

Mounting instructional plan centered on the multiple intelligences and comprehension skills of Grade 3 students

Antonio Maganto Jr.¹, Maria Theresa Pelones², Karl Alvin Aglibot^{3*}

^{1,2&3}College of Education, Mindanao State University – General Santos City, Philippines.

²mariatheresa.pelones@msugensan.edu.ph, ³karlalvinaglibot@gmail.com

*Corresponding author: karlalvinaglibot@gmail.com



<https://doi.org/10.57040/wajesp.v2i1.378>

Received: Februari 03, 2023 | Accepted: March 02, 2023 | Published: March 13, 2023

ABSTRACT

The comprehension level of Filipino learners has been a challenge that educators have tried to address. Many intervention programs have been initiated to improve the comprehension level of the learners in order to close gaps and provide adjustments to various educational methods. As a result, it is critical to investigate and develop the various types of intelligence, particularly among learners' dominant intelligences. In this context, the study sought to investigate the dominant intelligences and comprehension skills of Grade III students in a Philippine elementary school. The study's findings serve as the foundation for the development of an English instructional plan. The study used a mixed method of research and was carried out in five elementary schools in Tacurong City Division. Using cluster sampling, 79 Grade III students were randomly selected to participate in the Multiple Intelligence Test and the Philippine Informal Reading Inventory Manual Assessment (Phil-IRI). It was then triangulated using an in-depth interview and a focus group discussion with five school principals and five teachers. The study's findings revealed that, of the seven multiple intelligences tested, Interpersonal intelligence was the most dominant multiple intelligence in the five respondent schools. Furthermore, in relation to the level of comprehension of the learners, a significant number of them are frustrated. Furthermore, the correlation shows that there is no significant relationship between their multiple intelligences and their comprehension skills.

Keywords: Bodily-Kinesthetic, Comprehension skills, Interpersonal, Intrapersonal, Linguistic, Mathematical, Multiple intelligence, Musical, Visual-Spatial

1. INTRODUCTION

In 2018, the Global Survey of the Program for International Assessment (PISA) revealed that out of 600,000 students worldwide, Filipino students aged 15 and over were rated 340 points and ranked last among 79 countries in global performance. The result caused an alarm, and such a learning gap triggered a major recalibration of the educational system in the Philippines that created another angle in education, especially on its possible causality in the country. In 2013, according to the report of the Bureau of Education Assessment by the Department of Education on Early Language, Literacy and Numeracy (ELLN) assessment, the foundations of third-grade students' reading comprehension were already weak. Then, by 2019, the average national reading fluency score had declined by 8.3 points (de la Fuente, n.d.). In a recent report, the United Nations Children's Fund (UNICEF) stated that less than 15 percent of school children in the Philippines, or roughly three out of every 20, are able to read simple texts. This is in large part due to the COVID-19 pandemic, which has caused schools to be closed for more than 70 weeks as of mid-February (de Vera, 2022; Chukwuere, 2022).

According to the research by Barotas and Palma (2020), students with poor reading comprehension abilities may find it difficult to understand written texts, which could lower their academic achievement and overall school performance. The results of the research conducted by Ambayon and Millenes (2020) to assess the reading abilities and English language competence of students in Sultan Kudarat revealed that the students had

average reading and English language skills. The researchers discovered, however, that the students struggled with comprehension, vocabulary, and grammar. The researchers concluded that students need to improve their reading skills and that teachers should apply effective instructional strategies to enhance students' language proficiency. Thus, developing instructional plans for improving the comprehension levels of the students is necessary.

In knowing what to know, the need to understand where an individual is more capable can affect his/her learning, especially in the field of which he/she is innately capable. The ability of knowing multiple intelligences can lead to more learning, as Orog (2012) revealed that the multiple intelligences of each student relate to their performances. Khalili Sabet and Mesbah Kiaee (2016) found in their study that students with higher levels of multiple intelligences had superior reading comprehension skills. Also, the study of Iyitoglu and Aydin (2015) suggests that multiple intelligences are associated with successful EFL reading, and students should be encouraged to develop their reading strategies in accordance with their dominant intelligences.

Modirkhamene (2012) found that the use of innovative intelligence-based reading tasks provide opportunities can unlock and enhance individual talent suggesting that knowledge is not limited on a single notion but can be innovated. In innovating learning, methodologies can evolve by fitting them to learners' multiple intelligences. The said notion is consistent with Naeini et al. (2015), wherein it was revealed that the integration of multiple intelligences contributes to the improvement of learners' listening comprehension and that the effect is noteworthy. This is consistent with Gardner's Theory that multiple human intelligences receive information in various ways, depending on their background and experience. He also points out that successful teachers should improve their ability to address students in a variety of ways. According to Papa (2020), teachers need to focus to on different types of intelligence to be fully effective. Suson et al. (2020) also reported that differentiated instruction based on the theory of multiple intelligences helped Filipino students better comprehend what they were reading. Hence, this study is timely, relevant, and significant and should be conducted in order to verify the dominant intelligences and comprehension level of Grade III Learners of Tacurong City Division, Sultan Kudarat Province. Likewise, to know whether knowing the learners' multiple intelligences has to do with their comprehension level.

2. OBJECTIVE OF THE STUDY

The study aims to identify the dominant intelligences, and comprehension level of Grade III learners of Tacurong Division, City of Tacurong, Province of Sultan Kudarat. Specifically, it sought to find answers to the following questions:

1. What was the dominating intelligence of Grade III learners?
 - a. Linguistic (word smart);
 - b. Logical-mathematical (number smart);
 - c. Spatial (picture smart);
 - d. Bodily-kinesthetic (body smart);
 - e. Musical (music smart);
 - f. Interpersonal (people smart); and
 - g. Intrapersonal (self-smart)?
2. What was the level of comprehension of Grade III learners?
 - a. Independent;
 - b. Instructional; and
 - c. Frustration?
3. How did the Multiple Intelligences of the learners affect the teaching and learning process?
4. Based on the result of the findings, what instructional plan should be proposed?

3. RESEARCH METHOD

The study used a mixed method of research and was conducted in five selected schools in Tacurong City Division. According to the Division's recommendation, 79 Grade III students were chosen as study participants. Similarly, one school principal and one teacher from each of the five schools were chosen to take part in the interview and focus group discussion. A survey questionnaire was used to determine the dominant intelligence using Howard Gardner's Multiple Intelligences Tool, and PHIL-IRI was used to assess the learners'

level of understanding. To answer questions that could not be answered, qualitative data triangulation was used, which included a structured open-ended interview and a focus group discussion.

The statement of the first problem, which is to determine the dominant intelligence of the Grade III learners, was treated statistically by the electronic tool to determine the ranking of the seven (7) Multiple Intelligences with a graphical illustration; while the statement of the second problem, which is to determine the level of comprehension of the respondents, was treated statistically using a weighted mean. On the other hand, statement number 3, which is to determine whether the Multiple Intelligences of the learners affect the teaching and learning process, was statistically treated through multiple regression

4. FINDINGS AND DISCUSSION

Table 1: Dominating Intelligence of Grade III Learners in terms of Bodily Kinesthetic

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I have always been very co-ordinated</i>	0	15	14	31	19	79	3	Slightly Agree	
<i>I play a sport or dance</i>	0	12	20	20	27	79	3	Slightly Agree	
<i>I love adrenaline sports and scary rides</i>	0	20	15	32	12	79	3	Slightly Agree	
<i>I find ball games easy and enjoyable</i>	0	8	20	27	24	79	3	Slightly Agree	
Overall	0	55	69	110	82	79	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

Table 1 shows that the learners slightly agree that they are more physically kinesthetic because they are very coordinated and prefer to play sports and dance, with a median score of $M=3$. Furthermore, it demonstrates that the majority of respondents are bodily active and prefer activities that are mostly physical in nature. The findings support Gardner's (2006) contention that learners use all parts of their bodies to solve problems and are typically qualified in physical activities, particularly sports or dances that involve body movements. According to Pappas (2016), learners who fall into this category tends to remain active during the learning and finds it difficult to just sit during lectures and online presentations. This is primarily because their minds cannot initiate the knowledge assimilation process without the participation of their bodies. This is supported by the study of Wood and Sereni-Massinger (2016) who emphasized that kinesthetic learners prefer physical activity to enhance knowledge acquisition. Their study also revealed that 50–70 percent of pupils depended on kinesthetic or multimodal models for acquiring information, and some researchers expected that a student's academic success would depend on the preferred learning style. In addition, Kelly (2017) posits that physical movement serves as a focal point for kinesthetic learners leading to enhanced performance. Yavich and Rotnitsky' (2020) study further supports this notion suggesting that teaching methodologies that incorporate movement and tactile feeling may prove more effective for children with bodily-kinesthetic intelligence.

Table 2: Dominating Intelligence of Grade III Learners in terms of Interpersonal Intelligence

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I am a very social person and like being with other people</i>	1	11	17	36	14	78	3	Slightly Agree	
<i>I prefer team sports</i>	0	7	25	33	14	79	3	Slightly Agree	
<i>I can tell easily whether someone likes me or dislikes me</i>	0	13	29	31	6	79	2	Slightly Disagree	
<i>To learn something new, I need to just get on and try it</i>	1	5	27	33	13	78	3	Slightly Agree	
<i>I always know how I am feeling</i>	0	9	22	33	15	79	3	Slightly Agree	
<i>I keep a diary</i>	0	14	30	18	17	79	2	Slightly Disagree	
<i>It upsets me to see someone cry and not be able to help</i>	0	26	14	29	10	79	2	Slightly Disagree	
<i>My friends always come to me for emotional support and advice</i>	1	7	18	33	20	78	3	Slightly Agree	
Overall	3	92	182	246	109	79	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

As far as interpersonal intelligence is concerned, Table 2 shows that the learners are slightly in agreement as reflected in their median outcome ($M=3$), which means that they are very sociable and enjoy team sports.

Likewise, the learners are not reluctant to try something new, they recognize their feelings, and most of their friends come and seek their advice. The result further indicates that learners at this level are already sensitive to what they and others feel. This was supported by Kelly (2018) that interpersonal intelligence is one of the important intelligences that makes it possible for individuals to be empathic and closely linked to others. Wilson (2018) defines interpersonal intelligence as the capacity to comprehend and make decisions regarding the emotions, beliefs, intentions, motives, and desires of others and to interact successfully with other participants. Furthermore, Bejat (2012) notes that learners who possess interpersonal intelligence excel in a language test, which supports Gardner's treatment of personal intelligences as independent. Additionally, a study by Mobashshernia and Mashadi Aghazadeh (2018) also observes a substantial positive correlation between interpersonal intelligence and reading comprehension achievement, indicating that students with higher interpersonal intelligence are likely to perform better on reading comprehension tasks.

Table 3: Dominating Intelligence of Grade III Learners in terms of Intrapersonal Intelligence

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I am a convincing liar</i>	1	32	22	15	9	78	2	Slightly Disagree	
<i>I like to think through a problem carefully, considering all the consequences</i>	0	6	27	36	10	79	3	Slightly Agree	
<i>I set myself goals and plans for the future</i>	0	7	20	25	27	79	3	Slightly Agree	
<i>I enjoy individual sports best</i>	0	9	21	27	22	79	3	Slightly Agree	
<i>I am happy spending time alone</i>	0	12	27	28	12	79	3	Slightly Agree	
Overall	1	66	117	131	80	79	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

In terms of intra-personal intelligence, Table 3 reveals that the participants have a slightly positive inclination ($M=3$) towards their intra-personal intelligence. The results show that learners slightly agree that they are interested in talking about and relating to their own points of view, indicating that they are still highly dependent. They also think carefully about the problems and consider the possible consequences. Barnes (2018) underscores that intrapersonal skills are the ability to engage in internal conversation, which can manifest as nonverbal or regular speech and is innate in all individuals. However, the extent to which these skills are required to benefit oneself varies from person to person. She went on to say that people with strong intra-personal skills are capable of examining and identifying them, as evidenced by the study's findings. Okwuduba et al. (2021), maintains that interpersonal intelligence acts as a driving ability to enhance and sustain the inner motivating factors required to perform and is a useful coping mechanism for academic stresses. Furthermore, Vongkrahchang and Chinwonno (2016) suggest that goal-setting, monitoring, and evaluation strategies can improve students' intrapersonal intelligence.

Table 4: Dominating Intelligence of Grade III Learners in terms of Linguistics

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I find it easy to make up stories</i>	1	13	27	25	13	78	2	Slightly Disagree	
<i>I find it easy to remember quotes or phrases</i>	1	13	20	36	9	78	3	Slightly Agree	
<i>At school one of my favourite subjects is / was English</i>	0	9	18	24	28	79	3	Slightly Agree	
<i>I find pleasure in reading</i>	1	8	24	27	19	78	3	Slightly Agree	
Overall	3	43	89	112	69	78	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

Table 4 shows that learners agree ($M=3$) that it is easy for them to remember quotes or phrases, that English is their favorite subject, and that they enjoy reading. The results also show that students prefer reading-focused activities slightly more. People with a high level of linguistic intelligence, according to Armstrong (2002) and

Moran (2007), demonstrate skills in words and languages and learn best by reading, listening, observing words, speaking, writing, discussing, and debating ideas. High-level linguists understand the nuances of sound structure and how language and words work. They use language to aid in the retention of information. The result supports the findings of Rahimi and Qannadzadeh (2010), who found that linguistic and spatial intelligences are significantly correlated with students' writing skills. Handayani et al. (2021) also conclude that verbal linguistic intelligence has a significant effect on students' learning outcomes. Moreover, the study of Parsa, Jahandar, and Khodabandehlou (2013) reported that effective communication requires the presence of verbal-linguistic intelligence as a vital component.

Table 5: Dominating Intelligence of Grade III Learners in terms of Logical Mathematical

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I find graphs and charts easy to understand</i>	0	7	22	40	10	79	3	Slightly Agree	
<i>I find mental arithmetic easy</i>	0	16	27	24	12	79	2	Slightly Disagree	
<i>I find it easy to remember telephone numbers</i>	0	13	25	29	12	79	3	Slightly Agree	
<i>I don't use my fingers when I count</i>	0	11	27	31	10	79	3	Slightly Agree	
<i>My favourite subject at school is / was maths</i>	1	7	15	40	16	78	3	Slightly Agree	
Overall	1	54	116	164	60	78.8	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

Table 5 shows that learners are slightly in agreement (M=3) that graphs and charts appear to be easy to understand and that mathematics is their favorite subject. However, they disagree that mental arithmetic is easy. Torrego (2016) emphasizes that people have this kind of intelligence to see connections between things that aren't numbers, emphasizing shapeless figures and symbols to solve scientific problems. Jelisaveta (2016) asserts that language activities that encourage logical-mathematical intelligences improve students' learning of English for Specific Purposes (ESP). According to Morgan and Fonseca (2004) and Richard and Rodgers (2007), logical-mathematical intelligences help learners think about cause and effect, provide meaning through constant rereading of text to solve problems, and gain familiarity with the vocabulary and structures used. Moreover, the study of Rahini and Qannadzaneh (2010:2017) indicates that the role of logical and mathematical intelligence in second language learning, which was previously believed to be less obvious than the roles played by the other intelligences (Smith 2001), was proven to be more significant. The study of Šafranĵ (2016) revealed that students who were exposed to instructional approaches that matched their strong logical-mathematical intelligence performed better academically than those who were not.

Table 6: Dominating Intelligence of Grade III Learners in terms of Musical

Statements	NA	Frequency				Valid N	Med Score	Level	Bar Chart
		1	2	3	4				
<i>I can play a musical instrument</i>	0	11	23	30	15	79	3	Slightly Agree	
<i>I often have a song or piece of music in my head</i>	0	10	17	33	19	79	3	Slightly Agree	
<i>Music is very important to me</i>	0	5	18	22	34	79	3	Slightly Agree	
<i>At school I loved / love music lessons</i>	0	6	26	25	22	79	3	Slightly Agree	
<i>Singing makes me feel happy</i>	0	6	8	36	29	79	3	Slightly Agree	
Overall	0	38	92	146	119	79	3	Slightly Agree	

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

Table 6 shows that the learners agree (M=3) that they can play musical instruments, that they frequently have a song or piece of music in their heads, that music is essential in their lives, that they also enjoy music lessons, and that singing makes them happy. Gardner (2006) and Abdul-Aziz (2008) mentioned that people who are musically inclined are good at thinking patterns and can express them visually. They followed rhythms and sounds that could help the students influence music and express beats with colors. Furthermore, as explained

by Lazaro et al. (2013), as cited by Claudia (2017), students' intellectual quotient is related to musical aptitude, allowing learners to differentiate time, rhythm, amplitude, and memory. An increase in intellectual quotient increases musical skills; thus, the earlier we establish a musical touch, the greater the opportunity to develop cognitive skills and motivation in other knowledge areas. Garcia-Velez (2017) suggests that the application and development of musical intelligence in various areas of education can improve cognitive, emotional, and social abilities.

Table 7: Dominating Intelligence of Grade III Learners in terms of Spatial-Visual

Statements	NA	Frequency				Valid N	Med Score	Level
		1	2	3	4			
<i>I can always recognise places that I have been before, even when I was very</i>	0	6	29	29	15	79	3	Slightly Ag
<i>When I am concentrating I tend to doodle</i>	0	16	26	23	14	79	2	Slightly Dis
<i>I often see clear images when I close my eyes</i>	0	15	25	25	14	79	2	Slightly Dis
<i>My favourite subject at school was / is art</i>	0	4	25	25	25	79	3	Slightly Ag
<i>Overall</i>	0	41	105	102	68	79	3	Slightly Ag

Scale: 1 Mostly disagree, 2- Slightly disagree, 3- slightly agree, 4- mostly agree

Table 7 is referring to Spatial-Visual Intelligence, and it shows that the median of M=3 is slightly readable. Most learners slightly agree that they recognize the place they have been before, especially when they focus. In addition, they recognize that one of their favorite subjects is art. However, some of the learners are a little dissatisfied with the fact that they doodle or see clear images when they close their eyes. Newcombe (2010) points out that learners with a high level of spatial-visual intelligence are capable of imagining the consequences of the actions of observers around the object. He added that the learners are developing a mental rotation that has encouraged development. Gardner (2006) also stressed that this type of intelligence gives learners a mental ability to recognize navigational problems, visualize them from different angles, spaces, faces, or scenes, or see fine details. Cui et al. (2019) confirmed that visuals formed from perceptions are related to reading comprehension and arithmetic computation even when age, gender, and cognitive factors are controlled for. They went on to say that the visual processes speed, attention, working memory, visuo-spatial process, and general intelligence were all improved. In addition, the results of a study on Chinese children that was carried out by Liu, Chen, and Wang (2016) reveal that having good visual-spatial attention is essential for the development of literacy skills. In the study of Šafranĳ, J., & Zivlak, J. (2018), they discovered that the group of students who did learning activities designed for students with good spatial-visual intelligence did better at the end of the semester.

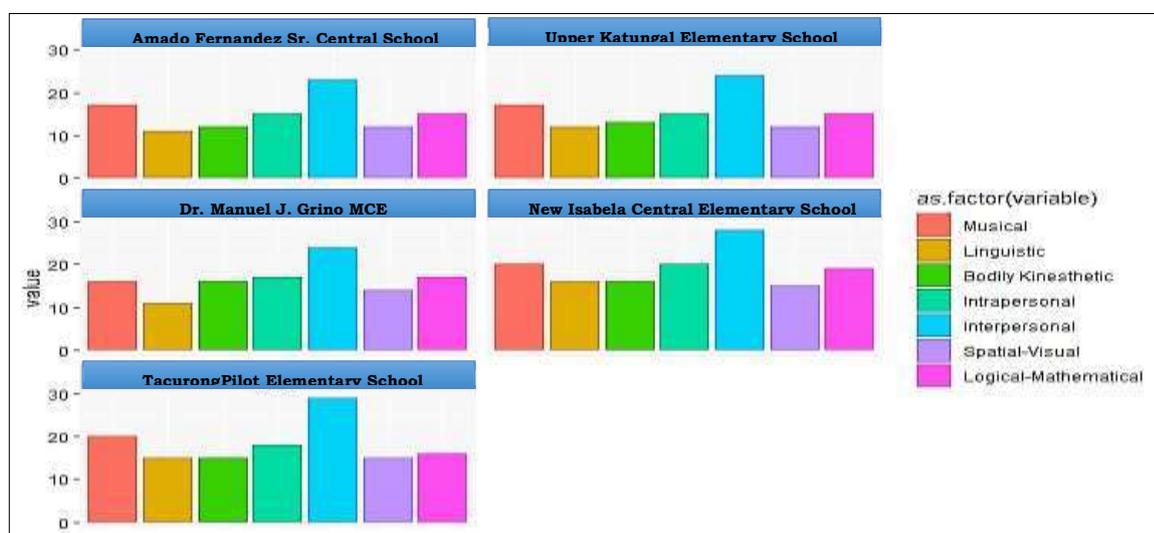


Figure 1: Bar Graph on the dominating Multiple Intelligence of Grade III Learners per school

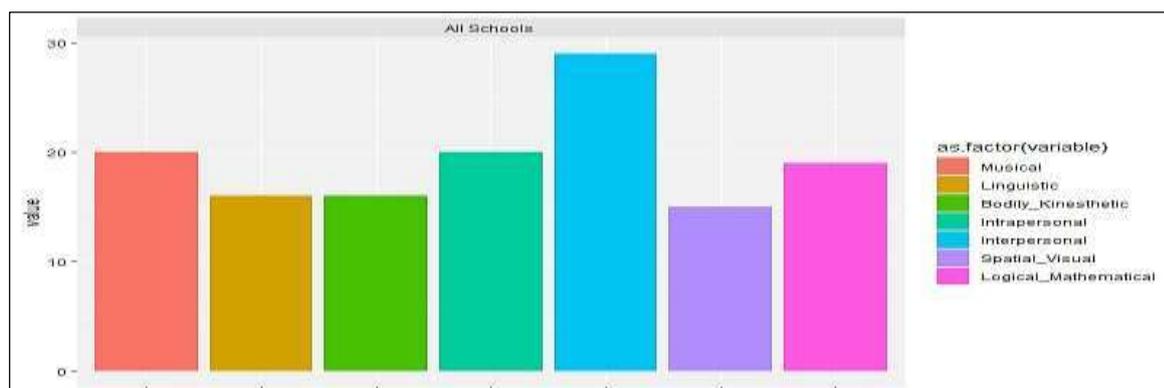


Figure 2: Bar Graph Summary on the Dominating Multiple Intelligences of Grade III Learners

Figure 1 shows the graph with respect to the dominant multiple intelligences of Grade III learners in the five respondent schools, and it shows that interpersonal skills are much more evident in the five schools than the other intelligences, making that majority of learners are interactive, cooperative, and prefer teamwork and group dynamics. Garner (2006) pointed out that interpersonal intelligent learners can recognize and understand the moods, desires, motivations, and intentions of others. Figure 2 also shows that musical came in second, followed by intrapersonal and logical mathematics. Gardner (1993), Hinckley (1998) and Reimer (1998), as cited by Mills (2000), stated that musical intelligence is a natural talent, and that intelligence associated with musical intelligence does not correlate to superior levels of achievement in other academic areas, but it does hold the nurturing and development, particularly in language, mathematics, and science. On the contrary, spatial-visual, linguistic, and bodily-kinesthetic intelligences were discovered to be the least dominant intelligences. This indicates that the majority of students have difficulty visualizing things and dislike reading and writing. They do not want to interpret images, graphs, or charts, and they are not interested in the visual arts. However, Cui (2021) suggested that visual-spatial activities must be integrated into various learning activities to improve learners' reading comprehension and arithmetic computation skills. Moreover, Gardner's theory of multiple intelligences (MI) suggests that enhancing learning processes among students can be accomplished by combining different learning styles with their dominant intelligences (Sener & Cokcaliskan, 2018).

Table 8: Result of Comprehension Test with the Use of Philippine Informal Reading Inventory (PHIL-IRI)

Name of School	SET A			SET B			SET C			SET D			Mean		
	F	ID	IN	F	ID	IN									
ADSCES	6	7	2	8	4	3	2	9	4	9	4	2	6	6	3
UKES	4	2	2	8	0	0	3	2	3	8	0	0	6	1	1
DJMES	3	1	4	8	0	0	2	1	5	4	0	4	4	1	3
NICS	6	15	3	14	3	7	8	12	4	11	8	5	10	10	5
TPES	6	16	2	12	6	6	4	15	5	6	12	6	7	12	5
Total	25	41	13	50	13	16	19	39	21	38	24	17	33	29	17

Legend: F- Frustration, ID-Independent, IN- Instructional

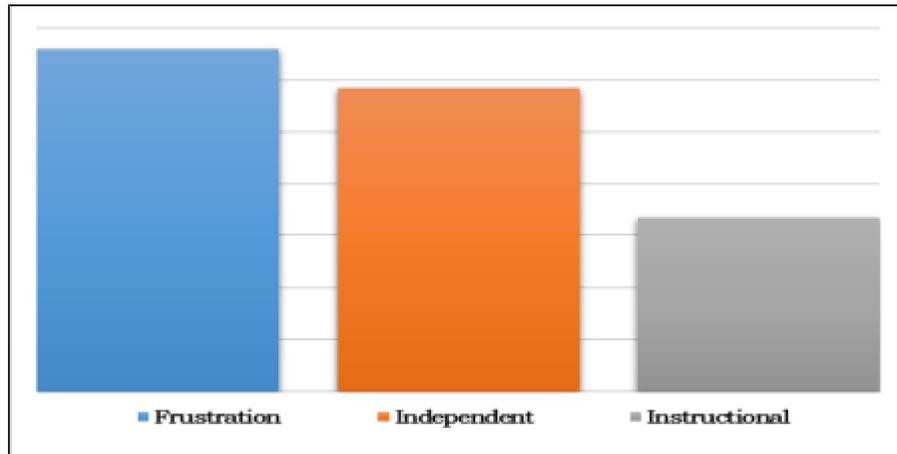


Figure 3: Bar Graph Summary on the comprehension Level of Grade III Learners

Table 8 shows the results of four comprehension tests conducted on Grade III learners. Seeing the figures, the mean result shows that 33 of the learners are at the frustration level, 29 belong to the independent level, and 17 are at the instructional level. Figure 3 shows the summary of the bar graph for the comprehension level. The result signifies that the learner's comprehension level is frustration. This further indicates that the majority of the learners lack an adequate background or are unable to meet the criteria for instructional levels of accuracy and rate. To improve students' reading comprehension teachers should also develop strategies for improving reading comprehension, and use of technology in teaching reading comprehension (Santi & Reed, 2015). Heidari et al. (2013) suggest that teachers could develop instructional strategies that focus on the learners' strengths specifically on their dominant intelligences to improve reading proficiency.

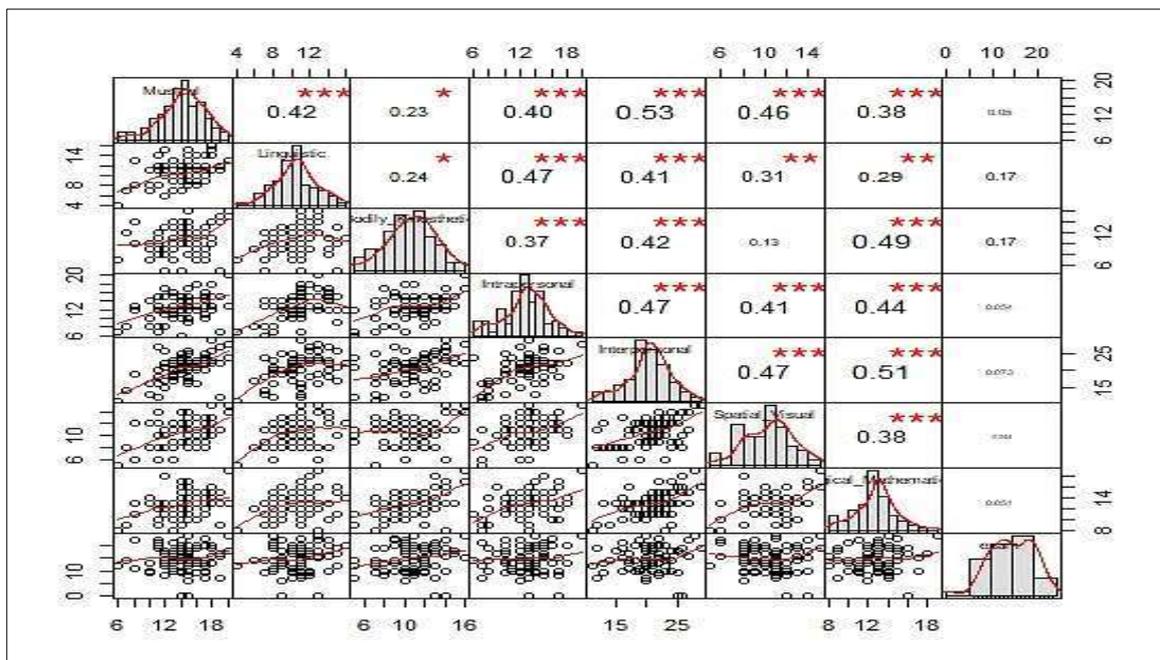


Figure 4: Multiple Intelligence and Reading Comprehension of Grade III Learners

Figure 4 shows the histogram, the scatter plot, and the density curve for comparative purposes. Group A variables include musical, linguistic, physical, intrapersonal, interpersonal, spatial-visual, and logical-mathematical variables. The second set is Group B variables: Set A, Set B, Set C and Set D. The result shows that there is no significant relationship between the test score and all variables in Group A. This means that group A variables are not good predictors of how students performed in the exams. The result of the correlation

test confirms that these independent variables are poor predictors. The F value statistic indicates that the combined independent variables can explain only 5.8% of the student's performance in the exams. The p-value stat confirms that the combination of independent variables is not a significant predictor. There is only one remaining significant value, i.e., the model intercept with a p-value of 0.023. This is the only reason why the multi-regression model has passed the global assessment stage. Furthermore, the results show a significant relationship between the dominant multiple intelligences found in the learners and their reading comprehension test. This backs up Widyasari's (2016) study, which found that interpersonal intelligence, such as empathy, enables learners to understand people and respond appropriately. He went on to say that students who have strong interpersonal skills tend to become more extroverts, allowing them to communicate and empathize with others more effectively.

Table 9: Result of the Context Analysis on The Importance of The Need to Contextualize Learning Materials

Themes	Sub-themes	Themes	Sub-themes
Importance of Contextualizing Learning Materials	<ul style="list-style-type: none"> Contextualize learning materials Improve teaching process Acquire information better Tackle related problem Motivating factors Make the most of their time Comprehend Enhancing learning Collaborate 	Importance of determining Multiple Intelligence of Learner	<ul style="list-style-type: none"> IMs based on interest Teaching methodology adjustment Plan adjustment Learning in the field of interest
Level of Comprehension of learners prior to teaching	<ul style="list-style-type: none"> Comprehension Level Lesson Plan Instructional Materials Better comprehension Prior knowledge Teaching style Evaluate capacity Level of understanding Appropriate Materials Differentiated instruction 	Importance of MIs to increase Comprehension Level	<ul style="list-style-type: none"> Basis for Multiple Intelligences Methodology adjustment <p>Skills Development</p>

Table 9 showed that the Head of Schools and Teachers had agreed and pointed out the same important aspect of the contextualization of learning materials. Some participants agreed that contextualizing reading learning materials would improve their teaching delivery, creating effective and engaging learning experiences for their learners. This supports the assertion made by Mouraz et al. (2013), who profoundly discussed that the learner's involvement in schoolwork and assessment tasks considerably increases when the material is presented contextually. The students can easily connect the concepts and perspectives from the real world (Arante et al., 2020). Moreover, in order to further improve their comprehension skills, it is of paramount importance to know their knowledge prior to teaching so that they can adjust their teaching styles. In support, MacDonald's and Sussman (2010) wrote that understanding in the context of cognitive processes and language should serve to distill and understand the meaning of verbal structure that uses connections to predict the characteristics of things to come. In view of the importance of Multiple Intelligences, most participants agreed that students should be assessed by adjusting and qualifying which methodologies best fit the needs of the learners. It will also help learners develop tasks that can be aligned with their dominant MI, leading them to their full learning potential. This supports the study of Calik and Birgil (2013), cited by Yavich and Rotnitsky (2020), which implies that the use of teaching adapted to the theory of multiple intelligences leads to the development of logical, critical, and creative thinking skills, as well as higher levels of thinking. Finally, the majority of participants agreed that MI plays an important role in the level of understanding of the learners. Considering that this may lead to adjustments to the teaching plan and, most importantly, learners will learn to find meaning in their field of interest, Nicolini (2010) supports the result that MIs could equip teachers with a foundation for

understanding pluralistic behavior. It will also make it possible to document learners' specific behaviors in building a holistic vision of competencies and promoting greater balance. A similar study by Inan and Erkus (2017) implies that teachers can assist students in improving their academic performance by designing instruction based on how they learn best. This can be accomplished by determining which intelligences students use the most.

Table 10: Instructional plan as a result of the conducted research regarding the multiple intelligence

RATIONALE: Multiple Intelligences is a facet which contains seven significant domains that represents the individual innate ability which was first introduced by Howard Gardner whereas comprehension level is an independent domain that can be enhanced and developed. Relative to that this plan was created as a result of the research conducted in Tacurong City Division to identify the dominating Multiple Intelligences and Comprehension Level of Grade III learners of the same.						
RESULT	OBJECTIVES	ACTIVITIES	PERSONS INVOLVED	TIME FRAME	BUDGET SOURCE OF FUND	MOVs
Learners' Comprehension Level are in the Frustration level	To increase learner's comprehension level to instructional level and eventually to independent level.	<ul style="list-style-type: none"> • Conduct quarterly assessment on comprehension level of the learners • Peer tutorial program • Summer reading program • Instructional Training and competency building for teachers (<i>Marongco reading and comprehension training</i>) 	School Head, Teachers and Grade 3 learners.	July 2020	School MOOE or School IGP	
Majority of learners is in the Interpersonal Intelligence	To utilize the dominating Multiple Intelligence of the learners during teaching and learning process.	<ul style="list-style-type: none"> • Seminar workshop on Multiple Intelligence. • Seminar workshop in the assessment of Multiple Intelligence. 	School Heads and Grade III Teachers	August 2020	School MOOE or School IGP	

5. CONCLUSION

The findings of the study concluded that most Grade III learners possess interpersonal intelligence and that learners' comprehension is at a frustration level. The result also shows that the level of reading comprehension of the learners does not correlate to their dominating multiple intelligences. Out of the results of the study, it is recommended that the identification of learners' MI should be done prior to teaching. Also, existing curriculum guides must be contextualized or localized, especially in the methodologies, and should match the dominant intelligences of the learners. Also, there is a need to have a quarterly assessment of learners' comprehension levels to track their progress. Furthermore, the dominant multiple intelligences of the learners should be taken into consideration and used as support in designing methods during the teaching and learning process. Likewise, an instructional development plan that contains plan of activities to increase the level of comprehension of the learners must be developed. Further study as regards to the efficacy of the developed instructional development plan should be done by the school.

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