



MULTIPLE INTELLIGENCE STRATEGIES IN TEACHING ARALING PANLIPUNAN

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ABSTRACT

This study will focus on the utilization of multiple intelligences strategies in teaching Araling Panlipunan in the junior high schools of Lemery District as basis for developing an implementation plan will be applied for the utilization of the multiple intelligences strategies in teaching araling panlipunan. Frequency, percentage, ranking, weighted mean was used for the quantification of the responses while Chi Square to test the hypothesis on no significant relationship between the profile of the respondents and their responses to about the frequency of using the multiple intelligences strategies by Araling Panlipunan teachers. The respondents were all 36 AP Teachers in the four Junior High Schools and no sampling technique was applied. A researchers-made survey questionnaire was used to gather responses from the respondents about the utilization of MI Strategies in teaching AP. The descriptive method of research was applied.

The findings revealed that the majority of the respondents are middle aged, female and district level trained. The multiple intelligence strategies in teaching were sometimes utilized in the class and the null hypothesis of no significant relationship between the use of multiple intelligences strategies by araling panlipunan teachers and their demographic profile in terms of age and trainings are rejected while in terms of gender was accepted. The respondents also agreed to a one point to the problems they encountered in using multiple intelligences strategies in teaching araling panlipunan.

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CONTEXT AND RATIONALE

Gardner's theory of multiple intelligences (also referred to as MI theory) assumes the presence of a number of distinct forms of intelligence. Individuals possess these types of intelligence in varying degrees, which establishes their unique cognitive profiles. The theory arose based on the argument that traditional definitions of intelligence do not capture the wide variety of abilities humans display. While presenting and defending this argument, Gardner analyzed cases of individuals with unusual talents, neuropsychological evidence supporting the idea of specialization of certain brain areas on processing particular types of information, evolutionary evidence, and psychological studies of intelligence.

On the other hand, 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.

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In fact, DepED Region IV – A CALABARZON Regional Memorandum no. 233 s.2016 or the Implementation of the Pedagogical Approaches mandated by R.A 10533. In conformity with this Memorandum, all schools are mandated to use the said pedagogical approaches to ensure that the curriculum that adheres to the standard of K to 12 is being implemented division wide. In these premise, the teachers of araling panlipunan are tasked to use and explore either the multiple intelligences and or the pedagogical approaches which are both inter related. However, teachers are given the right to utilize any available approaches, strategies and means for the sake for the sake of learning. In this reason, 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 (2022) as cited by Lambert (2021) said that teachers can play a significant role in empowering young people to effectively use their intelligences.

It is suggested that the concept of this study to look into the possibilities of integrating different techniques in teaching. Individuals learn in different ways and that we can use different learning styles and different kinds of intelligence to help students achieve their greatest potential. Therefore, gaining an understanding of multiple intelligences assists students also in gaining an understanding of others personally, interpersonally, professionally, and culturally.

Given also the changes in the educational system and the attitude of learners towards learning, using multiple intelligence strategies in the classroom is timely in order to deliver and cater to the ever changing classroom set up. The researchers who are from Payapa National High School and all three of them are social studies major would like to know how well the MI would be useful and applicable in the classroom and in the teaching – learning process with the end in view of proposing a plan to effectively implement this in teaching araling panlipunan.

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LITERATURE REVIEW

This section describes the literature and related research that have a very close bearing as well as supported the current research.

Baliling, (2020) 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.

Many educators in local and abroad encourage teachers and parents to explore and employ multiple intelligences strategies in teaching students. However, Chipongian (2020) 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.

Ekwensi et al., (2016) gave emphasis on instructions. They made mentioned that there are a variety of instructional strategies teachers can choose to accomplish learning objectives. Whichever instructional method used to create the desired learning environment it should be associated with a specific activity in which the teacher uses to enhance learning outcomes.

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Estrela, 2023 asserted that most teachers are continuously aiming for students' increased achievement by trying different strategies or approaches in teaching Araling Panlipunan, to stay away from using too much traditional methods. They also find ways to improve their teaching styles and not too much with the authoritative styles in teaching the said subject.

Gelicame, 2022 underscored that teaching Araling Panlipunan is a tough challenge for teachers but the same with other subjects, it also guarantees a very rewarding feeling once students are able to learn and apply these learnings in their lives. More than teaching important events, personalities, dates, and periods in history, the subject itself is teaching about life. This where integration comes in. Integration is the most relevant guiding principle in which teachers should anchor their teaching strategies.

Meanwhile, Garcia – Acojido, (2021) found out that the performance of the Grade IV pupils was determined in terms of their final grades in Araling Panlipunan (Social Studies) during the School year 2017-2018 and through their percentage score in a forty-item achievement test. With these strategies, the teacher frees the students to learn using their critical thinking abilities so that they will be able to discuss crucial issues and challenges that confront them in everyday life.

On the other hand, Villanueva and De Vera (2020) revealed that the student-respondents' prevailing multiple intelligences are Visual-Spatial, Bodily-Kinesthetic and Verbal-Linguistic. They are also low performing in poem and short story genres of literature. The series of lesson plan as the developed instructional design is anchored to the prevailing intelligences of the students that could be used to help the student-respondents improve their learnings in their least mastered genres of literature.

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

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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.

The related literatures, studies, theories, concepts and trends mentioned here served a support to the researchers in planning the flow of the research and in the construction of the questionnaires. The point of view of the authors and writers were seemingly reflected that of the researchers. The literature also helped the researchers developed deeper insights regarding multiple intelligences and its uses in the classroom. The ideas brought about by different authors and writers supplemented the data in this study to further enhance its content. In addition, the related literature and studies gave the researchers a wider sense of perspective in its conduct.

RESEARCH QUESTIONS

Specifically, this research sought to answer the following questions:

This research will focus on the utilization of multiple intelligences strategies in teaching Araling Panlipunan in the junior high schools of Lemery District.

Specifically, this research seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

- 1.1 age;
- 1.2 gender; and
- 1.3 trainings?

2. What is the frequency of using of the multiple intelligences strategies by Araling Panlipunan teachers in terms of the following:

2.1 Linguistic Intelligence;

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- 2.2 Logical-Mathematical Intelligence;
 - 2.3 Spatial Intelligence;
 - 2.4 Bodily-Kinesthetic Intelligence; and
 - 2.5 Musical Intelligence?
3. Is there a significant relationship between the Use of multiple intelligences strategies by araling panlipunan teachers and their demographic profile?
4. What is the extent of problems encountered in using multiple intelligences strategies in teaching Araling Panlipunan?
5. What implementation plan will be applied for the utilization of the multiple intelligences strategies in teaching araling panlipunan?

SCOPE AND LIMITATIONS

This research will focus on the utilization of the multiple intelligence strategies of teachers in araling panlipunan subjects based from the model of Howard Gardner on his theory of Multiple Intelligences. All public Junior High Schools of Lemery Sub - Office, Division of Batangas will be locale with Governor F. Leviste Memorial National High School located in the downtown Lemery; Payapa National High School at Barangay Payapa Ilaya; Ananias C. Hernandez National High School in Barangay Arumahan and Dionisio P. Vito National High School in Barangay Cahilan as the schools. Araling Panlipunan Teachers will be the population of this study. A questionnaire made by the researchers will be the data – gathering instrument where respondents will give their responses via on – one platform. The questionnaire will be validated by experts from the field who are not covered by this endeavour before this will be floated out to the respondents. No sampling technique will be employed to the number since all aralaing panlipunan teachers will be the respondents.

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RESEARCH METHODOLOGY

The researchers in conducting this study employed the descriptive method of research. The method was appropriate because according to Aggarwal (2018), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Hence, this is suited in assessing the utilization of multiple intelligences strategies in teaching Araling Panlipunan in the junior high schools of Lemery District.

a. Sampling

The proponents employed no sampling because all teachers teaching araling panlipunan in the four junior high schools in Lemery Sub – Office were utilized as respondents. The breakdown of the number of respondents was depicted in figure 1.

1. Distribution of Respondents by Schools. Figure 1 Presents the Distribution of Respondents by Schools.

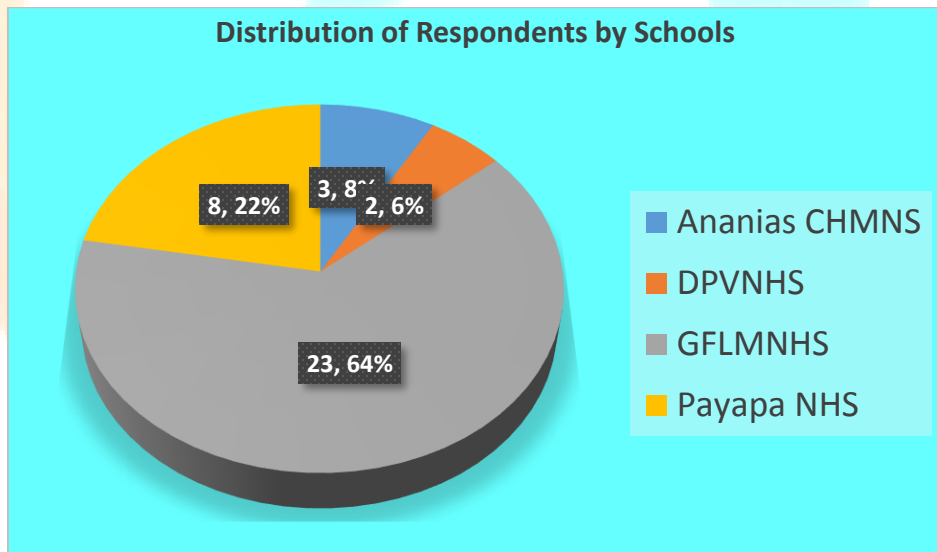


Figure 1
Distribution of Respondents by Schools

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It can be noted in figure 1 that among the Junior High Schools in Lemery District, GFLMNHS has the biggest number of respondents with 23 or 64 percent.

b. Ethical Issues:

Ethical issues will be observed in the current endeavour. Respecting the rights of the population or the respondents in the Data Privacy Act and freedom to select variables in answering the questionnaire. In addition, in order to avoid possible ethical issues as well as biases in this research, the proponents will try to relate the relationship between the responses and the profile of the respondents.

c. Data Collection

In order to answer the study's focus questions, procedures will be followed, data will be collected, and statistical tests will be used for analysis. Since the respondents used google docs to gather data from the questionnaire, this will make the data gathering faster, reliable and much ease.

d. Plan for Data Analysis:

The data that will be collected, tallied and will be presented in tables and charts. The results will be analyzed and interpreted using the Likert Scale. The interpretation will be supported by related literature and researches from among researchers and writers. To quantify the perceptions of the respondents, a descriptive scale with corresponding meaning and description will be utilized. Frequency, percentage, ranking, weighted mean were used for the quantification of the responses while Chi Square to test the hypothesis on no significant relationship between the profile of the respondents and their responses to about the frequency of using the multiple intelligences strategies by Araling Panlipunan teachers.

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In order to easily quantify the weighted mean for each datum, the researchers used the following scales. The following are the rating scales or descriptive designations with the corresponding meaning:

For the frequency of using the multiple intelligences strategies by Araling Panlipunan teachers, the following weights were given to the responses:

Scale	Intervals	Description
4	3.50 – 4.00	Always (A)
3	2.50 – 3.49	Sometime (ST)
2	1.50 – 2.49	Seldom (S)
1	1.00 – 1.49	Never (N)

For the extent of problems encountered in using multiple intelligences strategies.

Scale	Intervals	Description
4	3.50 – 4.00	Strongly Agree (SA)
3	2.50 – 3.49	Agree (A)
2	1.50 – 2.49	Disagree (D)
1	1.00 – 1.49	Strongly Disagree (SD)

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RESULTS AND DISCUSSIONS

1. Demographic Profile of the Respondents

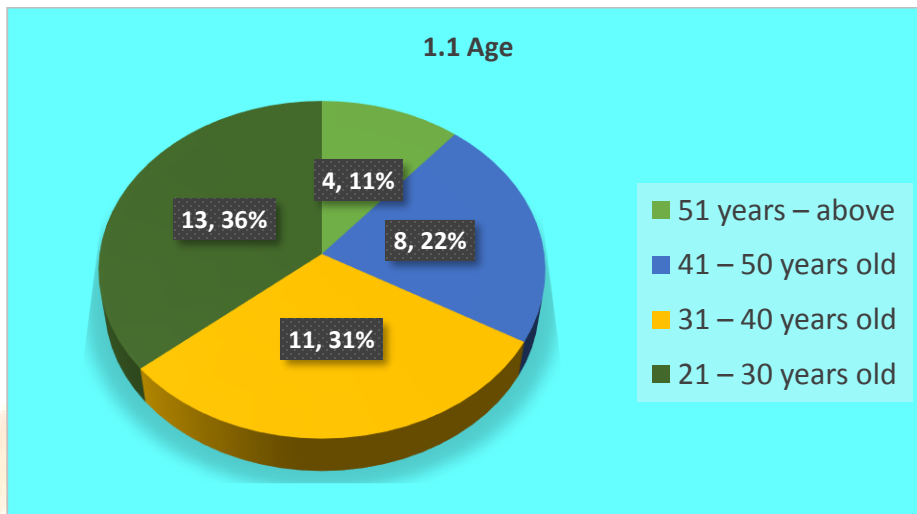


Figure 2

Demographic Profile of the Respondents in Terms of Age

It can be noted in figure 2 that among the age brackets of the respondents, 21 – 30 years old has the most number of respondents with 13 teachers or 36 percent.

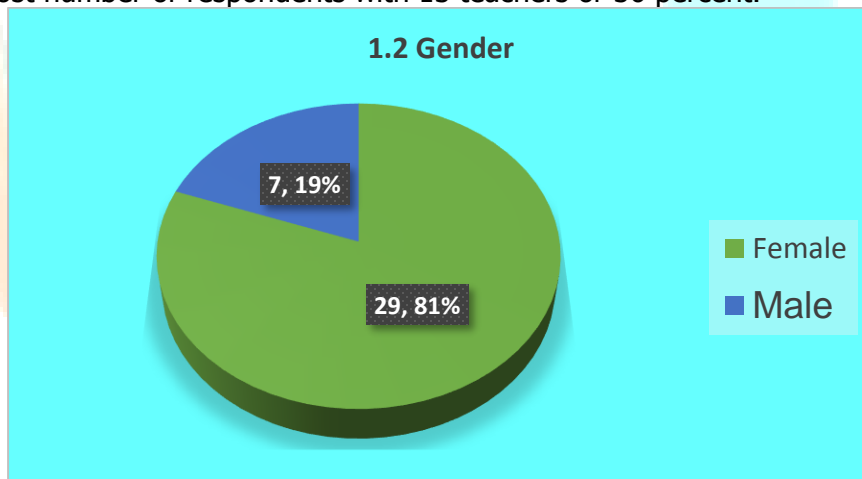


Figure 3

Demographic Profile of the Respondents in Terms of Gender

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It can be noted in figure 3 that among that majority of the respondents are female with 29 or 81 percent.

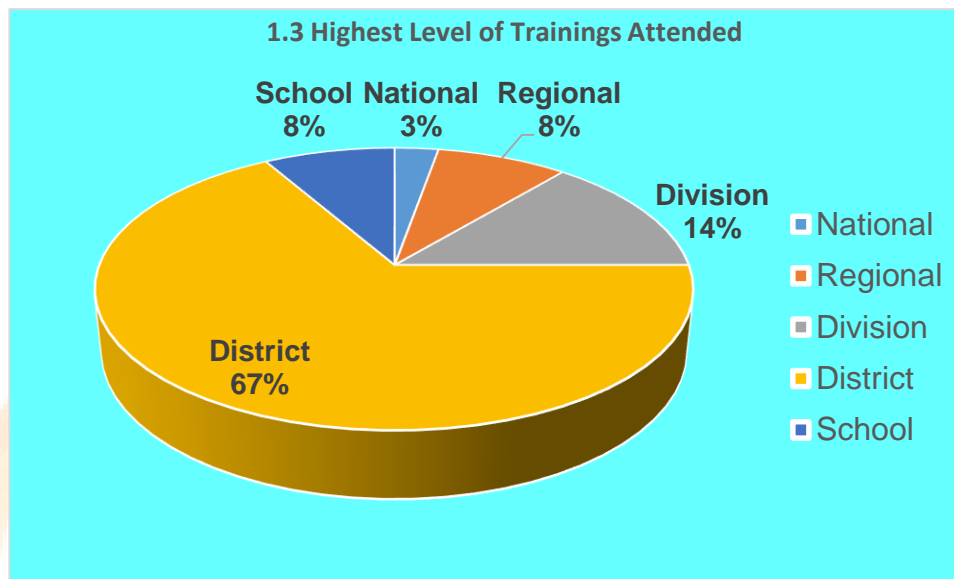


Figure 4
Demographic Profile of the Respondents in Terms of Highest Level of Trainings Attended

It can be noted in figure 4 that among highest level of trainings attended by teachers, majority of them attended the District Level Training with 24 respondents or 67 percent.

2. Frequency of Using the Multiple Intelligences Strategies by Araling Panlipunan Teachers in Classes.

2.1 Linguistic Intelligence. Table 1 reflects the frequency of using the multiple Intelligences strategies in terms of linguistic intelligence by Araling Panlipunan Teachers in their classes.

It can be noted in table 1 that the respondents sometime utilize the multiple intelligence strategies in teaching Araling Panlipunan. This was revealed by the average weighted mean of 2.93.

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Among the indicators, using storytelling, speeches and reading to class was always utilized strategies with a mean of 3.89. Using large- and small-group discussions came in the second spot with a mean rating of 3.85 or equivalent to always while using lectures and debates was third in rank as supported by a weighted mean of 3.44 or sometimes. Using extemporaneous speaking was last or 10th spot among the indicators and seldom utilized by the respondents in their classes as evinced by a weighted mean of 2.11.

Table 1
Linguistic Intelligence

No.	Indicators	WM	VI	R
1	Using books, worksheets and manuals	3.42	ST	5
2	Using brainstorming	2.23	S	9
3	Using extemporaneous speaking	2.11	S	10
4	Using large- and small-group discussions	3.85	A	2
5	Using Lectures and debates	3.56	A	3
6	Using Sharing time	2.25	S	8
7	Using storytelling, speeches and reading to class	3.89	A	1
8	Using talking books and cassettes	3.44	ST	4
9	Using word games	2.27	S	7
10	Using writing activities	2.30	S	6
Average Weighted Mean		2.93	ST	

The result is a manifestation that the multiple intelligence strategies in terms of linguistic in teaching Araling Panlipunan among the junior high schools of Lemery District is not being fully utilized for better class interaction.

The findings is also similar with Al-Assaf and Samawi (2012) as cited by Baliling (2020) found out in their study that the level of awareness of Social Studies teachers in Jordan on the multiple intelligences theory is average which became a hindrance to effectively used the MI in their classes.

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2.2 Logical-Mathematical Intelligence. Table 2 shows the frequency of using the multiple Intelligences strategies in terms of logical - mathematical intelligence by Araling Panlipunan Teachers in their classes.

Table 2 indicated that the respondents sometimes utilized logical – mathematical intelligence strategies in teaching araling panlipunan subjects as evinced by the average weighted mean of 2.67.

Mathematical problems on the board ranked first among the indicators as this was always used in the classrooms with a weighted mean of 3.60. This was followed by science thinking with a weighted mean of 3.20 equivalent to sometimes. Socratic questioning was sometimes used by the respondents as evinced by the weighted mean of 3.18. From the 10 indicators, using logic puzzles and games came last and sometimes used by the teachers as shown by the weighted mean of 2.15.

Table 2
Logical-Mathematical Intelligence

No.	Indicators	WM	VI	R
1	Classifications and categorizations	2.55	ST	5
2	Computer programming languages	2.20	S	9
3	Creating codes	2.35	S	7.5
4	Logic puzzles and games	2.15	S	10
5	Logical problem-solving exercises	2.35	S	7.5
6	Mathematical problems on the board	3.60	A	1
7	Quantifications and calculations	2.33	S	6
8	Science thinking	3.20	ST	2
9	Scientific demonstrations	2.76	ST	4
10	Socratic questioning	3.18	ST	3
Average Weighted Mean		2.67	ST	

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The result is an indication that the multiple intelligence strategies in terms of logical – mathematical in teaching Araling Panlipunan among the junior high schools of Lemery District was not regularly used in the classes for the purpose of improvement in the instruction.

The result is contrary to Lora, Nancy, and Jerita (2014) as cited by Siam and AlNatour (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.

2.3 Spatial Intelligence. Table 3 divulges the frequency of using the multiple Intelligences strategies in terms of spatial intelligence by Araling Panlipunan Teachers in their classes.

Table 3 presented that the respondents seldom utilized spatial intelligence strategies in teaching araling panlipunan subjects as evinced by the average weighted mean of 2.48.

The respondents sometimes used visual puzzles and mazes in teaching as part of the spatial intelligence. This was evinced by weighted mean of 3.10. This was succeeded by utilizing charts, graphs, diagrams, and maps with a weighted mean of 2.95. Third in the rank was using origami with a weighted mean of 2.88 or equivalent to sometimes when using in their classes. The respondents also seldom used 3-D construction kits in the classes as revealed by weighted mean of 2.11.

The data suggests that the multiple intelligence strategies in terms of spatial in teaching Araling Panlipunan among the junior high schools of Lemery District was not constantly used by the respondents in their classes in order to enhanced teaching – learning aspects.

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Table 3
Spatial Intelligence

No.	Indicators	WM	VI	R
1	3-D construction kits	2.11	S	10
2	Art appreciation	2.27	S	6
3	Origami	2.88	ST	3
4	Charts, graphs, diagrams, and maps	2.95	ST	2
5	Imaginative storytelling	2.44	S	5
6	Photography	2.46	S	4
7	Videos, slides, and movies	3.10	ST	1
8	Picture metaphors	2.22	S	8
9	Visual puzzles and mazes	2.12	S	9
10	Visualization	2.26	S	7
Average Weighted Mean		2.48	S	

The result is synonymous to Jon G. (2022) that movies, TV shows, and videos can also be an excellent way to bring diverse stories and voices into your classroom. Through both documentaries and fictional accounts, you can highlight the experiences and perspectives of people from under-represented groups. If you're searching for content to show, many of the streaming services listed below have curated lists, categories, and search functions to help you find movies, TV episodes, and videos that feature diverse perspectives.

2.4 Bodily-Kinesthetic Intelligence. Table 4 presents the frequency of using the multiple Intelligences strategies in terms of **bodily-kinesthetic** intelligence by Araling Panlipunan Teachers in their classes.

It can be noted in table 4 that the respondents seldom used the bodily – kinesthetic intelligence strategies in the araling panlipunan as evinced by the average weighted mean of 2.45.

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Table 4
Bodily- Kinaesthetic Intelligence

No.	Indicators	WM	VI	R
1	All hands-on activities	2.30	S	6
2	Body maps	2.27	S	7
3	Competitive and cooperative games	2.75	ST	2
4	Cooking, gardening, and other "messy" activities	2.47	S	3
5	Crafts	2.45	S	5
6	Creative movement and mime	2.46	S	4
7	Hands-on thinking	2.12	S	10
8	Physical awareness and relaxation exercises	2.22	S	9
9	Physical education activities	3.21	ST	1
10	Use of kinesthetic imagery	2.26	S	8
Average Weighted Mean		2.45	S	

Among the indicators, physical education activities was sometimes used by the respondents in the classes as evinced by weighted mean of 3.21. This was followed by the utilization of competitive and cooperative games which was also sometimes used by the respondents as evinced by the weighted mean of 2.75. Third in rank is cooking, gardening, and other "messy" activities which was seldom used by the respondents. This was supported by a mean rating of 2.47. Meanwhile, hands-on thinking was tenth and last in rank as evinced by the weighted mean of 2.12 and was assessed to sometimes by the respondents.

The result can be attributed that the respondents might not be familiar in using the multiple Intelligences strategies in terms of **bodily-kinesthetic** intelligence by Araling Panlipunan Teachers in their classes. As Logsdon, 2022 underscored that people with bodily kinesthetic learning styles learn best when they are permitted to use their tactile senses and gross motor movement as part of the learning process. They often prefer direct involvement with the material they are learning rather than worksheets or reading from a book. Bodily

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kinesthetic learning style students understand and remember material longer when they use it in an active way.

2.5 Musical Intelligence. Table 5 manifests the frequency of using the multiple Intelligences strategies in terms of musical intelligence by Araling Panlipunan Teachers in their classes.

Table 5 manifested that the respondents seldom used the musical intelligence strategies in teaching araling panlipunan as evinced by the weighted mean of 2.39.

Among the indicators, using background music in teaching was seldom utilized as evinced by the weighted mean of 2.45. This was followed by the use of strategies in terms of rhythms, songs, raps, chants as seldom utilized in the classes. This was supported by the weighted mean of 2.44. The respondents also seldom used strategy in terms of laying live music on piano, guitar, or other instruments with a weighted mean of 2.42. Meanwhile, the respondents seldom used the strategy in terms of singing, humming, whistling with a weighted mean of 2.10.

Table 5
Musical Intelligence

No.	Indicators	WM	VI	R
1	Group singing	2.25	S	7
2	Mood music	2.26	S	6
3	Music appreciation	2.30	S	5
4	Musical concepts	2.13	S	9
5	Playing live music on piano, guitar, or other instruments	2.42	S	3
6	Playing percussion instruments	2.34	S	4
7	Playing recorded music	3.22	S	8
8	Rhythms, songs, raps, chants	2.44	S	2
9	Singing, humming, whistling	2.10	S	10
10	Using background music	2.45	S	1
Average Weighted Mean		2.39	S	

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The result means that the respondents do not have plans to use the multiple Intelligences strategies in terms of musical intelligence in their classes to help them improve their performance. As Gonzales and Montoya (2023) recommended that school teachers should be encouraged to identify the dominant multiple intelligence of their students to vary their approaches in teaching a specific subject.

3. Summary of the Frequency of Using the Multiple Intelligences Strategies by Araling Panlipunan Teachers. Table 6 presents the summary of the frequency of using the multiple intelligences strategies by Araling Panlipunan teachers.

Table 6
Summary of the Frequency of Using the Multiple Intelligences Strategies by Araling Panlipunan Teachers

No.	MI Strategies	AWM	VI	R
1	Linguistic Intelligence	2.93	ST	1
2	Logical-Mathematical Intelligence	2.67	ST	2
3	Spatial Intelligence	2.48	S	3
4	Bodily-Kinesthetic Intelligence	2.45	S	4
5	Musical Intelligence	2.39	S	5
Composite Mean		2.58	ST	

Table 6 stated that the summary of the frequency of using the multiple intelligences strategies by Araling Panlipunan teachers was utilized to a rating of 2.58 interpreted as sometimes. The result of the composite mean is a general manifestations that the araling

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panlipunan teachers in the Junior High Schools of Agoncillo District do not have the eagerness and enthusiasm to use these MI Strategies to improve their teaching competencies.

4. Significant Relationship on the use of Multiple Intelligences Strategies by Araling Panlipunan Teachers and their Demographic Profile. Table 7 shows the significant relationship on the use of multiple intelligences strategies by Araling Panlipunan Teachers and their Demographic Profile.

The results in Table 8 shows that there is statistically significant difference ($p < 0.05$) in Araling Panlipunan teachers in using multiple intelligences strategies due to age based on the computed f-ratio value 6.66085, with p-value of .011389 at level of significant, and it was less than 0.05. In the light of this, we accept the alternative hypothesis which states that there is a statistically significant difference in the use of Multiple Intelligences strategies and age.

Table 8
Significant Relationship on the Use of Multiple Intelligences Strategies by Araling Panlipunan Teachers and their Demographic Profile

Anova							
	Sources	SS	df	MS	f- ratio value	p- value <0.05	Remarks
Age	Between-treatments	2.2403	3	0.7468	F = 6.66085	.011389	Significant
	Within-treatments	1.7938	16	0.1121			
		SS	df	MS			
	Between-treatments	0.1416	1	0.1416	F = 1.50433	.23022	Not Significant
Gender	Within-treatments	0.7531	8	0.0941			
	Total	0.8947	9				
		SS	df	MS			

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Trainings	Between-treatments	2.8352	3	0.9451	F = 5.11168	.003965	Significant
	Within-treatments	2.9582	16	0.1849			
	Total	5.7934	19				

There is also significant relationship in the use of multiple intelligences strategies and trainings based on the result of computed f-ratio value 5.11168, with p-value 0.003965 at the level of significance, 0.05. Thus, the null hypothesis is disconfirmed. However, there isn't significant differences in the use of Multiple intelligence Strategies by Araling Panlipunan Teachers and gender as revealed in the computed f- ratio value 1.50433 and p- value, 0.23022 at 0.05 level of significance.

5. Problems Encountered in Using Multiple Intelligences Strategies in Teaching Araling Panlipunan Subjects. Table 9 presents the problems encountered in using multiple intelligences strategies in teaching araling panlipunan subjects.

The table divulges that the respondents agreed to the problems they encountered in using multiple intelligences strategies in teaching araling panlipunan subjects as evinced by the average weighted mean of 2.74.

Among the problems rated, the respondents agreed on the **lack of training of teachers about MI strategies with a weighted mean of 3.24. This was followed by the lack of knowledge of teachers and school heads about MI strategies as this was agreed by the respondents to a weighted mean of 3.20. The respondents also agreed to the absence of SLAC for MI strategies both in school and district with a weighted mean of 3.11. However, the respondents disagreed to poor study habits of students as a problem with a weighted mean of 2.11 or last in the rank.**

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Table 9

Problems Encountered in Using Multiple Intelligences Strategies in Teaching Araling Panlipunan Subjects

No.	Indicators	WM	VI	R
1	Absence of SLAC for MI Strategies both in school and district	3.11	A	3
2	Both parents of learners are busy	2.31	D	8
3	Lack of knowledge of teachers and school heads about MI Strategies	3.20	A	2
4	Lack of Technical Assistance from the School Head	2.87	A	4
5	Lack of Training of Teachers about MI Strategies	3.24	A	1
6	MI Utilization in the class is being disregarded due to the many programs and activities in the school and classrooms	2.68	A	5
7	Poor Parental knowledge on the MI theory	2.22	D	9
8	Poor Reading Comprehension	2.33	D	7
9	Poor Study Habits of Students	2.11	D	10
10	Restrictions from COVID 19 to use activities in the MI Strategies	2.36	D	6
Average Weighted Mean		2.74	A	

The results suggest that the problems encountered by the teachers in using multiple intelligences strategies in teaching araling panlipunan subjects have rooted in the school, in the district and in their own selves. This was shown by the rating on the **lack of training of teachers about MI strategies; lack of knowledge of teachers and school heads about MI Strategies and absence of SLAC for MI strategies both in school and district. This can be also relate to the recommendation of Gonzales and Montoya (2023) that** school administrators should implement ways to conduct trainings and

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workshops for teachers regarding the use of different techniques to cater to students with different dominant multiple intelligence.

6. Implementation Plan for the Utilization of the Multiple Intelligences Strategies in Teaching Araling Panlipunan

Rationale:

The action plan was developed based on the study's weakest or least significant findings. The researchers sought also the experiences of the respondents thru informal interviews. This plan will be the bible for the utilization of MI Strategies beginning from planning to execution. This plan do not objectify to replace or forcefully implement to the teachers in the classroom but to be an additional way or an avenue to make the teaching of AP subjects comprehensive.

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Table 10
Implementation Plan for the Utilization of the Multiple Intelligences
Strategies in Teaching Araling Panlipunan

AREAS OF CONCERN	STRATEGIES	Persons Involved / Materials Needed	Time Frame	Expected Results
Multiple Intelligence s Strategies	<ol style="list-style-type: none"> 1. Prepare training matrix about using MI in the classes to be approved by the PSDS. 2. Conduct SLAC Sessions about MI Strategies involving all teachers in all learning areas. 3. Use the MI in the teaching in all learning areas. 4. Conduct IS in all classes to monitor the utilization of MI Strategies. 5. Conduct TA about MI Strategies among the teachers. 6. Conduct Demo Teaching about the utilization of MI Strategies in the classes 7. Facilitate evaluation of the utilization of MI Strategies thru M and E Tool crafted by the school 8. Recognize teachers who 	Public Schools District Supervisor (PSDS) School Head / Principal Schools L and D Coordinator Teachers Students Approved Training Matrix M and E Tool (Standard for the School) Resource Person for the SLAC Certificates for the Participants Approved Demo DLL COT and IS Forms (MOVs) Food and Snack Honorarium for the Resource Person	Once in every quarter in one School Year	<ol style="list-style-type: none"> 1. School Head and Teachers will be familiar in the utilization of MI Strategies in the classes. 2. Enhanced teaching – learning process will be achieved. 3. Accelerated performance of both teachers and students.

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	rendered demo teaching. 9. Submit report to the sub – office for ways forward.			
Problems Encountered in Using Multiple Intelligence Strategies in Teaching Araling Panlipunan Subjects	1. Conduct constant home visits to students. 2. Plan and implement PPAs on reading and numeracy. 3. Tap external stakeholders regarding the implementation of the MI Strategies 4. Discuss to the parents the significance of the MI Strategies	Public Schools District Supervisor (PSDS) School Head / Principal Schools L and D Coordinator Teachers Students	All Year Round	1. Stakeholders will be familiar with the significance of MI Strategies 2. Enhanced teaching – learning process will be achieved. 3. Accelerated performance of both teachers and students.

CONCLUSIONS:

Based from the foregoing findings, the study concluded that:

1. Majority of the respondents are middle aged, female and district level trained.
2. The multiple intelligence strategies in teaching were sometimes utilized by the respondents in teaching showing that they do not have the eagerness and enthusiasm to use these to improve their teaching competencies.
3. The null hypothesis of no significant relationship between the use of multiple intelligences strategies by araling panlipunan teachers and their demographic profile in terms of age and trainings are rejected while in terms of gender was accepted.

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4. The respondents agreed to one point to the problems they encountered in using multiple intelligences strategies in teaching araling panlipunan. This also means that the problems have rooted in the school, in the district and in their own selves.

5. An implementation plan for the utilization of the multiple intelligences strategies in teaching araling panlipunan was proposed.

RECOMMENDATIONS:

In the light of the aforementioned findings and conclusions, the researchers offer the following recommendations:

1. The multiple intelligence strategies in teaching araling panlipunan should always be utilized in the classes by the teachers to enhance the teaching – learning process.
2. The school heads and PSDS should include the topics on utilization of multiple intelligences in the classes in their LACS and Insets in order to be updated in the current trends.
3. The school heads and PSDS should invite expert resource speaker on the utilization of multiple intelligences in the classrooms.
4. The implementation plan for the utilization of the multiple intelligences strategies in teaching araling panlipunan should be studied and tested first by the Schools Heads and PSDS before its implementation.
5. A similar study should be conducted using other learning areas and in other key stages in the schools.

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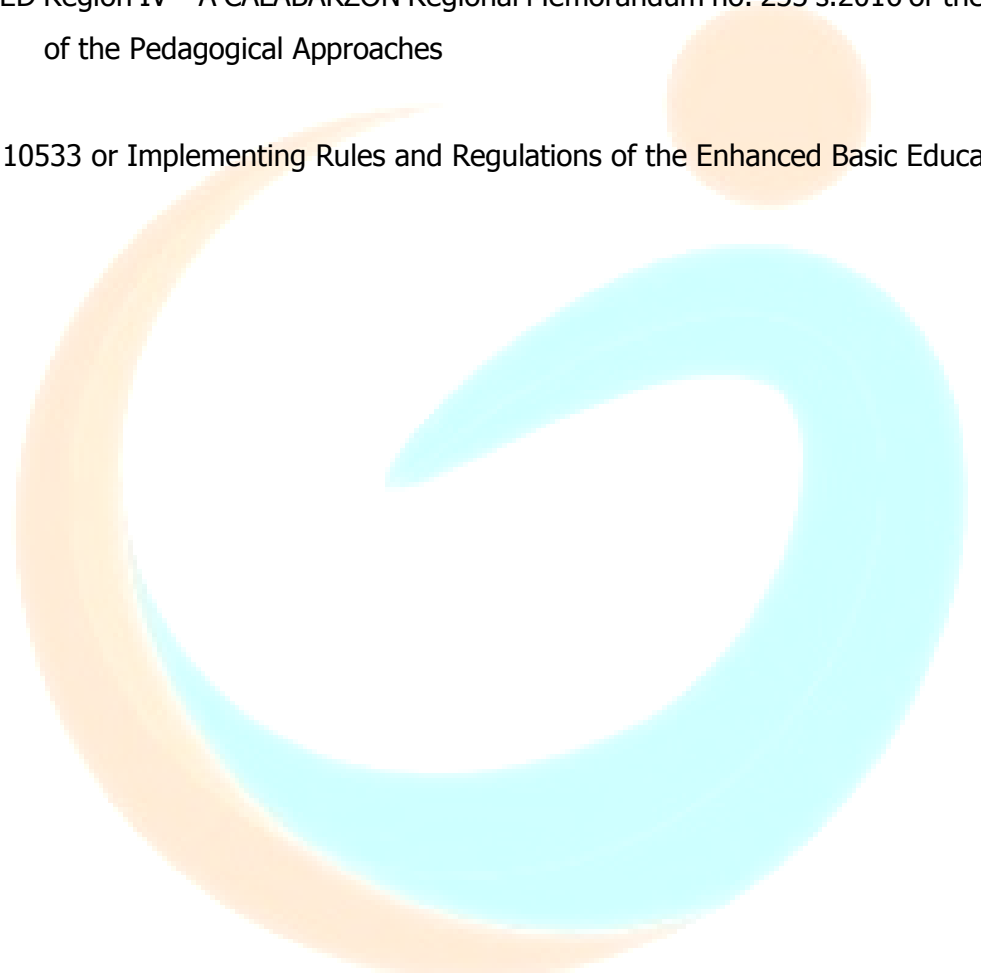


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