between the Multiple Intelligences and Work Performance of the Respondents

```
                        |                                   dominantMI
  workperformance | verbal li  logical-m   musical  bodily ki  interpers
intrapers  naturalis  existenti |    Total
----------------+---------------------------------------------------------
----------------------+----------
    satisfactory |     0          0        1         0          0
0        0        0 |     1
                 |        0.0        0.0      0.1       0.0        0.1
0.3      0.2      0.1 |     1.0
----------------+---------------------------------------------------------
----------------------+----------
very satisfactory |     0          0        0         0          1
4        1        1 |     7
                 |        0.3        0.3      1.0       0.3        0.7
2.3      1.3      0.7 |     7.0
----------------+---------------------------------------------------------
----------------------+----------
    outstanding |     1          1        2         1          1
3        3        1 |    13
                 |        0.6        0.6      1.9       0.6        1.2
4.3      2.5      1.2 |    13.0
----------------+---------------------------------------------------------
----------------------+----------
          Total |     1          1        3         1          2
7        4        2 |    21
                 |        1.0        1.0      3.0       1.0        2.0
7.0      4.0      2.0 |    21.0

        Fisher's exact =                    0.820
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It can be observed from the above table that with the Fisher's exact test of association reported p-value of 0.820, there is no significant association between the dominant intelligence of the respondents and their job performance.

The computation reveals that the dominant and recessive intelligences of the respondents, which were identified to be *intrapersonal intelligence and visual spatial intelligence* respectively, have no direct or indirect association with the performance as a teacher.

The finding of this study is contrary to the result of the study of Abdul Kadir Othman, Muhammad Iskandar Hamzah and Baharom Abdul Rahman entitled "The Relationship between Multiple Intelligence and Managerial Competencies", which established that the responses collected from student samples, which were analyzed using regression analysis, showed that Kinesthetic, Spatial, Linguistic, and Interpersonal intelligences are significant predictors of managerial competencies suggesting individuals with these abilities are likely to become competent managers who might contribute to the success of the organization

Conclusion

On the basis of the significant findings of this study, the following conclusions are drawn:

1. The dominant intelligence among the respondents is intrapersonal intelligence.
2. The recessive intelligence among the respondents is visual spatial intelligence.
3. Majority of the respondents display an outstanding job performance.
4. There is no significant association between the dominant intelligence of the respondents and their job performance.

Recommendation

1. Further studies can be pursued using the same model but a different set of respondents. The researcher feels that increasing the sample size will increase the statistical efficiency of the study.
2. A non-parametric correlation may also be pursued considering the size of the presently sampled population.
3. Now that the dominant and recessive intelligence have been identified, schemes or ploys in order to exploit these intelligences to the respondents' advantage should be arranged.

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