INNOVATIONS

Multiple Intelligences and Work Styles

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Abstract

The primordial objective of this study was to determine the correlation between the multiple intelligences, work styles, and demographic attributes of the teacher-respondents. This study utilized the descriptive method of research.Data were collected using a questionnaire.Respondents of the study were high school teachers. When the respondents are grouped according to age, most of the teacher respondents are in the age range of twenty-six – thirty (26-30) which is 27.5%.Female teacher-respondents dominate the forty (40) sample size which is 60.0%.Most of them had teaching experience of 6-10 years,have master's degrees. They have interpersonal intelligence followed by bodily-kinesthetic intelligence and mathematical-logical intelligence. The lowest are linguistic, musical, and intrapersonal intelligence.The work style of the teacher-respondents is geared towards autonomy with few references in leadership and managerial orientation.In general, findings revealed that there is no significant relationship between multiple intelligences and demographic attributes of the respondents,whilethere is a significant relationship between the multiple intelligences of the teacher-respondents with their work styles.

Keywords: 1. Relationship 2. Multiple Intelligence 3.Workstyles 4.Teachers

Introduction

The State Department of Education needs more rigid attention on the demands and challenges of a more relevant and competitive education system. There is a strong need for school heads or principals to determine the existing conditions, problems, strengths, weaknesses, opportunities, and threats facing the schools today. However, the purpose of improving the education system does not only focus itself on the revision of a comprehensive curriculum, a flexible grading system, school policies, plants and facilities, teaching and learning process, and other related school activities but also determining the great need of effective, efficient and high-caliber teachers who are well-equipped with proper knowledge, skills, attitude and styles to cater the needs of the learners (Lynch, 2017). In defining the roles and responsibilities for incessantly improving our education

system that enables our learners to become globally competitive and productive citizens of the country, aside from the financial or monetary support from the government, school principals should try to select and train the best teacher. School principals should identify the needs of teachers and train them to become the best and most fit teachers for the job (Marshall & Burke, 2010).

Many of those who belong to the academe and those with great passion in the field of learning say that teaching is the noblest profession. Everybody is a teacher though others are not aware of it. Learning starts at home and the first teachers are the parents. Teaching does not only include formal delivery of the subject through the use of visual aids, media, and formal instructions but also includes character and behavior that are emulated by others (Villareal, 1995).The State Department of Education should solve the issue of a growing number of pupils in the public schools, the number of classrooms, accessibility of schools, books, chairs, toilets, libraries, etc. The federal government should allocate higher funds to meet these increasing demands of the education system.

According to Teach21 (2019), teachers are the most indomitable tool in the teaching-learning process as a facilitator. Though the curriculum in the 21st century has been student-centered, teachers still play the most vital role in transmitting knowledge, values, and skills for the holistic development of the learners. Teachers should be well-prepared for the day-to-day encounter with the learners from the preparation of lesson plans and instructional materials to the execution of the lesson and the monitoring of learner's progress.

Rayan (2019) stated that teaching is the noblest profession. Teaching is not only a profession; it is also a vocation. It entails a lot of patience and perseverance to perform and execute the responsibilities and tasks of a teacher. It takes a lot of courage and passion to teach the minds and touch the lives of the learners. On the other hand, imparting knowledge is not the sole responsibility of the teacher. Learning starts at home. Learning can be done anywhere, anytime, and from anything. But to produce quality learning, learners should be guided to process and utilize this information. Teachers should be the evaluator of learning. The teacher should diagnose the prerequisite knowledge of the learners, conduct an assessment, and monitor learners' progress and achievement levels. Since evaluating the achievement of students is an integral part of the teaching-learning process, it is imperative that teachers also develop competence in this aspect of the process.

Lee (2020) explained that aside from the problem of budget ranging from the funds for quality education to the compensation of teachers, teachers' attributes are essential to determine how they could be effective and efficient inside the classroom. Educational qualifications acquired upon completing the curriculum in teaching, licensure examination, graduate courses, seminars, and training of teachers are important but not enough to determine the level of performance and effectiveness of teachers. More importantly, principals and teachers themselves should know their strengths and weaknesses to improve the teaching and learning process. Identifying these factors will provide them insights on the points to be improved and reinforced.

Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitated an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and 21st-century teachers and learners. School principals need to establish a matrix to create a wider venue to evaluate the teaching performance of the teacher through determining the multiple intelligences of the teachers, their work styles and preferences, and teaching styles.The

abovementioned scenarios encouraged the researcher to embark on the study of work styles and multiple intelligences of Central High School Teachers.

Objectives of the Study

The primordial objective of this study was to determine the correlation between the multiple intelligences, work styles, and demographic attributes of s teacher-respondents at Central High School, Chesterfield County School District, South Carolina.

Furthermore, it aimed to:

1. Determine the demographic attributes of the teacher-respondents;
2. Assess the multiple intelligences of the teacher-respondents;
3. Determine the work styles of the teacher-respondents; and
4. Find out the relationship between the demographic attributes and the multiple intelligences of the teacher respondents.
5. Find out the relationship between multiple intelligences and the work styles of the teacher-respondents.

Review of Related Literature

The term demographics refers to particular characteristics of a population. The word is derived from the Greek words for people (demos) and picture (graphic). Examples of demographic characteristics include age, race, gender, ethnicity, religion, income, education, homeownership, sexual orientation, marital status, family size, health and disability status, and psychiatric diagnosis. Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes. Usually, demographics or research participant characteristics are reported in the methods section of the research report and serve as* independent variables in the research design. Demographic variables are independent variables by definition because they cannot be manipulated. (https://methods.sagepub.com/reference/encyc-of-research-design/n108.xml).

Gardner's Multiple Intelligences 1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings, and rhythms of words) 2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns) 3. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly) 4. Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully) 5. Musical intelligence (ability to produce and appreciate rhythm, pitch, and timber) 6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations, and desires of others) 7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes) 8. Naturalist intelligence (ability to recognize and categorize plants, animals, and other objects in nature) 9. Existential intelligence (sensitivity and

capacity to tackle deep questions about human existence such as, what is the meaning of life? Why do we die? How did we get here?
(www.niu.edu)

Gardner initially identified seven bits of intelligence and proposed a person who exemplified each one. Linguistic intelligence involves aptitude with speech and language and is exemplified by poet T.S. Eliot. Logical-mathematical intelligence involves the ability to reason abstractly and solve mathematical and logical problems. Physicist Albert Einstein is a good example of this intelligence. Spatial intelligence is used to perceive visual and spatial information and to conceptualize the world in tasks like navigation and art. Painter Pablo Picasso represents a person of high spatial intelligence. Musical intelligence, the ability to perform and appreciate music, is represented by composer Igor Stravinsky. Bodily-kinesthetic intelligence is the ability to use one's body or portions of it in various activities, such as dancing, athletics, acting, surgery, and magic. Martha Graham, the famous dancer, and choreographer is a good example of bodily-kinesthetic intelligence. Interpersonal intelligence involves understanding others and acting on that understanding and is exemplified by psychiatrist Sigmund Freud. Intrapersonal intelligence is the ability to understand one's self and is typified by the leader Mohandas Gandhi. In the late 1990s, Gardner added an eighth intelligence to his theory: naturalist intelligence, the ability to recognize and classify plants, animals, and minerals. Naturalist Charles Darwin is an example of this intelligence. According to Gardner, each person has a unique profile of this intelligence, with strengths in some areas and weaknesses in others.

Many researchers have taken new approaches to understand intelligence based on advances in the neurological, behavioral, and cognitive sciences. Some studies have found that differences in IQ correspond with various neurological measures. For example, adults with higher IQs tend to show somewhat different patterns of electrical activity in the brain than do people with lower IQs. In addition, PET (Positron Emission Tomography) scans show that adults with higher IQs have lower rates of metabolism for cortical glucose as they work on relatively difficult reasoning problems than people with lower IQs. That is, people with higher IQs seem to expend less energy in solving difficult problems than those with lower IQs. Other researchers have sought to understand human intelligence by using computer programs relate to human information processing. These new approaches are extremely promising, but their ultimate value has yet to be determined.

Carr,D. (2010) in his book Professionalism and Ethics in Teaching states that most general level of logical grammar, it seems reasonable enough to regard teaching as a kind of activity in which human beings engaged. In this point of view, indeed, it is agreeably important to distinguish both teaching and the larger project of education from various processes it is hard-put to engage in teaching or benefit from education in the absence of writing or intentional participation or engagement. The purpose of teaching is to bring about learning. It is not possible to define teaching other than by reference to learning. The extend of teaching is an immensely complex and multifaceted activity, involving a wide variety of human qualities and attribute, certain well-nigh exclusive contemporary analysis of pedagogy in terms of skill and technique would appear to be dangerously and damagingly procrustean. However, although it seems farfetched to maintain that teaching is entirely reducible to skill in the manner of science-based technology, it would seem equally implausible to suppose that important questions of skill, technique, and causal effectiveness never arise in connection with teaching, or those empirical scientific analyses of aspect of pedagogy are always inappropriate.

Gazda, et. al. (2011) state in the book human relations development: A Manual for Educators that effectiveness in teaching depends on several factors, knowledge of the subject matter, use of appropriate techniques and media, awareness of principles applied learning and skills in the classroom management are among the elements frequently cited as contributing to effective teaching. More important than these, however, are the skills you posses-your life skills. Research is currently underway by the senior author and his students to identify generic-life skills, not only as they pertain to effective teaching but also as they relate to other areas of personal a professional endeavor. The term "generic-life skills" refers to families of related skills. Such families might include concern development skills, problem-solving, decision-making skills, emotional awareness skills and social relation skills, interpersonal communication skills, and social relation skills. An approach to improving perceptual skills is to achieve a more comprehensive understanding of oneself. This can be particularly accomplished by introspection (observing and analyzing one's behavior) and by participating in a counseling or training group experience where elf exploration with others where feedback is given and received.

The educational community has been clamoring for change for many years. Journal headlines suggest solutions. Politicians offer advice. Parents have their ideas of what should be done. There has been a growing trend in homeschooling. Teachers are frustrated. The administration seems ineffective. All of this scurrying about has had dire effects on the very people the school is trying to helpthe students. Many creative people have developed curricula, new approaches to learning, and new teaching techniques. Teachers often go to seminars heralding a "new, improved, and guaranteed successful" approach to classroom instruction. These presentations are often inspiring and full of great ideas. More often than not, teachers find themselves going back to their same classrooms, full of intent to implement these ideas, only to find the same textbooks, the same students, and the same old attitude about new ideas taking too much energy.

Teachers do not give up their quests for solutions, however. They keep searching, and once in a while they find a theory, technique, or idea that works for them, and they embrace it. Teachers adopted the theory of multiple intelligences because it did not require the discarding of previous ideas. Instead of starting over with some brand-new plans, they could reach even more of their students.

Methodology

Research Design

This study utilized the descriptive method of research. According to Best and Kahn (2007), as cited by Salaria, N. (2013), "The term descriptive research has often been used incorrectly to describe three types of investigation that are different. Perhaps their superficial similarities have obscured their difference. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempt to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator. A brief explanation may serve to put each one in proper perspective."

Conceptual Framework

Figure 1 presents the correlation between 1) Multiple Intelligences of the respondents which include verbal-linguistic, math-logic, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist. These factors will be utilized to determine the most dominant intellectual capacity of the teacher. 2) Work Styles such as autonomy, control, leadership, managerial orientation, work pacing, security, evaluation, recognition, and affiliation. 3) Demographic attributes such as age, gender, teaching experience, and highest educational attainment. The abovementioned, such as multiple intelligences, work styles and other demographic attributes of the respondents are variables studied in this paper.

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Sampling

The sample was composed of forty (40) teachers from a total population of fifty-three (53) teachers of Central High School, Chesterfield County School District, South Carolina selected thru purposive sampling.

Data Gathering Instrument

The first instrument consists of demographic attributes of teachers, age, gender, teaching experience, and highest educational attainment.

The second instrument is a questionnaire on eight (8) multiple intelligences containing eighty (80) questions with responses ranging from one (1) to five (5) using range five (5) as the highest score. This questionnaire determined the degree of eight (8) intelligence of teachers. To evaluate the results, the highest score, which is twenty (20), determines the strong intellectual faculty of the teacher-respondent. The instrument is adapted from Walter McKenzie of Surfaquarium Consultancy.

The third instrument is a standardized work style questionnaire with sixty (60) statements containing nine (9) work style and preferences characteristics and is scored from one (1) to six (6) using range one (1) for characteristics that are not at all true and range six (6) for the extremely true character of the teacher. This instrument is used to determine the work style of the teacher with the highest score of thirty-six (36). To evaluate the score, the variable with the highest score represents the most evident work style and preference of the teacher.

Data Analysis

In the analysis of data, appropriate statistical tools were utilized depending on the specific problem outlined in this study.

Frequency Distribution. Frequency distribution was used to determine the number of responses from the data of the profile given by the respondents from the checklists.

Weighted Mean. The weighted mean for all the items in the profile of the respondents' questionnaire was assessed by the respondents.

Chi-square. Chi-square was used to determine the significant correlation among variables. The variables include the demographic characteristics, multiple intelligences, and work style of the teacher-respondents.

Results and Discussion

Demographic Attributes of the Teacher-Respondents

Age of the respondents

Table 1 shows the distribution of the teacher-respondents according to age. It shows that nine (9) or 22.0 percent are in the age range of 21-25; eleven (11) or 27.5 percent are in the age range of 26-30; four (4) or 10.0 percent are in the age range of 31-35; four (4) or 10.0 percent are in the age range of 36-40; three (3) or 7.5 percent are in the age range of 41-45; four (4) or 10 percent are in the age range of 46-50; two (2) or 5.0 percent are in the age range of 51-55; one (1) or 2.5 percent are in the age range of 56-60; one (1) or 2.5 percent is in the age range of 61-65, and one (1) or 2.5 percent did not reveal their age.

This means that majority of the teacher-respondents are in the prime of their youth with unlimited vitality to their conviction to educate children under their responsibility. The table also means that more young teachers desire to be educators, be part of the education system and be able to impart knowledge to their students. Students often desire something varied. They are characterized by the pace in their life with plenty of escapes around the community. The escapes are activities and places, where students' attentions are being robbed from the classroom, and all the teachers, could do is to try to attune and update their teaching method to compete with the temptation outside of the school. Furthermore, teachers should also make an extra effort to make their teaching interesting, fun, and motivating inside the classroom to meet the needs of the students and attune the students to the right track they are heading. It is also an advantage for younger teachers to be able to devise activities that are in the level of understanding and interest of the students.

Gender of the Respondents

Findings reveal that twenty-four (24) or 60.0 percent are female and sixteen (16) or 40.0 percent are males. Most of the teacher-respondents are female with twenty-four or 60.0 percent (Table 2). It means that the school teaching force or faculty is dominated by women. Females dominate the population of the teaching field with great passion and motivation for education especially to the youth or young generation against the few male teacher-respondents who have opted to teach based on their field of specialization. The female students are dominating colleges and universities which offer education courses and most often, female students who take up education have a lower level of mortality. This means that schools that offer education courses produce more female teachers than male teachers. Furthermore, few respondents are males which are highly

inferior to the population of the females because most males who take up education are the ones who have specialized courses.

Teaching Experience of the Respondents

Results show that nine (9) or 22.5 percent are in the range of 5 years and below; eleven (11) or 27.5 percent are in the range of 6-10 years; eight (8) or 20.0 percent are in the range of 11-15 years; five (5) or 12.5 percent are in the range of 16-20 years; three (3) or 7.5 percent are in the range of 21-25 years; two (2) or 5.0 percent are in the range of 26-30 years; one (1) or 2.5 percent are in the range of 31-35 years, and one (1) or 2.5 percent did not reveal their years in service.

Table 3 shows that majority of the respondents are in the service for 10 years and below. There is a notable decrease in the number of respondents as the length of service increases. The length of service does not matter in dealing with problems inside the classroom. The length of service may enhance understanding of students' abilities and improve teaching skills. Although the majority of the respondents are younger in terms of length of service, it does not necessarily mean that they are inferior in solving classroom problems.

Highest Educational Attainment of the Respondents

Table 4 reveals the data on the highest educational attainment of the teacher-respondents. It shows that five or 12.5 percent are college graduates; six or 15.0 percent have master's units; twenty-seven or 67.5 percent have master's degrees, and two or 5.0 percent have doctoral units. Most of the teacher-respondents have master's degrees with several twenty-seven or 67.5 percent. It means that most of the teacher-respondents are pursuing further studies, continuing education, and seeking professional growth and development. It also means that school principals should encourage and motivate their teachers to study and improve their teaching skills and competencies. They should take graduate studies for professional growth and development. The majority of the teachers are still honing their skills in teaching giving enough preparation for further studies. Moreover, the bulk of work assigned to the new graduate teacher is consuming most of their time. These neophyte teachers are still adjusting to their work pacing based on their capabilities of accomplishing the task assigned to them and the accuracy of the job to be performed.

Dominant Intelligence of the Respondents

Figures in table 5, shows that eight (8) or 20.0 percent are mathematical-logical intelligent; two (2) or 5.0 percent are linguistic intelligent; three (3) or 7.5 percent are spatial intelligent; two (2) or 5.0 percent are musical intelligent; eight (8) or 20.0 percent are bodily-kinesthetic intelligent; two (2) or 5.0 percent are intrapersonal intelligent; twelve (12) or 30.0 percent are interpersonal intelligent, and three (3) or 7.5 percent are naturalists intelligent. The majority of the respondents are interpersonal intelligent with twelve (12) or 30.0 percent. Next in the rank are bodily-kinesthetic and mathematical-logical intelligence.

Interpersonal intelligence: includes the ability to interact with others effectively. Martin Luther King, Jr., Aristotle, and Mother Teresa are all historical figures that had high interpersonal intelligence. In other words, they were easily able to interact with and understand those around them.

People with interpersonal intelligence can pick up on the mood, characteristics, emotions, and intentions of those around them. They are also able to use this information to tailor their approach to interacting with each individual.People with interpersonal intelligence often work well with others, are skilled verbal and nonverbal communicators, enjoy being around others, are natural leaders among peers and groups, have good problem-solving skills, are empathetic, are good at socializing with others and enjoy discussion, can examine a situation from multiple points of view, and easily form strong, positive relationships with others.

The teacher-respondents are effective in working with other people, cooperate with co-teachers in a designated task, love to work in groups, and share success and progress with other people.Some of the teacher-respondents manifest bodily-kinesthetic intelligence which includes the ability to use the body effectively. People with this intelligence love movement. They enjoy sports and/or dance. They are good at building things and like to stay active. They have good motor skills and are very aware of their bodies. They learn best through movement and experimentation. The common characteristics are learned by "doing", would rather touch than just looking, well-coordinated with good motor skills, likes figuring out how things work, enjoys the outdoors, likes to work with hands, can't sit still for too long, enjoys sports and exhilarating experiences likes to be active, has a lot of physical energy and athletic.

Some of the teacher-respondents manifest mathematical-logical intelligence which includes reasoning, conceptual and abstract thinking. People with this intelligence are abstract thinkers and are attracted to logic and reasoning. They are good at investigation and scientific processes. They learn best by logic. The common characteristics are can easily do math in their head, are good at strategy games, have a mind "like a computer", really like math, enjoy science experiments, organize things by category, are abstract thinker, looks for a rational explanation, and wonder how things work.

Identifying the dominant intelligence of the teachers will help the school officials to implement faculty development programs like seminars, training, and workshops that will hone and improve the knowledge, skills, and aptitudes of the teachers. The provision of more avenues for faculty development will ensure more equipped, more skilled, and better faculty members of the school.

Work Styles of the Respondents

Table 6 reveals that eleven (11) or 27.5 percent have a high autonomy style; four (4) or 10.0 percent have a high control; two (2) or 5.0 percent have a high leadership style; three (3) or 7.5 percent have a high managerial orientation or are specialists; two (2) or 5.0 percent have high work pacing style; five (5) or 12.5 percent have high-security style; three (3) or 7.5 percent have high evaluation style; four (4) or 10.0 percent have high recognition style, and six (6) or 15.0 have high affiliation style. Most of the teacher-respondents which consist of eleven (11) or 27.5 percent are autonomous in terms of work style.

It means that individual teachers and workgroups are given the authority to manage their processes instead of having work details controlled by the school head. In some cases, autonomous management can enhance productivity and permit innovation; however, certain elements are necessary to make this style work. Autonomy in management means allowing a great deal of freedom to make choices in the workplace. A school head who grants employee autonomy generally outlines

the goal of a project but allows the employee to decide the best way to achieve that goal. This school head has the same level of interest in the outcome of the project as a manager who is more involved, but he or she simply chooses to let the employees work more independently.

Studies have shown that having autonomy makes employees feel more valued and trusted, and when employees feel more valued and trusted, their output improves. It can be more efficient to allow employees to work more independently. Autonomy encourages creativity. School heads should create a team for these types of teachers that can function productively in an autonomous management environment by choosing the right members of your team. Although employees may function effectively without constant managerial involvement, maintaining an open-door policy can help teachers feel comfortable with self-management responsibilities. Periodic meetings with team members can reinforce that support is available to autonomous team members. Rewarding employees for effective self-management can increase the motivation of your employees to work independently and maintain productivity.

Relationship Between Multiple Intelligences and Demographic Attributes of the Teacher-Respondents

Findings show in Table 7, that there is no significant relationship between multiple intelligences and demographic attributes of the respondents. This means that the variables of multiple intelligences and demographic attributes are not significantly related.

Relationship Between Multiple Intelligences and Work Styles

Table 8 revealed that the obtained Chi-square is 94.063 for the significant relationship between multiple intelligences and work styles with a probability of 0.000. Since the probability is lower than the level of significance which is 0.05, therefore, the hypothesis that there is no significant relationship between multiple intelligences and work styles of the teacher-respondents is thus rejected. It means that the two variables are significantly related. Multiple intelligences of the teachers coincide with their work styles. There is a close relationship between the two variables.

Conclusions

Based on the results of the study, the following conclusions are drawn:

Central High School teachers are quite young with females dominating the sample and with very few years of teaching experience.Majority of the educational attainment of Central High School teachers is with master's units. Although inferior in age, length of service, and educational attainment, these teachers are capable of empowering the students to achieve the desired competencies or outcomes.

The work style of the teacher-respondents of Central High School is autonomy. These teachers, if well directed could be assets of the schools in particular and the whole education system in general.Multiple intelligences are not significantly related to the age, gender, teaching

experience, and highest educational attainment of the teachers.Multiple intelligences of the teachers are closely or significantly related to their work styles.

Recommendations

The following are the recommendations based on the findings and conclusions of the study:

1. School heads or principals should devise a program to help enhance the multiple intelligences and work styles of the teachers.

2. School heads or principals should create a venue for teachers to develop other intelligence that is innate in the teachers by suggesting other ongoing formations on the least exemplified intelligence.

3. School heads or principals should make a comparison of the multiple intelligences of each teacher with the teaching style they employ inside the classroom.

4. Teachers should share teaching innovations and should foster the best practices in teaching.

5. Teachers should share their resources of the best practices that are proven to be effective inside the classroom.

6. School administrators should identify the weaknesses of their teachers in terms of subject competencies and classroom management and provide pieces of training and seminars for them to improve as teachers.

7. The school administrators should continuously aspire to improve and develop themselves so that they will serve as role models for teachers in attaining deeper or profound commitment to the profession.

8. Similar study should be conducted along the study to find out the relationship between multiple intelligences and other variables related to teaching.

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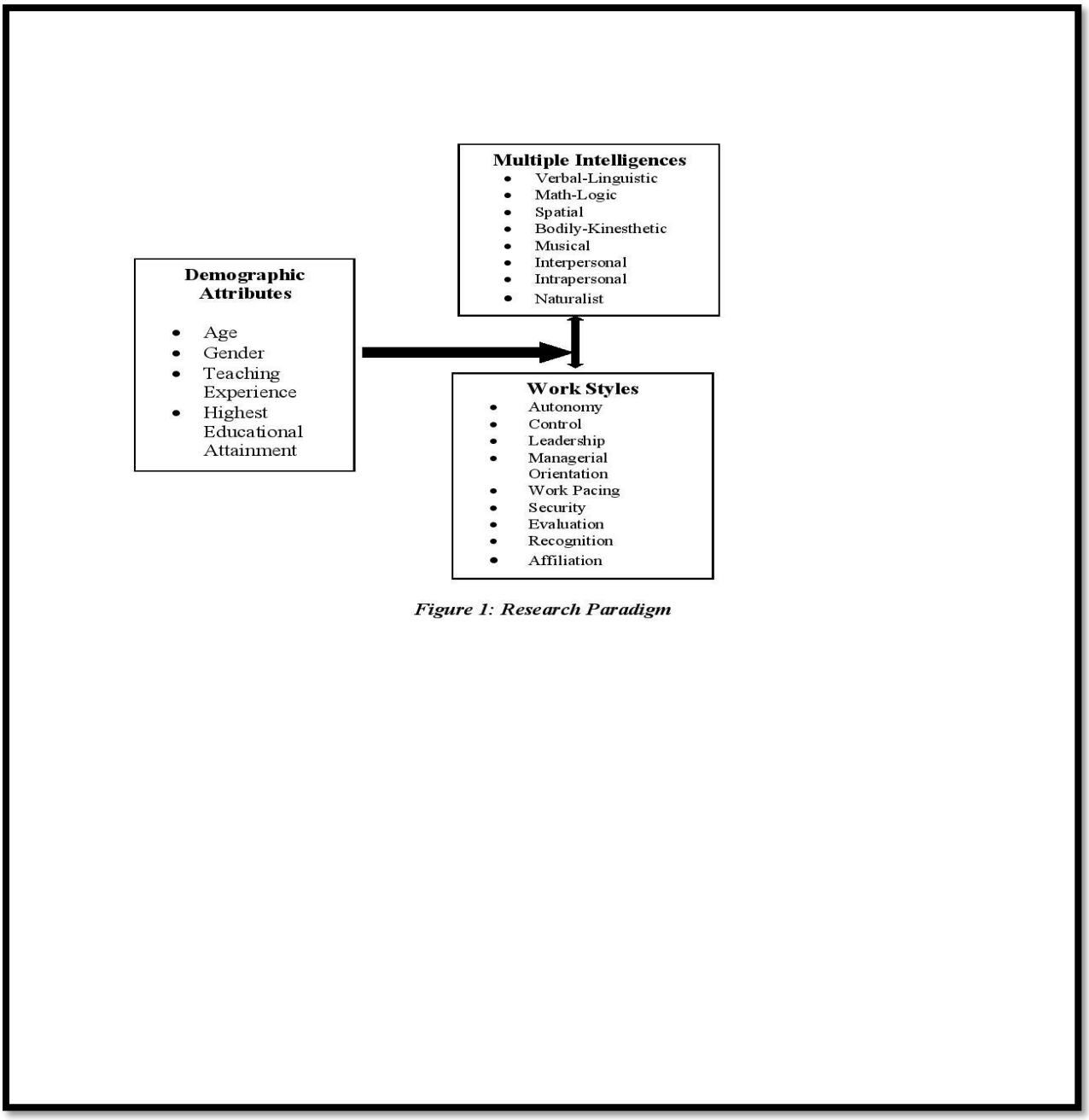

Figure 1: Research Paradigm

Tables 1 to 8

Table 1.Distribution of Respondents According to Age

Age	Frequency	Percentage
21 – 25	9	22.5
26 – 30	11	27.5
31 – 35	4	10.0
36 – 40	4	10.0
41 – 45	3	7.5
46 -50	4	10.0
51 – 55	2	5.0
56 – 60	1	2.5
61-65	1	2.5
No response	1	2.5
Total	40	100.0

Table 2.Distribution of Respondents According to Gender

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Gender	Frequency	Percentage
Female	24	60.0
Male	16	40.0
Total	40	100.0

Table 3.Distribution of Respondents According to Teaching Experience

Teaching Experience	Frequency	Percentage
5 years and below	9	22.5
6 – 10 years	11	27.5
11 – 15 years	8	20.0
16 – 20 years	5	12.5
21 – 25 years	3	7.5
26 – 30 years	2	5.0
31 – 35 years	1	2.5
No response	1	2.5
Total	40	100.0

Table 4.Distribution of Respondents According to Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Graduate	5	12.5
With Master's Units	6	15.0
Master's Graduate	27	67.5
With Doctoral Units	2	5.0
Doctorate Graduate	0	0
No Response	0	0
Total	40	100.0

Table 5.Distribution of Respondents According to their Dominant Intelligence

Multiple Intelligence	Frequency	Percentage
Mathematical – Logical	8	20.0
Linguistic	2	5.0
Spatial	3	7.5
Musical	2	5.0
Bodily – Kinesthetic	8	20.0
Intrapersonal	2	5.0
Interpersonal	12	30.0
Naturalist	3	7.5
Total	40	100.0

*Based on dominant intelligence where the highest score is counted.

Table 6. Distribution of Respondents According to their Work Styles

Work Styles	Frequency	Percentage
Autonomy	11	27.5
Control	4	10.0
Leadership	2	5.0
Specialist/Managerial Orientation	3	7.5
Work Pacing	2	5.0
Security	5	12.5
Evaluation	3	7.5
Recognition	4	10.0
Affiliation	6	15.0
Total	40	100.0

*Based on dominant work style where the highest score is counted.

Table 7.Relationship Between Multiple Intelligences and Demographic Attributes of the Teacher-Respondents

Multiple Intelligences	Chi-Square	Probability	Decision	Remark
Age	36.532	0.818	Accept Ho	Not Significant
Gender	16.102	0.151	Accept Ho	Not Significant
Teaching Experience	27.562	0.922	Accept Ho	Not Significant
Highest Educational Attainment	38.133	0.954	Accept Ho	Not Significant

Table 8. Relationship Between Multiple Intelligences and Work Styles

Variables	Chi-Square	Probability	Decision	Remark
Multiple Intelligences vs. Work Styles	94.063	0.000	Reject Ho	Significantly Related